



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE

In French (9FR0)

Paper 3: Speaking

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Summer 2025

Publications Code 9FR0_03_2506_ER

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General

This report has a dual purpose: to set out the objectives of the exam with a view to helping teacher-examiners with their technique and report on the performance of learners and centres in 2025.

Broadly speaking, the purpose of Paper 9FR0_03 is to assess learners' ability effectively to communicate knowledge and understanding of cultural and socio-political features of France and other Francophone societies; and to form personal opinions on certain issues that they can then substantiate and defend in discussion. This is done in a variety of ways.

The exam format

Task 1 – The Themes

A corpus of 4 Themes divided into 3 sub-themes delineates the areas of study. The table illustrates this.

Theme	Sub-theme
Les changements dans la société française	Les changements dans les structures familiales L'éducation Le monde du travail
La culture politique et artistique dans les pays francophones	La musique Les médias Les festivals et les traditions
L'immigration et la société multiculturelle française	L'impact positif de l'immigration sur la société française Répondre aux défis de l'immigration et de l'intégration en France L'extrême droite
L'Occupation et la Résistance	La France occupée Le régime de Vichy La Résistance

Task 1 – The compulsory questions

Learners are tested on these areas in the first task of the exam. They are offered a choice between two unrelated sub-themes and are given a stimulus card for the one they choose. This contains two bullet points that will help them frame their responses to two questions of which they have no foreknowledge. The stimulus is a declaration of a somewhat provocative nature.

e.g.

Teacher Examiner card

Thème : Les changements dans la société française.

A Les Français pensent que les femmes doivent rester à la maison.

Compulsory teacher-examiner questions :

- 1. Selon vous, cette déclaration reflète-t-elle la réalité dans les familles françaises ?*
- 2. Comment les tâches domestiques sont-elles réparties dans les familles françaises ?*

Learner card

Thème : Les changements dans la société française.

A Les Français pensent que les femmes doivent rester à la maison.

Vous devez considérer :

- 1. La crédibilité de cette déclaration*
- 2. La répartition des tâches domestiques dans les familles françaises.*

Part 2 – Task 1 – Responding to written sources.

The second part of the test centres on an Individual Research Project (IRP). It assesses learners' ability to summarise and evaluate two written sources on a topic they have freely chosen to research, by making a 2-minute uninterrupted presentation.

Each of these tasks is followed by a period of spontaneous discussion during which other sub-themes from the same main theme group are explored in Task 1 Part 2 and several bullet points relating to the learner's IRP are developed in Task 2 Part 2.

Timing

The total time for the exam is 23 minutes and is allotted as follows:

Minutes	Action
5	Preparation • The invigilator offers the learner a choice of two stimulus cards, representing different themes from which one is chosen. • The selection of cards is determined by the board and is dependent on the learner's position in the running order. • Bullet points assist learners in framing their answers. • An A4 sheet of notes may be taken into the examination room.
7- 8	Task 1 • The learner answers the two questions, with no discussion in between. • Thereafter, the examiner may briefly explore the learner's answers further, before moving to discussion of at least one more sub-theme within the same group.
2 – 3	The Presentation

	The examiner retrieves the stimulus card and the learner's notes and the learner makes the 2-minute presentation on the IRP.
7 – 8	The Discussion The examiner explores the key findings listed by the learner on the IRP form.

In this way, the learner is required to respond spontaneously in Part 1 to an unknown stimulus, meet certain criteria relating to communicative skills in Part 2 Task 1 and talk spontaneously on prepared material in Task 2.

Advice to Teacher-Examiners

Interpreting the Assessment Objectives

An informed understanding of the Assessment Objectives which form the basis of the Mark Scheme will help both teacher-examiner and learner to conduct the exchanges in the most effective way.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1 - 3	- Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. - Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4 - 6	Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. • Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7 – 9	- Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. - Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10 - 12	- Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. - Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Commentary

A close reading of the AO4 mark grid shows that learners are required to do two things - demonstrate the extent of their knowledge and understanding of French society and culture and substantiate this by expressing and defending opinions on what they have learnt.

The same features occur in each box but are defined differently as demand and reward increase. The degree to which all these features are present in a given response or series of responses determines the mark for this AO. This needs to be borne in mind when thinking about what to ask.

Learners' responses are judged on their *relevance* to the question or prompt from the teacher-examiner and how well they remain *focused* on the point as the exchanges progress.

The nature of the *content* moves along a scale from **concrete, predictable, and descriptive or narrative** to *analytical, interpretative* and *perceptive*.

