

# Example Candidate Responses

Cambridge  
Pre-U

Cambridge International Level 3  
Pre-U Certificate in  
**FRENCH (9779)**



# Example Candidate Responses

## French (9779)

Cambridge International Level 3  
Pre-U Certificate in French (Principal)

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**Cambridge International Level 3 Pre-U Certificate**

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**French****9779****Contents**

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## Introduction

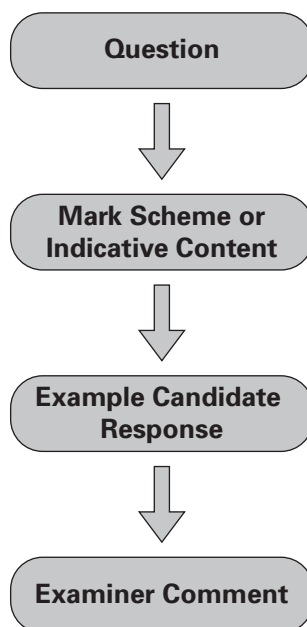
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The main aim of this booklet is to exemplify standards for those teaching Cambridge Pre-U, and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

Cambridge Pre-U is reported in three bands (Distinction, Merit and Pass) each divided into three grades (D1, D2, D3; M1, M2, M3; P1, P2, P3).

In this booklet a range of candidate responses has been chosen to illustrate as far as possible each band (Distinction, Merit and Pass). Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for each paper of the subject has been adopted:



Each question is followed by an extract of the mark scheme used by Examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where marks were awarded and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Teachers are reminded that a full syllabus and other teacher support materials are available on [www.cie.org.uk](http://www.cie.org.uk). For past papers and Examiner Reports please contact CIE on [international@cie.org.uk](mailto:international@cie.org.uk).

## Components at a Glance

Component	Name	Duration	Weighting (%)	Type of Assessment
1	Speaking	c. 16 minutes	25	Externally assessed oral
2	Reading & Listening	2 hours 15 minutes	25	Externally set and marked written paper
3	Writing and Usage	2 hours 15 minutes	25	Externally set and marked written paper
4	Topics and Texts	2 hours 30 minutes	25	Externally set and marked written paper

This booklet contains a selection of example candidate responses and Examiner comments for Paper 2 (Translation and Summary), Paper 3 (Discursive Essay) and Paper 4 (Topics and Texts).

## Paper 2 Reading and Listening

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### Part I Reading

#### Texte à lire 3

- 12 Translate the following passage into **French**. You may use words or phrases from the previous passage.

I know an ambitious Russian businessman who has just opened a shop in Monaco, despite the advice I gave him. According to his radio advertisements, he promises goods of high quality and a warm welcome to all those visiting his furniture shop. He needs customers on a high income, however I don't think that his business can develop quickly as there are lots of retired people living in the town.

### Mark Scheme

#### Translation [AO2]

One tick for each box, then use conversion table.

#### General marking principles for the transfer of meaning

- The correct information should be communicated.
- Any suitable alternative rendering can be accepted.

## Translation

Question	Accept	Reject
I know	Je connais	
an (ambitious Russian) businessman	un homme d'affaire(s)	commerçant/entrepreneur
ambitious Russian	russe ambitieux/plein d'ambition/de nationalité russe/d'origine russe	Russe/de Russie
who	qui	
has just opened	vient d'ouvrir/a ouvert récemment	
a shop in Monaco	un commerce/un magasin/une boutique à Monaco.	au/en
despite	Malgré/en dépit des/du	
the advice	les conseils (or singular)	
(that)	que	
I gave him.	je lui ai donnés OR avais (OR le conseil...donné)	
According to his radio ads	Selon/D'après ses spot radios [accept singular]/publicités	annonces
he promises	il promet	
goods	des biens/marchandises/produits	les/objets
of high quality	de haute qualité/qualité haute/élevée	
and a warm welcome	et un accueil chaleureux/bon accueil/accueil sympathique	Chaud/gentil/amical
to all those	à tous ceux/à tous les visiteurs	
visiting	qui se rendent à/visitent/vont à	
his furniture shop.	son magasin de meuble(s)/mobilier/ameublement	
He needs	Il a besoin de/Il lui faut des [accept les]	
customers	clients/d'une clientèle	
on a high income,	qui ont/avec un revenu élevé./salaire	d'un revenu
however, I don't think	Cependant/néanmoins je ne crois/pense pas	
that his business	que son commerce	affaires
can	puisse	
develop	se développer	
quickly	rapidement/vite	
as there are	puisque'il y a/parce qu'il y a/comme	
lots of	beaucoup de/bien des/de nombreux	
retired people	retraités/personnes à la retraite/personnes retraitées	
living in the town	qui habitent (dans)/vivent dans la/en ville.	à la ville

## Conversion table

Number of ticks	Mark
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
3	1
0–2	0



## Part II Listening

## Texte à écouter 3

**VOYAGES ECOLOGIQUES ?**

26 Listen to the text and summarise its content according to the bullet points provided in no more than 100 words in **English**.

- What is said about CO<sub>2</sub> emissions in the journey from Toulouse to Paris
- Offsetting CO<sub>2</sub> emissions
- Travellers' misconceptions of the compensation principle
- Other solutions and reasons

## Mark Scheme

Accept	Reject
By train : 5 kg of CO <sub>2</sub> [1] By plane : 90 kg of CO <sub>2</sub> [1]	
per passenger [1]	
by payment of a sum of money (an environmental charge) [1]	
which is used to finance environmental projects [1]	
Travellers believe this payment totally offsets the damage to the environment/they can travel by plane with a clear conscience/they believe they are not damaging the environment. [1]	
Because compensation payments are minimal/very small (e.g. Paris Polynésie: 21,49€) this will never resolve the problem. [1]	minimum
The only way is to cut down on (greenhouse) gases [1] and the only way to do this is to cut down on travelling/change our habits. [1]	
Monetary payments in fact, encourage people to ignore the problem. [1]	

[Total: 10 marks]

[AO1]

## Transcript

**M:** Avons-nous trouvé des solutions pour rendre nos transports plus « écologiques » ?

**F:** On a comparé les niveaux de pollution pour les deux moyens de transport les plus utilisés. Sur le trajet Toulouse-Paris, alors que, pour une personne le train produit 5kg de CO<sub>2</sub>, le même trajet en avion en produit 90kg.

Pour rendre les voyages moins « polluants », la solution choisie actuellement c'est de compenser les quantités de CO<sub>2</sub> produites par le voyage en demandant au voyageur de payer une somme d'argent. Celle-ci sera utilisée pour financer des projets environnementaux.

**M:** Mais, vous êtes contre ces mesures. Pourquoi ?

**F:** Parce que les voyageurs croient que cette somme d'argent va permettre de compenser les dégâts faits à l'environnement. Ils n'hésitent donc plus à prendre l'avion aussi souvent qu'ils en ont envie car cette « compensation » qu'ils ont payée leur donne bonne conscience. Mais c'est faux !

D'abord parce que ces « compensations » sont minimales. Prenez le vol Paris- Polynésie: on paie 21,49 € de compensation ! Dérisoire ! Ensuite, parce que, pour résoudre des problèmes aussi graves que les changements climatiques, ce que nous devons comprendre c'est qu'il faut diminuer nos émissions de gaz à effet de serre. Et pour cela, en matière de transport, il n'y a qu'une solution : réduire nos voyages ! Oui, il faut carrément changer nos habitudes de vie et ça, c'est plus dur à accepter !

Ces opérations de compensation carbone sont, selon moi, dangereuses car elles ne sont finalement qu'une validation des émissions.

## Example Candidate Response – Distinction (D1)

## Reading: Translation

Je connais un homme d'entreprise Russe, qui vient d'ouvrir un magasin à Monaco, malgré le conseil que je lui ai donné. Selon ses spots ~~et~~ radios, il promet les marchandises de bonne qualité et un accueil ~~enthousiaste~~ amical à tous ceux qui visitent son magasin de meubles mobiliers. Il a besoin ~~des~~ de clients qui profitent d'un revenu ~~est~~ élevé, cependant je ne crois pas que son commerce puisse ~~développer vite~~ développer vite ~~q~~ parce qu'il y a bien des gens à la retraite qui habitent à la ville.

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**Listening: Summary**

From Toulouse-Paris, trains produce 5 kilo of CO<sub>2</sub> per passenger, while planes produce 90. To lessen pollution, passengers pay money, which is used to finance environmental projects. Travellers believe that this sum compensates for the damage to the environment, and therefore don't feel guilty taking a plane. In reality the sum they pay is minimal compared to what is needed. There is only one solution: the number of journeys must be reduced, because ~~the~~ gas emissions and the greenhouse effect must be reduced. We must change our habits, because the compensation principle merely justifies the journeys.

**Examiner Comment****Reading**

This is a very strong performance, the translation bearing witness to an excellent command of grammatical usage. Verb formations and tense usage are without fault and the candidate is able to deal with such sophisticated items as the use of the subjunctive in a subordinate clause introduced by *je ne crois pas que*. With just two exceptions, notably *ambitieux* (which has been omitted) and *se développer*, there has been intelligent identification of the lexis used in the previous Reading passage. Moreover, the candidate's own lexical and idiomatic command is clearly very good. There are just a few items which have not been solved successfully – *businessman*, *warm* and *in the town* – and it is these that have been largely instrumental in preventing the award of full marks. The candidate was awarded 9 out of 10 marks.