The ability to *present and substantiate opinions and arguments* becomes more apparent and *conclusions* reached become more *convincing* as greater competence is revealed.

It is important to recognise that AO4 is not simply a fact-finding exercise. Knowledge and understanding alone will not be sufficient to secure a high mark. All the other communicative skills are tested too and will have a bearing.

A well-constructed response will start with the learner acknowledging they have understood what the subject for discussion is and making an opening statement supplying information and/or expressing an opinion. This should be substantiated by further examples, preferably spontaneously but also, often, in response to some prompting. To present and defend arguments convincingly requires some sort of challenge. This brings the role of the teacher-examiner into the equation.

When preparing to examine learners, colleagues should have in mind all the features set out in the Mark Scheme and seek to create situations that enable them to demonstrate their ability to meet the various requirements. The key is attentive listening. Fundamentally, our role is to find out what learners know, to what depth, what they think about what they know, why, and how firmly they believe what they say. So, we invite them to tell us what they know, we probe their response, seek their opinion and encourage them to justify it. There is no need to spend hours working up lists of questions, which in any case will largely be of a factual nature and consequently of little use in eliciting opinion and argument. A further problem with this approach is that the teacher-examiner's agenda takes over from that of the learner and this is the opposite of what is required.

The use of past papers can help when seeking to initiate discussion or move from one topic/sub-theme to another. After that, the trick is to listen closely to what learners say and use it to nudge them towards the type of response desired – factual statement, opinion, defending arguments and drawing conclusions. This can be achieved quite simply for example, by requesting for clarification or further explanation, pointing out possible contradictions in what they have said, challenging a position and creating hypothetical situations for them to react to, seeking

opinions etc. The nature of oral examining is such that model answers are impossible to create in a meaningful way. Fortunately, colleagues can refer to the exemplars Pearson has put online to see what experienced teacher-examiners do.

Accuracy and range of language (AO3)

The purpose of including this AO is to illustrate another aspect of the teacher-examiner's role.

Marks	Description
0	No rewardable language.
1-3	- Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. - Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. - Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	- Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. - Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. - Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	- Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. - Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. - Pronunciation and intonation are intelligible and mostly accurate.
10-12	- Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. - Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. - Pronunciation and intonation are accurate, intelligible and authentic sounding.

This grid is intended to help markers reach an accurate assessment of the learner's range of structure and vocabulary and their ability to deploy these effectively whilst communicating their thoughts with as little impairment of the message as possible.

It is of interest to teacher-examiners too because it reminds them that the examination is not simply a matter of conveying information and emotion, as AO4 would appear to suggest but is also a gauge of how much of the language, as such, has been learnt and deployed usefully.

This means that, as well as finding ways of eliciting information and opinion, teacher-examiners must have an eye to offering learners opportunities to show how complete their knowledge of the language is. So, there is a linguistic component in question framing.

The guidance provided by Pearson talks about “complex language” which means anything beyond basic subordination, fundamentally. Colleagues should refer to the documentation to gain a more complete idea of what is meant by the term.

It is perfectly possible to achieve a creditable response using only a few “tools”. Using simple subordination and the main tenses, with appropriate vocabulary, will produce a satisfactory outcome provided that what is said is acceptable in both content and form.

If a learner produces *“Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication”* but with only *“some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication”* they will be judged to have delivered an acceptable performance.

To access the upper reaches of the mark scheme, learners need to provide, in addition to the requisite level of Accuracy, evidence of familiarity with language items such Voice, Mood, complex tenses and syntactical devices. Accuracy is not something teacher-examiners can do anything about, but they can and should give thought as to how they might enable learners to produce language containing passives, subjunctives, Past conditionals, advanced relative pronouns etc., as this will benefit their learners by allowing them to demonstrate knowledge of these features, even if this may be flawed.

Interaction (AO1)

Interaction mark grid

This mark grid assesses learners’ ability to interact with the teacher-examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

The reason for including this grid is to clarify the matter of elicitation. It is not necessary for learners to punctuate every remark with “Vous comprenez?” Occasionally they may have recourse to this or similar phrases but if the teacher-examiner is doing their job properly, it should be obvious if they have understood or not. Indeed, there are examples of tests where the interaction between teacher-examiner and learner is so obvious that such an enquiry would be superfluous.

Teacher-examiner and learner should remember that it is the latter's job to provide the evidence that will allow markers to gauge the level of knowledge and competence and the former's to make this possible. Learners should seek to dominate the discussion and teacher-examiners to steer it.