**Listening**

This is an excellent listening summary. All but one of the pieces of information required has been provided: only the final point of the extract, viz. *Ces opérations de compensation carbone sont... dangereuses car elles ne sont finalement qu'une validation des émissions*, has not been communicated successfully, and the candidate therefore scores 9 out of the 10 marks available. The candidate's overall total on these two exercises is 18/20 which, if allied to similar outcomes on the other exercises, would certainly earn a D1 grade.

## Example Candidate Response – Distinction (D1)

## Reading: Translation

Je connais un homme d'affaires russe ambitieux qui vient d'ouvrir un magasin à Monaco, en dépit des conseils que je lui ai donnés. Selon ses spots radios, il promet les marchandises de haute qualité et un accueil à bras ouverts à tous ceux qui visitent son magasin de meubles. Il a besoin de consommateurs avec un revenu élevé, pourtant je ne pense pas que son entreprise puisse se développer vite car il y a beaucoup de personnes à la retraite qui s'habitent dans la ville.

9

## Listening: Summary

° On a <sup>train</sup> journey from Toulouse to Paris, for each passenger, ~~the~~ <sup>five</sup> kilograms of CO<sub>2</sub> are emitted whereas by plane 90 kilograms per person are released.

° emissions are offset at the moment by charging travellers an amount of money which is then put towards environmental projects

° Travellers believe that this money totally counteracts any environmental damage and that therefore they can travel as much as they like with a good conscience but in fact what they pay is minimal, ~~and~~ we need, instead, to reduce our travelling to reduce greenhouse gas emissions and change our habits and life style.

9

## Examiner Comment

**Reading**

This is a very strong performance, the translation bearing witness to a generally excellent command of grammatical and structural usage. There are just two grammatical blemishes, notably the omission of the preceding direct object agreement required on the past participle at the end of the first sentence and the reflexive use of *habiter* in the final line. With the one rather surprising exception of *clients*, the lexical items contained in the previous Reading passage have been identified and correctly incorporated in the candidate's rendering which reads very well. The only other aberration is the translation of a *warm welcome* as *un accueil à bras ouverts*. The candidate scores 9 out of 10.

**Listening**

This is a very good summary and scored 9 out of 10 marks. The candidate was not awarded full marks because the last sentence of the extract, viz. *Ces opérations de compensation carbone sont...dangereuses car elles ne sont finalement qu'une validation des émissions* was ignored and not included in the summary. If allied to similar outcomes in the other parts of the paper, this performance would certainly qualify for the award of D1.

## Example Candidate Response – Distinction

## Reading: Translation

Je connais un homme d'affaires rus et ambitieux qui vendait  
d'ouvrir un magasin à Monaco, malgré le conseil que je lui  
ai donné. Selon ses spots radios, il promet les produits de  
bon qualité et un accueil gentil à <sup>tous</sup> ceux qui visitent son  
<sup>clients</sup> magasin. Il a besoin de ~~consommateurs~~ d'un revenu élevé;  
cependant je ne pense pas que son commerce puisse se  
développer <sup>vite</sup> à grande vitesse parce qu'il y a beaucoup des  
gens qui habitent dans la ville!

7

## Listening: Summary

1) On a train journey between Toulouse and Paris 8kg of CO<sub>2</sub> is produced per passenger, whilst this figure rises to 90kg if one travels by plane.

2) The current solution is an 'environment tax' on travellers, the money from which will be used to finance measures to protect the environment.

3) However, travellers believe that in paying the tax they have sufficiently compensated the environmental cost, and therefore continue to travel, which is a misconception.

4) In fact, the only solution to reducing emissions and the 'green-house effect' is to reduce travel altogether, even ~~to~~ if this means altering our lifestyles. ~~(# words total)~~

When  
3) ~~Because~~ travellers pay the tax they mistakenly believe that they can continue to damage the environment as they have ~~sufficiently~~ compensated sufficiently.

(Total = 95 words)

7



## Examiner Comment

**Reading**

The candidate gained the marks for translating 21 of the 30 boxes into which the passage was divided in an accurate and appropriate way. He demonstrated a good understanding of grammar and structures, recognising not least the need for the subjunctive mood in a clause introduced by the verb *croire* used in the negative. However, errors of a grammatical nature were incurred in the translation of such items as *has just...and lots of*. He correctly identified most of the lexical items from the previous Reading passage, though they were sometimes distorted or not correctly incorporated, e.g. *clientes* and *d'un revenu élevé*. Other lexical items that caused him to stumble were *Russian*, *high quality*, *warm welcome* and *retired people*. Notwithstanding, this is a good overall performance, qualifying for 7 out of the 10 marks available.

**Listening**

The candidate accurately summarised most of the information he heard and again scored 7 marks. However, unfortunately, he distorted the information given about carbon dioxide emissions in the journey from Paris to Toulouse by rendering *cinq* as "8". He correctly highlighted the travellers' mistaken belief that the money they pay as part of their fare to finance environmental projects allows them to carry on travelling with a clear conscience, but he omitted to say why they are mistaken, notably *parce que ces "compensations" sont minimales*. This omission cost the candidate a mark as did the fact that he ignored the last sentence of the extract, viz. *Ces opérations de compensation carbone sont...dangereuses car elles ne sont finalement qu'une validation des émissions*. Nevertheless, this is a good summary, and the combined mark of 14 out of 20 for the two exercises represents a standard which, if allied to a broadly similar performance in the remainder of the paper, would be worthy of the Distinction band.

## Example Candidate Response – Distinction

## Reading: Translation

Je connais un commerçant ambitieux de la Russie qui vient d'ouvrir un magasin  
 au Mans, en dépit de ~~la~~ du conseil que je lui ai donné. Selon ses ~~spats~~  
 radios, il promet des ~~produits~~ <sup>merchandise</sup> d'une haute qualité, et un gentil accueil pour  
 tous qui visitent son magasin des meubles. Il a besoin des clients qui profitent  
 d'un revenu ~~élevé~~, cependant se ne pense pas que son commerce puisse  
 développer vite, ~~parce qu'il y a~~ parce qu'il y a beaucoup de gens en retraite  
 qui habitent dans la ville.

7

Listening: Summary

The journey from Toulouse to Paris emits 5kg of CO<sub>2</sub> per person by train. By airplane, 90kg are emitted per person. If one pays a fixed amount <sup>for CO<sub>2</sub> emitted on the journey</sup>, the money can be used to finance environmental projects, offsetting the CO<sub>2</sub> emission of the trip. However, travellers think it will compensate the damage to the environment <sup>and they can continue flying,</sup> but really the minimum amount is being paid. ~~To~~ The only real solution is to reduce gas emissions to reduce the greenhouse effect, and to do this we must reduce our trips. ~~We must change our habits.~~

Examiner Comment

Reading

Generally speaking, the candidate's translation bore witness to a sound mastery of grammar and structures: the recognition of the need for the subjunctive mood in a clause introduced by the verb *croire* used in the negative was particularly meritorious. However, there were a few grammatical points which induced her into error, notably *au Monaco, tous ^ qui, son magasin des meubles* and *il a besoin des clients qui...* The candidate correctly identified most of the lexical items from the previous Reading passage, though they were sometimes distorted or not correctly incorporated, e.g. *développer* for *se développer* and *en retraite*. Two other lexical items that found wanting were *warm welcome* and *Russian*. Notwithstanding, she accurately negotiated 21 of the 30 boxes into which the passage was divided for the purposes of marking, which represents a good overall performance. The candidate scored 7 marks out of the possible 10 on this exercise.

**Listening**

In the main, the material heard has been very well understood and communicated. Just one element of the information pertinent to the last bullet point has been distorted, notably the reason why the travellers labour under a misconception: *ces "compensations" sont minimales* is given as *the minimum amount is being paid*. The candidate also ignored the last sentence of the extract, viz. *Ces opérations de compensation carbone sont...dangereuses car elles ne sont finalement qu'une validation des émissions*, and her final score for this exercise is therefore 8 out of 10. If allied to a broadly similar performance in the remainder of the paper, the overall total for the two exercises of 15 would qualify for the award of a Distinction.

## Example Candidate Response – Merit

## Reading: Translation

Je connaît un homme d'affaires Russe et ambitieux qui  
 venait ~~avant~~ d'ouvrir un magasin au Maroc, malgré  
 les conseils que je lui ai donnés. Selon ses spots  
 radios, il a promis des marchandises à haute qualité  
 et un bienvenu chaud à tous de ceux qui visitent  
 son magasin de membre. Il a besoin des clients qui  
 ont des revenus élevés ~~de grande revenus~~, cependant je ne pense pas que  
 sa entreprise puisse développer rapidement comme  
 retraites  
 il y a beaucoup des gens ~~travaillant~~ qui habitent en ville.

6

## Listening: Summary

Within the two most popular means of transport, per person, in the car one releases 5 kilos of CO<sub>2</sub> and in a plane 90 kilos of CO<sub>2</sub>.

Therefore, to compensate for the emission produced, one has to pay a sum of money, used to fund projects to find a solution.

However, travellers think they can compensate for the damage to the environment by paying the price, for example they can fly and keep a clear conscience. The price is minimum.