Marks	Description
0	No rewardable material.
1-2	- Interacts with occasional spontaneity to some questions and statements but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. - Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	- Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. - Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	- Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. - Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Advice To centres

The required documents should be made available in good time online or, in the case of Visiting Examiners (VE), at least 3 weeks before the scheduled visit.

The examination room should be somewhere quiet and large enough to accommodate three people with some ease, allowing the chaperone to be positioned out of the line of sight of the learner, thereby ensuring no unnecessary distraction or stress. A separate preparation room should also be provided.

Great care should be taken with recording to ensure that the learner is clearly audible and not distant or removed from the teacher-examiner and that the recording is not blighted by interruptions, noises or spectral echoing. Surprisingly, this is not always the case and in too many cases, learners input is lost, to their obvious detriment.

Advice to learners

You should be prepared to answer questions on any of the 12 sub-themes. In Task 1, the stimulus card will give you a good steer as to the nature of the questions you will be asked. You should use the bullet points to form the basis of your responses.

The questions ask for specific information or opinions. You should ensure that your answers address these issues and do not fall into the trap of becoming an unfocused compendium of all you know about the topic. Your answers should be coherent and articulate. To gain maximum credit you are advised to develop your responses, unprompted, beyond a simple statement by providing examples and opinions. Taking the initiative in the discussion is something you will be rewarded for.

Task 2 – the Presentation

This requires you to research a topic of your choice, using at least two French-language written sources. These must not be transcripts, translations, interviews, videos or radio programmes. Using these will result in a zero score for this task.

You should present the sources as if you were addressing an audience that has not had the benefit of reading your IRP form and therefore will not know what your “first source” was. You should then summarise each giving the main points. Finally, you should make a judgment on the relative merits of each one in terms of how helpful they were to you in your research. Your personal opinion on the topic will, of course, be interesting to hear but it cannot act as a substitute for the third criterion.

In the ensuing discussion, as in Task 1, you should develop your answers spontaneously into related areas by providing further information and opinions, remembering always that what you say must be relevant to the prompt made by your teacher-examiner. It is your responsibility to provide the evidence for a marker to make a valid assessment. Just answering the question might get you through but it will not allow you to shine.

Performance

The pass rates and grade percentages testify to a very satisfactory outcome. Colleagues and learners are to be congratulated on their achievements. There were many outstanding performances with learners displaying detailed knowledge and perceptive analysis of the Francophone world. There is room for improvement, of course. The advice offered in the previous section, if heeded, will help bring this about.

Centres

Centres should ensure that markers are provided with the necessary documents to check the validity of learners’ sources and detect any possible malpractice.

Teacher-examiners

Identifying the learner by name and number will eliminate confusion.

Stating the stimulus card number and obtaining the learner's choice of declaration will spare markers from having to wait for the first question, to see what this is.

Reading the declaration, as required, will assist in confirming these details and act as a secondary check that the learner's choice has been properly registered, avoiding unnecessary stress when the first question belongs to another declaration.

Asking the questions as set, without re-phrasing or comment in between, should also be observed as any infringement could result in a learner's response being invalidated.

Observing the correct timings will ensure that learners are afforded the appropriate amount of time to demonstrate their abilities in each section and, accordingly, do not suffer any loss of marks as a result of insufficient coverage in one or another of these.

The Stimulus cards

The nature of the Themes means that some are more productive than others. In the main, Themes 1, 3 and 4 were dealt with more successfully by learners than Theme 2. There are more resources for learners to consult, and they are topical which means that information is easier to find and opinions easier to form.

Thème 1 Les changements dans la société française

Les changements dans les structures familiales

Les Français pensent que les femmes doivent rester à la maison

Learners found this subject accessible and were not in agreement with the statement, recognising that things have changed and financial and personal imperatives mean that French women can no longer afford not to work. They also acknowledged that although there has been change, domestic roles are still largely sex-defined and shared unequally, with the burden falling disproportionately on the woman.

La famille traditionnelle est en train de disparaître en France

Learners agreed with this statement whilst pointing out that even though so many marriages fail, the percentage of "familles recomposées" shows it remains an ideal for many. They were well-versed in the different types of families found in France and the surrounding controversies i.e. the effects on children and the desirability of same-sex marriages, about which they had well-defined opinions.

L'éducation

A La réforme du bac était nécessaire

Learners had clearly been well-taught in this area and knew why it had been deemed necessary to tackle the problems of first year university failure rates, student stress and irrelevance to the demands of the modern world. **A** was by far the more popular choice. **B**, on the centralised nature of French education, was more remote from their experience perhaps but many good responses pointing to the power of the Education Ministry over the curriculum, the prestige of “les Grandes Écoles” and the singularity of the baccalaureate as a unique national examination, were heard.