Yet we must reduce the emissions not pay for privilege as it is causing global warming and greenhouse effect. There is no solution and the ones present are dangerous and which validate the problem, not solve it.

5

## Examiner Comment

## Reading

The candidate's translation is somewhat inconsistent. He is not without a certain grammatical competence as attested by such elements as *malgré les conseils que je lui ai donnés* and *je ne pense pas que....puisse*. However, basic verb forms and tense usage are not as sound as they might be, witness *je connaît*, *venait de* ("has just...") and *il a promis* ("he promises"), while other notable examples of grammatical weakness that figure are *tous de ceux qui*, *sa entreprise* and *beaucoup des*. The same inconsistency is in evidence in his lexical knowledge: he correctly identifies a fair number of the lexical items from the previous Reading passage and, from his own resources, he produces *un homme d'affaires*, *un magasin de meuble(s)* and *en ville* but these sit alongside such items as *à haute qualité*, *un bienvenu chaud* and *des gens retraites*. The candidate's final mark for this exercise was 6 out of 10.

## Listening

In the Listening summary, the candidate scored 5 out of 10 marks. It would seem that he did not listen carefully enough to the first part of the extract and that he simply assumes that the mode of transport being compared with the plane is the car, when it is in fact the train. He gives the information about the compensatory charge levied but is not specific enough when he talks about how the money raised by this means will be used, notably to finance environmental projects. One element of the information pertinent to the last bullet point has been distorted, notably the reason why the travellers labour under a misconception: *ces "compensations" sont minimales* is given as 'This price is minimum'. Moreover, one of the suggested solutions, notably the need to cut down on travelling is not mentioned at all in his summary, and his last sentence, which is clearly an attempt to convey the meaning of the last sentence of the extract he has heard, is unintelligible.

The total of 11/20 for these two exercises represents a standard which, if allied to a similar performance in the remainder of the paper, would earn the candidate a Merit.

## Example Candidate Response – Merit/Pass

## Reading: Translation

Je ~~con~~ connais un commerçant Russe ambiteux qui vient d'ouvrir un magasin à Monaco, tandis que le conseil que je lui ai donné. Selon ses spots radio, il promet les produits de haute qualité et un bon accueil pour tous ceux qui visitent son magasin de meubles. Ils ont des clients de hauts revenus, cependant je ne pense pas que sa concurrence puisse rapidement développer des clients. Il y a beaucoup de ~~tr~~ retraités qui vivent dans la ville.

4

## Listening: Summary

For every <sup>traveller</sup> person, the train produces 5 kilos of CO<sub>2</sub>, whereas for the same journey, an aeroplane produces 82<sup>+</sup> kilos. The ~~total~~ present solution is to compise the quantity of CO<sub>2</sub> produced each trip by asking the traveller to pay extra which will then be used to finance environmental projects. <sup>However,</sup> In paying this small sum, <sup>travellers</sup> ~~visitors~~ raise their consciousness, thinking they have helped the environment. <sup>wrong</sup> ~~But~~ this is ~~not~~ <sup>not</sup> the only solution. It is reducing our travelling. For, paying for our emissions, only validates them.

5



## Examiner Comment

**Reading**

The candidate qualifies for 4 out of the 10 marks available for the translation, successfully negotiating 12 of the 30 boxes into which the passage is divided for the purposes of marking. He does demonstrate some ability to manipulate the grammar of the language, witness such items as *qui vient d'ouvrir un magasin à Monaco, pour tous ceux qui visitent son magasin* and, notwithstanding the gender mistake, *je ne pense pas que sa commerce puisse*. However, equally, some of what he writes contains serious errors and, moreover, is sometimes unintelligible, e.g. *tandis que le conseil que je lui aie donné, il promettre produits de hauts qualités, Il a besion des clientèles de hauts revenus* and *des qu'il y aie beaucoup de retraitiers*. Other mistakes include *funiture, rapidèment développer* and *le ville*.

**Listening**

The candidate scored 5 out of 10 marks. He gave two of the three essential pieces of information about carbon dioxide emissions in the journey from Toulouse to Paris: it was his misunderstanding of the number *quatre-vingt-dix*, which he gave as "82", which cost him the third point available. Problems with English expression were also an issue which resulted in loss of marks, witness 'The present solution is to comprise the quantity of CO<sub>2</sub>', 'by asking the travellers to pay surplus' and 'in paying this small sum, travellers niavely (sic) lighten their consciousness'. To his credit, the candidate did attempt to convey the meaning of the last sentence of the extract, but what he wrote was lacking in clarity.

The combined total of 9/20 for these two exercises would, assuming slightly better combined totals in each of the question and answer Reading and Listening Comprehension sections of the paper, help the candidate to achieve a Merit.

## Example Candidate Response – Pass

## Reading: Translation

Je sais d'un <sup>commerce</sup> Ruse ambitieux qui vient  
~~d'ouvrir~~ <sup>à ouvert</sup> un magasin à Monaco, malgré de le  
 B: conseil je l'ai donné. Selon une annonces  
 de radio, Il promet de marchandises  
~~de~~ d'haute niveaux qualités et un  
 accueil aux ceux qui visiter son  
~~mag~~ magasin de cuisine. Il a besoin des  
~~petits commerces~~ <sup>clientèles</sup> d'un haut taux,  
 cependant je ne pense pas que  
 son commerce peut développer vite ment  
 parce que il y a beaucoup de ~~des~~  
 retraités ~~et~~ qui vivent en ville

(3)

## Listening: Summary

From Toulouse to Paris each person releases 5 kilograms of CO<sub>2</sub> into the atmosphere. While a plane, ~~doing the~~ going the same distance releases 90 kilograms. A solution is to count the amount of CO<sub>2</sub> released by a person and then make them pay a sum of money according to the amount. But the travellers are misunderstood because they think that they will have to pay a fee whenever CO<sub>2</sub> is released by their mode of transport so they will not ~~take~~ go on a plane.

as much. Also they need to reduce the  
 amount of greenhouse gases. There is ~~not~~<sup>only</sup> one  
 solution - ~~we~~ reduce travelling. Also change  
 our ~~normal~~<sup>daily</sup> habits.

5

### Examiner Comment

#### Reading

The candidate negotiates successfully only 8 of the 30 boxes into which the passage was divided for the purposes of marking, thereby qualifying for 3 of the 10 marks available. As is evident from the first sentence – *Je sais d'un commerce Ruse, qui vient d'a ouvert and malgré de le conseil je l'ai donné* – grammatical command is quite shaky, and thereafter, though there are a few redeeming features, seriously distorted items follow one another in rapid succession, witness *Selon aux annonces, d'haut niveaux qualités, aux ceux qui visiter, des clientèles d'un haut taux* and *sa commerce peut développer vite*.

#### Listening

The performance on the summary is better: the candidate is successful in picking out half of the information contained in the extract he has listened to, scoring 5 out of 10 marks. In his response to the second bullet point, however, he omits to state what the money paid will be used for, i.e. to finance environmental projects, nor has he understood what is said about the travellers' misconceptions of the compensation principle: 'the travellers are misunderstood because they think they will have to pay a fee whenever CO<sub>2</sub> is released by their mode of transport, so they will not go on a plane as much'. In addition, the candidate makes no attempt to convey the content of the last sentence of the extract, viz. *Ces opérations de compensation carbone sont... dangereuses car elles ne sont finalement qu'une validation des émissions*.

Despite the weakness evident in the translation, the overall total of 8 for the two exercises would, assuming a similar level of performance in the remainder of the paper, be sufficient to place the candidate in the Pass band.

## Paper 3 Writing

### Part I

#### Part I: Discursive Essay (40 marks)

#### Question

- 1 Répondez **en français** à **UNE** des questions suivantes. Vous devez écrire entre 350 et 450 mots. Référez-vous à des exemples tirés des pays francophones ou ailleurs.

**(c) Nous nous précipitons vers une catastrophe environnementale et nous sommes incapables de l'empêcher. Partagez-vous ce point de vue?**

#### Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

#### Accuracy and linguistic range

22-24	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18-21	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14-17	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10-13	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6-9	Weak	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1-5	Poor	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

#### Development and organisation of ideas

15-16	Excellent	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12-14	Very good	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9-11	Good	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6-8	Satisfactory	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3-5	Weak	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1-2	Poor	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

## Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are by no means exhaustive.

A discussion of the current state of the environment with a description of the underlying factors. Candidates may agree with the statement or may think it is overstating the case. The question gives them a chance to explore possible solutions, ways forward, such as energy saving, renewable energy sources, hybrid cars, and assess their potential for improving the situation. Conclusion.

## Example Candidate Response – Distinction (D1)

①(c) Nous nous précipitons vers une catastrophe environnementale et nous sommes incapables de l'empêcher. Partagez-vous ce point de vue?

Tout le monde s'accorde à penser qu'un grand problème auquel nous devons faire face est celui du réchauffement de la planète. De nos jours, nous atteignons des proportions critiques.

Il est bien connu que la dégradation de l'environnement s'aggrave, pourtant la question est de savoir s'il est trop tard pour sauver notre planète.

Le problème se résume donc à ceci : la planète va  
 à sa perte à cause de nos actions, telles que la surexploitation  
 des ressources naturelles, les gaz d'échappement et les déchets industriels.  
 Il suffit d'ouvrir n'importe quel journal pour se rendre compte  
 que le trou dans la couche d'ozone aggrandit et de nombreux  
 espèces <sup>menacées</sup> ~~menacées~~ sont en voie de disparition. À cet égard, il semble  
 que l'on troque le progrès économique contre les dégâts que l'on  
 fait à notre planète : la plate-forme pétrolière « Horizon » en est  
 un exemple frappant. Après avoir sombré, <sup>la fuite de</sup> ~~des tonnes de~~ pétrole brut -  
 destiné à la consommation internationale - a entraîné des dégâts  
 écologiques évalués à \$300 million. D'ailleurs, bien que <sup>les gens</sup> ~~le public~~  
<sup>soient</sup> ~~soit~~ conscients du besoin de protéger <sup>l'environnement</sup> ~~l'environnement~~, ils ne changent

rien dans ~~leurs~~ <sup>leurs</sup> vies quotidiennes. Étant donné que la théorie est facile  
 mais la pratique est ~~as~~ assez difficile, certains gestes, pourtant faciles  
 à faire - ~~par~~ <sup>faire</sup> par exemple ~~en contact~~ du recyclage - ne sont pas  
 entrés dans les moeurs. En définitive, c'est une perspective qui n'incite  
 pas à l'euphorie.

Bien que ces faits soient sans doute vrais, ils restent quand  
 même peu convaincants pour ceux qui soutiennent qu'on pourrait  
 empêcher une catastrophe environnementale. Il se peut que les  
 gouvernements du monde puissent mener la politique d'une meilleure  
 gestion des ressources. Cela aiderait à limiter les dégâts  
 écologiques tout en ~~subvenant~~ <sup>subvenant</sup> aux besoins énergétiques du monde.

~~Par~~ la France marque l'importance de cet argument : ~~en France~~, les  
 centrales nucléaires fournissent environ 80% de ~~ses besoins~~ <sup>ses besoins</sup>



énergétiques. En outre, les gouvernements pourraient taxer la  
 consommation des énergies fossiles, telles que le charbon. La dernière  
 constatation qui s'impose, c'est que nous devons privilégier les  
 énergies renouvelables au détriment des énergies fossiles, en allouant  
 des crédits au développement de l'énergie propre, telle que  
 la houille blanche. La meilleure illustration que l'on puisse en  
 donner est le projet «Cape Wind» dans Nantucket, aux États-Unis;  
 lequel la construction de 130 éoliennes  
~~plus de 130 éoliennes sont prévues~~ est prévue.

Quelles conclusions tirer de cette analyse? .....

Quoique ~~nous~~ nous ~~soyons~~ nous approchions d'un seuil critique, il me semble  
 que l'optimisme reste de rigueur quant à l'avenir de la planète.  
 Toutefois, il faut que nous agissions, en changeant nos  
 méthodes, avant qu'il ne soit trop tard pour empêcher une  
 catastrophe environnementale. J'estime que la meilleure solution

serait effectivement déssayer de découpler le progrès économique

et les dégâts que l'on fait à notre planète.

L 22  
C 15

37

✓

### Examiner Comment

This is a strong performance. The essay shows clear evidence of personal reflection and is wholly convincing in its analysis of the environmental crisis. The argument is coherent and well developed, with relevant examples used throughout. It is an interesting read that shows a real flair for language and a clear-sighted approach to the question.

The candidate's familiarity with the subject is shown in the use of appropriate vocabulary and choice of illustrative material. There is also a wide range of idiomatic language used, demonstrating the candidate's facility with a variety of grammatical structures. It is not a perfect essay – there are some significant errors in language (e.g. *nous s'approchions*, *energies fossils*, *gestion des ressources*) – but the confident handling of the material, the clarity of the development and the logical conclusion mean that this essay sits comfortably at the top of the Distinction band.

Accuracy and linguistic range 22/24

Development and organisation of ideas 15/16

## Example Candidate Response – Distinction

1.(c) Nous vivons dans un monde où l'état de notre planète est de plus en plus pire. Il est important que les humains fassent face au problème, mais certains soutiennent qu'actuellement est trop tard. Alors, les humains, sont-ils capables de remédier le problème ?

Nombreux sont ceux qui ne pensent pas que nous ayons aucun espoir. Ils sont d'avis que le problème est déjà si atroce qu'il est impossible de l'empêcher.

Prenons comme point de départ le fait incontestable que le trou dans la couche d'ozone devient plus grand tout le temps; il en découle que ces gens croient que le trou est si grand actuellement qu'on n'est pas capable d'arrêter le problème, donc une catastrophe ~~environnementale~~ environnementale est absolument certaine.

De plus, plusieurs maintiennent que les humains sont incapables de changer leurs modes de vie, et il s'ensuit que le problème <sup>empirera</sup> ~~empire~~ tout le temps jusqu'à ce que nous souffrions une catastrophe environnementale. Le meilleur exemple ~~qu'on~~ ~~puis~~ ~~que~~ ~~l'on~~ ~~puis~~ qu'on puisse en donner est les gaz d'échappement. Les humains dépendent excessivement des voitures, et ces voitures s'aggravent le réchauffement de la planète. Il est peu probable que nous ayons un monde sans voitures, donc la catastrophe est presque certaine.

Ces arguments <sup>pessimistes</sup> ~~pessimistes~~ ne sont pas les seuls ~~que~~ <sup>puisse</sup> qu'on ~~puis~~ avancer, cependant, loin de cela.

Certains pensent que la technologie peut nous aider énormément. Il est grand temps que nous ayons une

percée technologique, conçu pour améliorer ~~le~~ l'état de  
notre planète, et encore une fois une bonne illustration  
concerne les voitures. Si on <sup>construait</sup> ~~construit~~ une voiture qui n'a  
pas besoin de l'essence nuisible, le problème des gaz  
d'échappement serait résolu, et ceci nous aideront beaucoup  
dans la lutte environnementale.

En outre, les énergies non-polluantes peuvent jouer un rôle  
important. Bien qu'il soit impossible d'empêcher les sinistres,  
si on <sup>utiliserait</sup> ~~utilise~~ ces énergies, comme la houille blanche et  
l'énergie marémotrice, au lieu du charbon, il est incontestable  
que la situation actuelle s'améliorerait.

~~Enfin~~ ~~Enfin~~ Un dernier point qu'on faudrait mentionner est  
celui de <sup>la</sup> connaissance. Il est regrettable qu'il n'y ait <sup>pas</sup> plus  
de ~~folles~~ de protestations en ce qui concerne l'environnement,

parce ce que si les écologistes sensibilisat<sup>plus</sup> l'opinion public  
 au problème de l'environnement, peut-être les humains  
 humains changeront-ils leurs idées et leurs actions.

Au terme de cette analyse, d'après moi la situation  
 actuelle est très préoccupante<sup>et</sup>, ~~mais il n'est pas trop tard de la~~  
~~résoudre~~ Les énergies renouvelables et ~~les~~ la technologie sont  
 les clefs à notre ~~l'avenir~~ avenir. Presque tout le monde  
 s'accord à penser que nous nous précipitons vers une  
 catastrophe environnementale, à cause des effets comme  
 de trou dans la couche d'ozone, ~~la fonte des calottes polaires~~, mais ~~j'espère que ce n'est~~  
 pas trop tard de ~~s'empêcher~~ ~~d'empêcher~~ résoudre le  
 problème.

L 16  
 C 12

28

### Examiner Comment

The candidate presents a clearly focused and cogent argument on the topic set. The points made are relevant and well illustrated and the conclusion is a concise summary of what has preceded. The essay is well organised and the candidate demonstrates realism as well as optimism in the discussion of the environmental crisis.

There is a good range of vocabulary and some complex sentence patterns which include good use of the subjunctive mood. Whilst generally accurate, there are some significant errors in language (e.g. *si on construyait une voiture... cetttes voitures, besoin de l'essence, énergies renouvelables, ceci nous aideront*), which prevent the essay from attaining the highest mark bands. However, it is an effective essay which fits well into the Distinction band. The final outcome on the paper would depend on the quality of the responses to the other questions.

Accuracy and linguistic range 16/24

Development and organisation of ideas 12/16

### Question

- 1 Répondez **en français** à **UNE** des questions suivantes. Vous devez écrire entre 350 et 450 mots. Référez-vous à des exemples tirés des pays francophones ou ailleurs.

**(b) «La technologie crée plus de problèmes qu'elle n'en résoud.» Quel est votre avis?**

## Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

### Accuracy and linguistic range

22-24	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18-21	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14-17	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10-13	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6-9	Weak	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1-5	Poor	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

### Development and organisation of ideas

15-16	Excellent	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12-14	Very good	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9-11	Good	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6-8	Satisfactory	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3-5	Weak	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1-2	Poor	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

### Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are by no means exhaustive.

A chance to explore technological advances and assess their importance. Candidates may decide that computers, the internet, mobile phones and MP3 players enhance life or they may feel that they create a dependent culture. Medical advances may be discussed and ethical issues raised. An open essay giving plenty of scope for argument. Conclusion.