Le monde du travail

A La grève en France, plus qu'un droit, une tradition.

Learners had prepared well for this question and provided statistics to show that although France's record on striking is not the best, the reputation for being ready to withdraw labour at the drop of a hat is not entirely merited. Many distinguished between demonstrations, “wild cat strikes” and union-led movements, citing “les gilets jaunes” as one example.

They knew that the right to strike was written into the constitution but little beyond that in terms of the legal requirements on unions and the power of the courts.

B Les changements dans la vie active en France ne plaisent pas à tout le monde.

This question sought to promote discussion on the age of retirement, proposals for a change in the working week and working from home. It was chosen by few, probably because of the complexity of the topics. In general, it was not well done.

Thème 2 : La culture politique et artistique dans les pays francophones

La musique

A Le rap n'est pas vraiment une musique pour la francophonie.

As France is included in the list of Francophone countries, it is predominantly on French culture that learners have opinions, although there are a few who venture into the wilder regions such as Quebec, Haiti and various African countries.

Learners were clearly aware of the connection between artists from other Francophone countries and their influence on the French music scene about which they were well-informed and, in general, in disagreement with the statement. They acknowledged that it was not in the tradition of French music as exemplified by Edith Piaf, Jacques Brel or even Johnny Hallyday

but felt it deserved its place because it spoke to young people about problems in their everyday lives.

B La musique dans les pays francophones exprime l'identité de ces sociétés

This question was less popular than the previous one and whereas some learners cited the music of Haiti or Guyane in agreeing with the statement, France was again the major point of reference with learners pointing to the influence of immigrant or foreign artists such as Aya Nakamura and Stromae as a reflection of a multicultural society in the making, they were also aware that the most popular style of music remains “la musique des variétés”, representing the more traditional elements of this society. They produced good statistics on audience figures and showed how the French government and people promote music through concerts, festivals and fetes.

Les médias

A Les médias garantissent les libertés dans les pays francophones

The question offered learners the opportunity to show knowledge of what the relationship was between the media and the authorities in some Francophone countries, predominantly former colonies. Unsurprisingly, few chose to do so. Most preferred to discuss the French situation, agreeing with the statement and illustrating the role played by the media in scrutinising the authorities and shaping society. The Charlie Hebdo case was widely cited as an example of how they influence the public debate.

B Les réseaux sociaux sont néfastes pour la société francophone.

Opinion was divided on this issue. Whilst acknowledging that social media can lead to social isolation, bullying, the spread of false information and conspiracy theories which are detrimental to people's health and can disrupt society, there was also agreement that they have great potential to produce citizens who are better informed on political matters referencing the use of social media by President Macron and other major figures.

Les festivals et les traditions

A Les sociétés francophones s'illustrent par leurs festivals.

Once again, examples of festivals and traditions from countries other than France were infrequent and often lacking in detail. Most learners could cite examples of French festivals and traditions without necessarily addressing the question of how these illustrated the political and artistic nature of French society. Thus, they mentioned Noel, the 14th of July, the Festival Interceltique, Toussaint and La Fete de la Musique without connecting them to the Christian /

Catholic foundations of the country, the strong regional allegiances and the attachment of the state to the promotion of culture.

B Dans les pays francophones, les fêtes traditionnelles n'ont plus d'importance.

This question was the preferred choice of the majority of learners. In the main they displayed good knowledge of the most important of the traditional festivals. Encouragingly, nearly all learners had realised that the statement was true for commemorations of a religious nature but did not hold in the case of those of a more commercial or cultural remit, where they detected an increasing level of interest.

Thème 3 : L'immigration et la société multiculturelle française.

L'impact positif de l'immigration sur la société française.

A La contribution des immigrés à la société française est sous-estimée.

Immigration is a topic that appeals to learners and offers many opportunities to demonstrate knowledge and opinion. It is pleasing to be able to report that learners showed good awareness of the importance of the contribution made by successive waves of immigrants and how this has evolved over the years from a largely manual one, helping to rebuild a shattered country into one where vital services would not be available without their presence. Pleasingly too, it was good to see the old stereotyping being replaced by an acknowledgement of the heightened level of qualifications and skills provided by more recent immigrants and the contribution being made in areas such as start-ups and research.

B Le choc des cultures en France est productif.

This topic was rarely chosen, perhaps because it was inherently more difficult conceptually but also, more probably, because the other one on offer was more accessible.