## Example Candidate Response – Merit

(3) Pour discuter la technologie on doit  
 resercher le sujet un peu plus précis. Ici ce  
 je ~~ne~~ discussion d'agit de la technologie  
 comme les choses électroniques, en générale.  
 Je ne peut pas voir tous les aspects  
 de la ~~la~~ technologie mais j'espère  
 qu'il devient claire, le type de la  
 la technologie que j'ai choisit. L'idée  
 principale de la technologie était de  
 rendre le monde et la vie plus facile  
 et d'une qualité plus haute. Mais  
 avec la technologie puissante vient le risque  
 de la ~~la~~ malfronitement. Pour réesscie de trouver  
 outre il y a plus problèmes qui <sup>sont</sup> causé par  
 la technologie que problèmes résolu.

Sur un plan domicile, la technologie  
 joue un rôle important. Il s'est grotté  
 parmi notre vies quotidiens. Les portables,  
 les télévisions ~~et~~, l'ordinateurs et  
 même les toilettes sont devenus plus compliqué  
 et avancé récemment. Sur un côté, bien  
 qu'ils soient chères et parfois difficiles  
 à utiliser, les avancés technologiques ont  
~~Par~~ le but ~~de~~ d'aider notre bien-être et  
 aident nous-mêmes d'être plus efficace.  
 Si on ~~peut~~ apprend la façon correcte dans

laquelle de utiliser la technologie, leur vie est d'autre plus facile. Le seul problème qui reste maintenant est après avoir ~~de~~ <sup>compris</sup> la technologie, nous ~~peuvent~~ <sup>peuvent</sup> atteindre un niveau de l'indépendance sur ça.

Également sur un plan mondiale la technologie peut être utile ou ~~est~~ <sup>trop</sup> compliqué mais dans une façon plus extrême. La technologie de la guerre est ~~est~~ très dangereux. Tant qu'il aide les pays ~~à~~ <sup>à</sup> défendre leur patrie et parfois maintenir le paix, quand tel technologie chute dans les mains mauvaises les conséquences peuvent être <sup>vraiment</sup> terrible. Mais malheureusement ~~tant~~ <sup>tandis</sup> qu'un pays ~~continue~~ <sup>continue</sup> de développer leurs ordinateurs et leurs méthodes de guerre, c'est difficile pour les autres d'arrêter. Même que ces idées peuvent devenir disponibles aux terroristes, avec les avancées technologiques ~~viennent~~ <sup>viennent</sup> les façons ~~de les~~ <sup>des laquelle</sup> de les empêcher.

C'est vraie que la technologie présente les possibilités ~~dangereux~~ <sup>dangereuse</sup> et ~~parfois~~ <sup>peut ouvrir</sup> nécessaires. Mais il ~~est~~ <sup>est</sup>

possibilités <sup>positives</sup> ~~positifs~~ aussi. Dans la science on peut rechercher les grandes incertitudes de l'univers comme ~~le~~ le CERN en Suisse. On peut explorer les origines des humains et de notre planète. Mais important, mais aussi positif est les formes de divertissement qui ~~ont chargé~~ <sup>ont chargé</sup> le corps avec l'aide de la technologie. Ces effets spéciaux dans les films, et la ~~diversité~~ <sup>diversité</sup> dans la musique sont deux exemples. Particulièrement dans la musique les sons qui n'étaient pas ~~si~~ possible il y a vingt ans, sont créés des complètement nouveaux genres existants.

Or, <sup>de la</sup> ce côté positif technologie ne pèse pas aussi grâce que les problèmes. Dans un monde idéal nous serions <sup>toujours</sup> et on peut ~~avoir~~ le divertissement serait plus important que les relations entre pays. Mais malheureusement ce n'est pas le cas. On doit avoir peur <sup>des</sup> ~~de~~ possibilités terribles aux grands de la technologie. Le risque reste ce discussion loin d'être équilibré.

L 10  
C 11

(21)

### Examiner Comment

This candidate takes clear ownership of the topic, pointing out in the introduction how the subject will be treated and what the parameters of the discussion will be. The essay has a clear progression and ends with a balanced conclusion. Relevant examples are used and the ideas are mostly clearly expressed. The benefits and dangers of modern technology are well illustrated and the vocabulary used is appropriate to the task.

There are, however, many areas of grammatical weakness particularly revealed when the candidate tries to use complex structures. There are basic errors of all types, from verb endings to adjectival agreements (e.g. *notre vies quotidiens, je ne peut pas voie, la technologie jeu*). The overall impression of the essay is affected by the number of language errors, some of which could have been avoided if some time had been devoted to proofreading. The communication of ideas is nonetheless mostly successful.

This essay is at a standard appropriate to the Merit band. The structural exercises in Part II of the paper will determine the candidate's final result.

Accuracy and linguistic range 10/24

Development and organisation of ideas 11/16

## Question

1 Répondez **en français** à **UNE** des questions suivantes. Vous devez écrire entre 350 et 450 mots. Référez-vous à des exemples tirés des pays francophones ou ailleurs.

**(d) Croyez-vous que la religion soit une force pour le bien ou le mal? Justifiez votre réponse.**

## Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

## Accuracy and linguistic range

22-24	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18-21	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14-17	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10-13	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6-9	Weak	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1-5	Poor	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

## Development and organisation of ideas

15-16	Excellent	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12-14	Very good	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9-11	Good	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
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3-5	Weak	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1-2	Poor	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

## Indicative Content

Candidates need to consider the role of religion in the world and give examples of its good and bad influences. Religion provides solace for some but can be a force for evil when it pushes people to extremist acts. Why do we need religion? How does it affect society / the individual? Conclusion.



nationalités ~~nationalité~~ <sup>nos</sup> nationalités. En fait, c'est  
 qui ~~est~~ <sup>ont</sup> produit la réalité multiculturelle.  
~~Donc, bien sûr~~  
 ce n'est pas de tout en et quelque chose de mal,  
 ou  
 ce produit des organisations multi-nationales  
 qui aident les <sup>gens</sup> peuples de notre monde. Ce n'est pas  
 que Oxford ~~et~~ qui font des choses du bien dans les  
 pays peuples, mais toute une gamme de organisations  
 inter-religieuses internationales.

Cependant  
 Cependant, il faut qu'en maintenant parfois les  
 inconvénients de la religion, au même, les avantages <sup>des</sup> ~~et les~~  
 États ~~la~~ laïques. La religion pourrait être une force pour  
 le mal parce ~~qu'ils~~ <sup>qu'ils</sup> ~~quelque fois~~ <sup>quelque fois</sup> font pas de tout  
 réaliste. Les catholiques sont ~~contre~~ <sup>contre</sup> la contraception,  
 l'avortement et l'euthanasie et lesquels sont ~~de~~ <sup>de</sup> ~~avec~~ <sup>avec</sup> ~~choses~~  
 du bien et ~~de la~~ <sup>moral</sup> ~~tristesse~~, ils sont quelque fois <sup>nécessaire</sup> ~~nécessaire~~ <sup>peut</sup>  
 la vie quotidienne. Par exemple, il faut qu'en trouve <sup>une</sup> ~~une~~ solution  
 pour résoudre ~~la~~ <sup>la</sup> l'augmentation vite de la SIDA en Afrique et  
 dans la contraception est nécessaire. ~~Autres~~ <sup>autres</sup> ~~des~~ <sup>des</sup> ~~autres~~ <sup>exemples</sup>  
 sont ~~les~~ <sup>les</sup> la différence dans la loi d'un état et les  
~~crédos~~ <sup>crédos</sup> religieux, qui, ~~comme~~ <sup>comme</sup> ~~les~~ <sup>le</sup> ~~tatars~~ <sup>le</sup> ~~crédos~~ <sup>crédos</sup> ~~peut~~ <sup>peut</sup> ~~encourager~~  
 la polygamie - quelque chose ~~est~~ <sup>est</sup> ~~est~~ <sup>est</sup> ~~est~~ <sup>est</sup> la loi de l'Angleterre  
 par exemple.

Finalement, c'était Voltaire qui disait que "la  
 religion est au fond de presque <sup>toutes</sup> ~~toutes~~ les guerres". Il a ~~eu~~ <sup>eu</sup>  
~~raison~~ <sup>raison</sup>, car, il n'y a peut-être une seule guerre qui  
 n'était pas <sup>provoqué</sup> ~~provoqué~~ <sup>provoqué</sup> par la religion - sauf les deux guerres

mondiales  
~~provoqués~~ Voyons en actuel, la guerre en Afghanistan et  
 ce qui est passé en Irak, qui ont été encouragés par la  
 religion. Il y a ~~toujours~~ des certaines d'années, les cruautés  
 très violentes ont saignées qui ~~était~~ était encore ~~provoqués~~  
 provoqués par la religion. Avouons donc, que la religion <sup>soit</sup> est  
 une force de mal en quelque sorte, et bien, on peut  
 para oublier les fondamentalistes de 9/11 et de Londres 07/07  
 qui encore, étaient ~~faits~~ dans le nom de la religion.

En conclusion donc, avouons que, malgré toutes  
 ces <sup>avantages</sup> ~~biens~~ de la religion, il y aurait toujours des  
~~grandes~~ ~~grands~~ problèmes. Voltaire a conclues, dit <sup>que</sup> ~~que~~ il  
 "il faut cultiver notre jardin" et "travaillons sans cesse, c'est  
 le seul <sup>moyen</sup> ~~seul~~ de rendre la vie supportable", mais <sup>au lieu</sup> ~~je dirais~~  
 de cela, je dirais que <sup>la religion</sup> ~~la religion~~ ~~soit~~ soit  
 une force ~~de~~ pour le bien parce que ~~tout~~ ~~est~~ si on  
 est <sup>religieuse</sup> ~~religieuse~~ - donc ~~est~~ ~~bon~~ ~~et~~ bon, charitable et moral, mais  
 aussi <sup>problèmes</sup> ~~raisonnable~~ en concevant des ~~problèmes~~ ~~problèmes~~ comme  
 l'augmentation de le SIDA en Afrique, on aurait été de  
 les hommes pour nous, des bons exemples pour nos  
 enfants et amis et <sup>quelqu'un qui sait bien ce qu'il</sup> ~~des~~ ~~gens~~ ~~qui~~ ~~pourraient~~ ~~bien~~  
 peut faire pour améliorer notre société.

L 10  
 C 9

19



### Examiner Comment

This candidate makes a decent effort to discuss the topic and to provide relevant examples. The essay progresses in a logical fashion and a conclusion is reached (although references to Voltaire are rather superfluous). The content is expressed in fairly basic manner at times but, despite this, the essay is largely relevant and there is evidence of a level of personal engagement with the subject.

There are significant linguistic errors throughout the essay, with the candidate often attempting complex structures but not having full command of the necessary grammar or spelling (e.g. *qui nous conseils, la religion donc nous unites*). Some errors might well have been eliminated through closer proofreading. The many errors do affect the overall impression but the ideas are mainly successfully communicated. The piece is of a standard appropriate to the Merit band and the final outcome on the paper would depend on the candidate's performance on the other sections.

Accuracy and linguistic range 10/24

Development and organisation of ideas 9/16

## Example Candidate Response – Pass

C'est indéniable que la religion soit une force de nos jours. Elle est devenue une force dans la politique, hier la Belgique est allée aux urnes de voter sur l'interdiction du voile intégral. D'ailleurs, si la religion a un rôle <sup>à cause des disputes</sup> ~~seulement~~ dans la politique, est-ce qu'on peut dire qu'elle soit une force pour le bien, car elle cause ~~à~~ un grand nombre des disputes ?

Dans les derniers six mois le débat sur le voile intégral est devenu une question nationale en France. ~~Ma~~ C'est un sujet très sensible parce que à quel point est-ce qu'on peut limiter ou permettre la liberté dans une société civilisée? ~~Car~~ Toute la visage est <sup>couverte</sup> ~~couverte~~ et cela c'est menaçant, par contre c'est ~~un~~ <sup>un</sup> choix personnel d'une femme de montrer ses croyances religieuses. France est un pays laïque donc ~~c'est~~ ce n'est pas juste pour les symboles d'autres religions d'être interdit quand les

femmes islamiques sont permises ~~de~~ <sup>de</sup> porter le niqab.  
 Ce n'est pas une attaque aux musulmans mais  
 il y a un risque qu'il peut être vu comme  
 cela ~~est~~, surtout ~~est~~ après la résultat en  
 Belgique.

les gens belgiques ont décidé qu'il n'est  
 pas acceptable de porter le voile intégral dans  
 les ~~lieux~~ <sup>lieux</sup> publics. Cela était mené par  
 Robert Kourher. Certains ~~gens~~ <sup>musulimes</sup> peut  
 disputer qu'il soit raciste, ~~ils~~ <sup>elles soient</sup> traitées  
 comme ~~les~~ <sup>les</sup> citoyens deuxième classe. Mais pour  
 les belgiques, ils ont la sentiment d'être  
 menacés <sup>dans leur pays</sup>. La religion a causé les disputes  
~~entre~~ <sup>entre</sup> les gens d'un pays, elle est allée  
 au niveau de la ~~politique~~ <sup>politique</sup> ~~politique~~  
 puisque c'était nécessaire de voter, donc on  
 ne peut pas dire non c'est une force pour le <sup>bien</sup> ~~ten~~  
 dans la vie quotidienne  
 à cause de le conflit et la haine elle  
 a causé.

En revanche il faut ~~en~~ <sup>en</sup> rappeler les instances  
 quand <sup>il</sup> la religion a aidé les gens. Monsieur  
 Ariel a été ~~incarcéré~~ <sup>incarcéré</sup> pendant sept ans en  
 Cuba pour une protestation contre le communisme,  
 et le Pape ~~est~~ <sup>lui</sup> intervenu a aidé d'être  
 relâché. ~~À une autre époque~~ <sup>à une autre époque</sup> Il a tenu tête  
 à les autorités d'un pays d'intervenir dans  
 une arrestation qui n'était pas juste.

A une autre époque la religion avait plus d'influence avec la moralité et la charité, elle avait ~~beaucoup de~~ plus du pouvoir, mais au même temps il avait la corruption dans le système, le pouvoir n'a été pas utilisé d'améliorer les vies pour la majorité des gens, seulement pour ceux qui sont été une partie de l'hierarchie.

A mon avis, bien qu'il y ait certains choses qui montre la religion d'être une force pour le bien, comme ~~apprendre~~ apprendre la moralité et ~~l'influence~~ l'influence du chef d'église, la religion a aussi causé le conflit entre des gens et des pays. Elle joue un rôle dans la politique et la rancune. Cela ne vaut la peine franchement pour les disputes causé par elle, donc pour moi la religion, c'est une force pour le mal <sup>dans</sup> notre monde contemporain.

L 9  
C 7 (16)

### Examiner Comment

This essay shows evidence of personal reflection on the candidate's part on the topic of religion. There is progression from an introduction through some discussion arranged in paragraphs to a conclusion. Too much emphasis is given to the wearing of the veil and the illustration of religion helping people (M Ariel and the Pope) is rather an odd choice. There is little evidence of planning and organisation of ideas which has had the effect of creating an imbalance in the essay.

The use of language is inconsistent, with some complex structures being offset by some serious errors. The use of tenses is quite effective but there are many examples of the candidate trying to express ideas which appear beyond the linguistic ability (e.g. *la visage est couverte, certain musulmes peut disputer, lui a aidé d'être relassé*). The overall effect is patchy, with the candidate not always able to communicate the ideas in an appropriately accurate and considered form of language.

The performance on this exercise represents a standard in the Pass band with the final outcome on the paper dependent on the responses to the other exercises.

Accuracy and linguistic range 9/24

Development and organisation of ideas 7/16

### Question

- 1 Répondez **en français** à **UNE** des questions suivantes. Vous devez écrire entre 350 et 450 mots. Référez-vous à des exemples tirés des pays francophones ou ailleurs.

**(b) «La technologie crée plus de problèmes qu'elle n'en résoud.» Quel est votre avis?**

## Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

### Accuracy and linguistic range

22-24	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18-21	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14-17	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10-13	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6-9	Weak	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1-5	Poor	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

### Development and organisation of ideas

15-16	Excellent	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12-14	Very good	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9-11	Good	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6-8	Satisfactory	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3-5	Weak	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1-2	Poor	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

## Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are by no means exhaustive.

A chance to explore technological advances and assess their importance. Candidates may decide that computers, the internet, mobile phones and MP3 players enhance life or they may feel that they create a dependent culture. Medical advances may be discussed and ethical issues raised. An open essay giving plenty of scope for argument. Conclusion.

## Example Candidate Response – Pass

Bien que je sache que la technologie peut créer plus de problèmes, si la technologie est utilisée en modération et sensiblement, c'est une outil essentielle à ~~la~~ <sup>notre</sup> société. ✓

Les problèmes la plus importante que la technologie résoud sont beaucoup plus grands que les plus petits problèmes qui suivent.

D'abord, la technologie peut-être ~~une~~ <sup>la dynamique que</sup> change ~~des~~ familles et la vie quotidienne. La technologie encourage la famille de passer leur temps seul sur l'ordinateur ou regarder la télévision. Il n'y a pas l'unité de famille.

En plus la nouvelle technologie ~~est~~ sont très chère et c'est possible que pour les familles moins riche il y a une différence sociale ~~sur~~ dans la société. C'est une issue de classe ~~les parents~~. Les gens pense de la technologie comme un compétition pour

la plus meilleure et nouvelle technologie. Le comportement des gens peut détérioré et être mauvais pour la société en tout.

D'ailleurs, la technologie est une mauvais <sup>aveugle</sup> ~~façon~~ de changer notre habitudes pour l'Intertainment. La télévision <sup>et du cinéma</sup> a ~~été~~ été un problème pour les théâtres qui dans la crise économique récemment, a tombé dans la popularité parce-que pour quoi paye comme beaucoup quand ~~tu~~ vous pouvez regarde quoi ~~tu~~ vous voulez sur la télé? C'est terrible pour notre patrimoine et héritage mais aussi l'art.

<sup>Cependant</sup> ~~Mais~~ la technologie pour les hôpitaux <sup>mais cher,</sup> est fantastique et peut aide les vies des gens ~~donner~~ avec ~~beaucoup~~ <sup>ce n'est pas</sup> beaucoup de problèmes différents. ~~Le~~ plus important que la culture et la société va changer, que notre santé.

Néanmoins, c'est aussi vrai que la technologie a aidé notre œuvres d'art dans les théâtres. C'est plus facile pour les techniciens de communiquer dans une spectacle que avant, et la qualité de la bruit et lumière sont plus favorables <sup>avec moderne techn-</sup> ~~technologie~~.