Répondre aux défis de l'immigration et de l'intégration en France

A Être immigré en France n'est pas facile.

Learners showed good awareness and appreciation of the various forms of discrimination encountered by immigrants, ranging widely from rejection because of skin colour, religion, family and social values, through poor housing and schooling resulting in isolation and reduced life opportunities to exclusion from the job market or unfair treatment once in it. This was a question that offered learners an excellent opportunity to shine and many did so.

B Éviter la marginalisation des immigrés en France ne viendra qu'avec un changement d'attitude.

This was not a popular choice as it required a higher level of reflection than **A**. Those who attempted it showed good awareness of the measures taken by the French authorities to promote inclusivity - language classes, training and social benefits - but only a few were perceptive enough to see that the change in attitude may have to come from all sides.

L'extrême droite

A La montée de l'extrême droite en France est inquiétante.

This is another productive topic and one with which learners are very familiar. They were able to comment and give opinions on the danger of the Far Right with some ease. These were largely to do with racism, social unrest and human rights. They were not so clear on why the Far Right had suddenly become so popular, attributing it almost exclusively to immigration and racism, but ignoring other factors such as dissatisfaction with the existing political parties and the resulting paralysis of government, the European Union, the loss of manufacturing capacity, the increasing precarity of daily life and its accompanying "incivilités".

B Le Rassemblement National est la voix des Français oubliés.

This was a slightly more challenging topic as it called for knowledge of the kind outlined above. It also called for a more detailed knowledge of the key planks of the Rassemblement's platform and not just how they had changed but also why. As a result, it was not chosen by many.

L'Occupation et la Résistance.

La France occupée

A L'Occupation nazie était une dure épreuve pour tous les Français

This topic is very productive and very popular. Correspondingly, there were some outstanding contributions. This question was an attempt to allow learners to show what they knew about life in both zones during the Occupation. It has to be said it was not entirely successful in that they knew little about life in the occupied zone whereas they were very well-informed of the physical and psychological suffering suffered by those in the south, although here again the conditions of daily life tended to be swamped by the treatment of the Jews about which they knew and understood a great deal.

B La collaboration était le seul vrai choix pour les Français pendant l'Occupation.

This topic also produced some excellent, informed and thoughtful responses with learners accurately identifying the other choices, i.e. resistance both active and passive with many interestingly raising the question as to whether apathetic acceptance was not in fact another form of collaboration, showing fine analysis and insight. The many forms of collaboration were all clearly known.

Le regime de Vichy

A Pétain était un vrai criminel.

Another popular and well-researched topic. The more popular of the two on offer. Learners were well-informed regarding the charges brought against Petain at his trial and in general accepted the inevitability of these. They showed understanding of the verdict and generosity in their approval of De Gaulle's actions and the final outcome for the Marshall. Many were keen to point to the dire state of France in 1940 and showed some sympathy for the old gentleman, wondering what else he might have done otherwise.

B Le régime de Vichy avait une certaine attraction à l'époque.

This question was not answered successfully in the main. Little reference was made to the perceived inefficacy of the previous parliamentary regime which made the prospect of an authoritarian regime led by a man with a proven track record based on a return to traditional values, tempting. The ideology of the Vichy regime is an area that would benefit from greater attention and not just in terms of its political leanings but also, and perhaps even more importantly, in respect of present-day France, in its economic and social innovations.

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Thème : L'Occupation et la Résistance

La Résistance

A L'implication des Français dans la Résistance a été sous-estimée.

Learners rightly cautioned that statistics on this matter are not entirely reliable and thus it is difficult to do more than make an intelligent assumption about the validity of the statement. For the majority, it was accurate in that many actions were clandestine and therefore not reported. Many pointed to the case of women whose role in the Resistance was initially underestimated but has more recently been shown to have been much more prominent. Good knowledge was shown of the various ways in which the French population, and not just the Resistance fighters, contrived to hinder the Nazi war effort.

B Le General de Gaulle n'était pas un vrai patriote.

Learners' knowledge of de Gaulle's role in encouraging the French to resist and re-organising the Resistance were well-known but his importance in preserving parts of France's possessions and military whilst also ensuring that her voice was heard in the Allies' discussions, were rarely mentioned. Whilst some agreed with his critics that he should have stayed and fought instead of fleeing to London, the majority felt that, in the end, embodying the soul of France and providing a rallying point was the better choice.

In conclusion, it is clear that learners are well-prepared for this examination, having acquired extensive knowledge, in the main, and the means to express it effectively.