Pour les parents, les nouvelles types de communication, comme les portables aide ~~à~~ <sup>ils</sup> savoir que leur enfants est sans difficulté. Les parents peut toujours



savoir où leur adolescents et enfants est.  
 Aussi la technologie est très utile  
 dans ~~notre~~<sup>nos</sup> vies quotidiens. c'est plus  
 facile de cuisiner ou laver des vêtements.  
 Il y a une chance pour les femmes spécialement  
 -ent d'être plus ~~par~~<sup>qm</sup> une foyer.

En tout, la technologie est utile par  
~~nos~~<sup>nos</sup> vies mais c'est importante de penser  
 de la technologie en contexte et utilise elle  
 dans ~~la~~ modération. Pour les ~~devenir~~  
 technologies important c'est d'accord d'en  
 les plus petit problèmes comme un effet.  
 Nous devions ~~être~~<sup>avoir</sup> un petit ~~peu~~  
 de peur de la technologie mais utilise quoi  
 nous avons. C'est quelque fois qui touche  
 tout de notre société au jour d'hui et c'est un  
 sujet difficile.

L 7  
 C 5

(12) ✓

### Examiner Comment

The essay starts with a decent introduction to the subject, showing that the candidate has realised the parameters of the question set. The overall construction of the essay is, however, muddled with a paragraph on medical advances in between two on the arts. There is an attempt to link paragraphs but the impression is of a hastily composed list of thoughts on technology in no particular order. A more logical structure and a more thorough development of points made would benefit the essay.

The candidate attempts to communicate ideas in a range of complex constructions but with very limited success. There are persistent errors of a serious nature, anglicisms and inconsistent use of grammatical forms. The candidate appears to write quickly, thinking in English with little attention to correct French forms. The essay is of a standard just on the Pass border, with performance on the rest of the paper determining the overall outcome for the candidate.

Accuracy and linguistic range 7/24

Development and organisation of ideas 5/16

## Paper 4 Topics and Texts

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### Part I Topics

#### Part I: Cultural Topics (30 marks)

Choose **EITHER** question A **OR** question B from **ONE** of the topics and answer it in **French**.

Recommended word length: 350-500 words.

You should bear in mind that you will be assessed on both **content** and **language**.

In your essay in Part I you must refer to **TWO** works from the prescribed list. You may also refer to other sources.

### Mark Scheme

Candidates are to attempt one question from Part I: Topics and will write their answers in the Target Language as these texts/films are to be studied primarily in cultural context (be it historical, political, social) as well as a literary/cinematic one.

Answers are to be marked out of 30 according to the criteria below:

- 20 for Content [AO3: 10 marks, AO4: 10 marks]
- 10 for Language [AO2]

This paper is intended to test candidates' knowledge and understanding of a topic and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (although at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have studied. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer. This applies to films as well as literary texts. Texts and notes may not be taken into the examination.

Candidates will not tend to show **all** the qualities or faults described in any one mark-band. Examiners will attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above.

Examiners will take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation. In the marking of these questions, specific guidelines will be given for each question, agreed by the examination team.

**Part I: Topics – Content**

<b>18–20</b>	<b>Excellent</b>	Excellent ability to organise material in relation to the question. Comprehensive knowledge of both texts/films. Ability to look beyond the immediate material and to show good understanding of underlying themes.
<b>15–17</b>	<b>Very good</b>	A thoughtful and well argued response to the question. Thorough knowledge of both texts/films. Detailed understanding and illustration of thematic and comparative issues.
<b>12–14</b>	<b>Good</b>	A well argued response to the question. Equally sound knowledge of both texts/films. Good understanding and illustration of the thematic and comparative issues.
<b>9–11</b>	<b>Satisfactory</b>	A mainly relevant response to the question. Shows fair knowledge of texts/films. Some understanding and illustration of the thematic and comparative issues AND/OR good understanding of texts/films, but lacking detail. Stronger on one text/film than the other.
<b>5–8</b>	<b>Weak</b>	An uneven OR basic response to the question. Shows some knowledge and understanding of the texts/films. Includes some relevant points, but development and illustration are limited. Contains padding AND/OR has some obvious omissions OR is largely narrative.
<b>1–4</b>	<b>Poor</b>	Little attempt to answer the question. Poor knowledge and understanding of the texts/films. Insubstantial with very little relevance.
<b>0</b>		No rewardable content.

**Part I: Topics – Language**

<b>10</b>	<b>Excellent</b>	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
<b>8–9</b>	<b>Very good</b>	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
<b>6–7</b>	<b>Good</b>	Generally accurate. Good range of vocabulary and some complex sentence patterns.
<b>4–5</b>	<b>Satisfactory</b>	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
<b>2–3</b>	<b>Weak</b>	Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.
<b>1</b>	<b>Poor</b>	Little evidence of grammatical awareness. Very limited vocabulary.
<b>0</b>		No rewardable language.

## Question 3B

## REGARDS SUR LA GUERRE D'ALGÉRIE

Film: *La Bataille d'Alger* (Pontecorvo)  
 Camus, *Chroniques algériennes 1939–1958* (Folio)  
 Daeninckx, *Meurtres pour mémoire*

« L'intention de ces ouvrages avant tout, c'est de créer de la sympathie pour les victimes de la guerre d'Algérie. » Commentez cette affirmation.

## Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive.

There is no doubt that war creates many victims, and, in the case of this war, Algerian independence was achieved at a very high human cost. Each of the works makes a poignant case for those who died, soldiers and civilians on both sides of the conflict, and for the *pièdes noirs*, who lost the country they adopted and had the feeling of being abandoned by the French state. Camus argues for a just solution and deplores the senseless violence and loss of life on both sides. He points out that the Arab population have been harshly treated by the colonisers and that sympathy for their plight has been obscured by the vortex of violence after 1954: *il faut cesser de considérer en bloc les Arabes d'Algérie comme un peuple de massacreurs. La grande masse d'entre eux, exposée à tous les coups, souffre d'une douleur que personne n'exprime pour elle.* He acknowledges that it is difficult to maintain objectivity in the conflict, but the native population is on his conscience: *C'est à eux...qu'il faudrait donner enfin une voix et un avenir libéré de la peur et de la faim.* As the violent conflict continues, he has thoughts not only for the tormented and the dead, but also underlines the tragedy for the rest of the population, the moral imperative which might have been forgotten: *Les représailles contre les populations civiles et les pratiques de tortures sont des crimes dont nous sommes tous solidaires. Que ces faits aient pu se faire parmi nous, c'est une humiliation à quoi il faudra désormais faire face.*

The political and military decisions of 1957 which are at the heart of the film are designed by the hard-hitting realism and images of violence, torture, and the impact on the lives of both Arabs and *pièdes-noirs* to underline their plight and anguish. The military are depicted as bent on suppression of the FLN by whatever means necessary; the FLN are equally determined to achieve their aims, even though this means bombing the civilian population (e.g. La Pointe's attacks, the bombing of the Milk Bar). Terrorism breeds a dirty war which promotes extremist attitudes, racism and moral bankruptcy.

Daeninckx' book demonstrates by its gradual uncovering of repression and assassination that those who have been imprisoned and killed have been the victims of excessive use of force and violence. Whilst sympathy for the victims is clear, Cadin is disturbed by the behaviour of the state: the blanket amnesty covering French actions during the Algerian war, the cloak of secrecy surrounding assassinations, and the ambivalence of the French memory towards acts of moral outrage.



Les CRS se s'abattaient sur les têtes nues, mal protégées par les bras et les mains. Plus tard dans le livre on voit les conséquences de cette violence dans le personnage de Mirel Thicard, qui habite longtemps dans la solitude grâce au meurtre de son mari; on la regarde comme la victime typique de la guerre.

L'image récurrent d'un enfant blessé ou tué est typique dans « La Bataille d'Alger »; l'image illustre les victimes de deux côtés innocents, de deux côtés de la guerre. Dans le scène qui se trouve dans le « Milk Bar », la caméra s'attarde sur l'enfant qui mange une glace, quand on sait que ce qui le regarde, c'est la femme qui pose la bombe qui

Le buca. Les scènes graphiques de la torture aussi  
 provoquent de la sympathie pour les victimes de la  
 brutalité de la guerre, et Pontecorvo utilise le film réel  
 pour mieux communiquer ~~la~~ l'endormage choquant  
 des rafles.

Camus, aussi, essaie d'évoquer la misère de la guerre  
 et souligne son impact sur les populations civiles: il décrit  
 « une mêlée d'aveugles », un pays « en pleine nuit », et  
 écrit que l'Algérie devient ~~une~~ pas une situation « ne  
 sera peuplée que de victimes et de meurtriers »; il donne  
 du poids à la considération des attentats sur la population  
 civile: « approuver les réformes, ce n'est <sup>pas</sup> ~~pas~~, comme on ~~dit~~ le  
 dit <sup>odieusement</sup> ~~odieusement~~, approuver les massacres des populations civiles ».  
 Mais les ~~sur~~ ouvrages ne tentent pas seulement d'évoquer  
 de la sympathie: chaque œuvre porte son <sup>message</sup> ~~propre~~ message.



ou son intention individuelle. Pour Daeninckx, il importe de provoquer un sentiment de la ~~honte~~ honte aussi que la sympathie, et de donner un message profond sur l'histoire. Daeninckx souligne le redressement des autorités - son personnage Marc Rosner décrit ~~le~~ comme « les CRS ~~me~~ me demandaient de les prendre dans la pose d'un chasseur, ~~un~~ ~~piet~~ avec les cadavres algériens; il critique la tradition des ~~secret~~ secrètes dans l'histoire de la France et la complicité qui la rend possible ~~en~~ Il compare compare les atrocités contre les algériens avec les brutalités ~~brutalités~~ de la deuxième guerre mondiale: ~~a son~~ ~~en~~ il essaie de communiquer un sentiment de colère et l'importance de savoir son histoire: comme il dit dans le préface du roman, ~~c'est~~ ~~en~~ oubliant le passé, on se condamne de à le ~~se~~ revivre »; il révolte contre la complaisance de Gerbet: « l'heure est à l'oubli ».

Dans « la Bataille d'Alger », Pontecorno ~~essaie~~ de créer de la  
 sympathie pour les victimes, mais l'~~ambiguïté~~ de ~~la~~ ~~film~~ ne le  
 message primordial du film est plus ambiguë : Pontecorno  
~~et~~ donne un image ~~est~~ équilibré des deux ~~parties~~ <sup>côtés</sup> et  
 et ne depict ~~pas~~ ~~les~~ que la violence comme un  
 moyen juste. Tandis que Camus a son propre message :  
 aussi qui ~~essaie~~ <sup>éroquer</sup> l'espérance, ~~il~~ ~~essaie~~ de la sympathie, il  
 essaie d'engendrer un message ~~de~~ de l'espérance : ~~par~~  
 « en publiant ce libre témoignage, je contribue, selon mes  
 moyens, à la définition de cette avenir », comme Derrida,  
 Camus provoquent des sentiments de honte pour le passé,  
 et critique « ~~le~~ l'honneur de l'armée française », mais  
 il espère que l'honneur de l'Algérie érite ~~la~~ la  
 tradition de victimes et que "les Arabes et les Franç-  
 ais s'associeront librement".

Tout bien réfléchi, ~~et~~ cependant tous <sup>ces</sup> ~~ce~~ ouvrages provoquent  
~~de~~ de la sympathie pour les victimes de la guerre  
 d'Algérie, cela n'est pas la limite de ~~les~~ leurs  
 intentions; ils ~~possèdent~~ ~~leurs~~ ~~leurs~~ ~~propres~~ ~~messages~~ ~~ou~~  
 essaient tous de nuancer ~~les~~ plus de sentiments: ~~l'espérance,~~  
~~la honte~~ ~~et~~ ~~l'ambiguïté~~ que la sympathie: l'espérance, ~~et~~  
~~la honte~~, ~~et~~ ~~l'ambiguïté~~ ~~tout~~ honte, et la honte.

18  
 7  
 —  
 25

### Examiner Comment

This is an ambitious analysis, tying together the relevant thematic details of three works. Those candidates who attempt to include a third element, often do not integrate the material thematically. Here however, proper attention is given to the details of the books and film and precise illustrative material is presented in support of points made, and there is high quality analysis of the subject, both on an individual and a comparative level.

The wide-ranging discussion shows immediate engagement in the introduction, and the analysis confirms that sympathy for the victims is important but there are other lessons to be learnt from these views on the Algerian war. The analysis takes into account groups of people (the Algerian demonstrators in Paris, Camus's concern with the civilian population of Algeria), and the concerns of individuals (the effect on Mme Thiraud, the child eating an ice cream in a café about to be bombed, the torture of men), building up a picture both of individual as well as national tragedy.

The second half of the discussion builds on the argument and explores the broader aims of the works: Daeninckx portrays the state as unyielding and a cynical manipulator of information and history; the film goes some way to justifying violence as a means to achieve political control; Camus's political writings call for civilised values to be restored, expresses shame for a national scandal, but hopes for a positive outcome for the future.

The argument is clearly developed through the essay, and there is careful illustration of the points made, with the use of precise quotations. Narrative is fully at the service of discussion. It is a thoughtful piece which explores the subject of sympathy for the victims within the broader framework of underlying themes.

The language is clear and generally accurate, though careful checking could have eliminated some errors of verb forms and adjectives, for example. Nevertheless there is a wide range of vocabulary, an array of complex sentences, with relative clauses and the rhetorical phrasing of argument, and the piece reads remarkably well.

Content 18/20  
Language 7/10

### Question 2A

LA FRANCE PENDANT LA GUERRE (1939–45)

Film: *Au Revoir les enfants* (Malle)  
Vercors, *Le Silence de la mer*  
Del Castillo, *Tanguy*

**Quelle est l'importance de l'amour et de l'amitié dans ces ouvrages ?**

### Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive.

*Le Silence de la mer*: an idealistic, naive and mistaken love is what motivates von Ebrennac in his soldier's duty. His romantic love of French culture fares no better than his love for a former girlfriend. The woman once destined to be his wife turned out to be too cruel for his liking (for insects), and this disappointed love is echoed by the disappointed friendship with hard-nosed soldiers in Paris. His burgeoning love for the niece is also doomed to failure, as the niece does not offer the comfort of dialogue. The niece, too, shows increasing love for the German, as the uncle realises. This is never made overt, but can be discerned by her tempo of knitting, by the shaking of her hands, and ultimately by the sweat on her neck. The call of duty and the abnegation of friendship determine von Ebrennac's departure. Love, though, does not withstand the onslaught of war. Patriotic love is all that remains for French and Germans alike. The uncle's view of the officer remains respectful, but not friendly. For the French, there is no place for sentimentality, love nor friendship where the occupying force is concerned.

*Au Revoir les enfants*: The central plank of the film is the friendship between Quentin and Bonnet. Also important is the Christian love or compassion of the priests (especially le Père Jean) who continue children's education and, despite prohibition to do so, shelter Jewish children in the school. The boys' friendship is key to developing a bulwark of civilisation against the tide of anti-semitism, insecurity and chaos of war in the outside world. Quentin is initially rather supercilious about the new arrival, and is intrigued by, rather than drawn to, Bonnet. Bonnet's differences (parents do not come to visit, does not study Greek, does not take communion etc) could be exploited by Quentin, but the latter comes to appreciate Bonnet's character, courage and talents. The invitation to lunch with Julien's mother demonstrates the strength of friendship between Quentin and Bonnet. Bonnet's steadfastness contrasts with the weak-willed Joseph who seeks to exploit others and seeks revenge when he is sacked. The treasure-hunt in the woods is a firm test of friendship and solidarity in the face of danger when they are picked up by German soldiers and returned to the school. All in all, friendship and love are the forces which can fire solidarity and strength through this period of extreme adversity.

*Tanguy*: Through his many sufferings, Tanguy is buoyed up by his love for his mother. Circumstances also provide opportune friendships to develop (e.g. Gunther). It is the friendships he develops (e.g. with Firmin or Sebastiana) which not only help him through the difficult circumstances of the immediate, but are essential in him not despairing, even for the future (*Son monde à lui était ici et maintenant. Il y avait des Sebastiana, des Firmin, des Père Pardo, et peut-être un autre Gunther. Tant qu'il y aurait des êtres de cette sorte, il se sentirait chez lui sur la terre.*) It is this faith in humanity which carries him through his Calvary. The natural points of love and affection, ie his parents, turn out to be a disappointment: the father is shallow, snobbish, and admits betraying Tanguy to the police; his mother, whom he so looks forward to seeing, only appears after thirteen years; the two have grown apart and do not understand each other.

## Example Candidate Response – Distinction

L'effet de la guerre sur les relations est ~~très~~ très important dans les deux ouvrages que j'ai étudié. Pendant la guerre, beaucoup d'amitiés ont été terminés à cause de la méfiance et de l'antisémitisme qu'il y avait en France. Cependant, dans 'Le Silence de la Mer' et 'Au Revoir les Enfants' il y a des exemples de relations entre un garçon Juif et un garçon catholique, et d'un soldat allemand et les français chez qui il habitait.

L'amour, ou la marque de lui, est une <sup>grande</sup> partie de 'Le Silence de la Mer'. Dès le ~~le~~ début du livre, il y a un lien tacite entre le soldat allemand et la nièce: von Elrennac admire son acte de résistance et la ~~nièce~~ regarde comme si elle soit 'une statue'. La nièce ~~rapet~~ éprouve rapidement des sentiments pour lui, apparents seulement à cause de son langage physique; si elle n'était

pas silencieuse, et s'il n'était pas son ennemie, peut-être qu'ils se rapprochent. Vercoer ~~parce~~ met beaucoup d'importance sur le fait que c'est la guerre (même s'ils ~~se~~ se sont connus à cause d'elle) qui ne les laisse pas être ensemble, même s'il ~~se~~ présente l'Allemande dans une façon ~~très~~ très favorable - ils utilise l'amour comme un outil pour montrer qu'il pense que ce conflit est stupide. Dans 'Au Revoir les Enfants' l'amour ~~est seulement~~ n'est pas si important. Dans l'internat catholique la marque des femmes est apparent: les enfants sont très vulgaires regardant les femmes, et se trouvent livres érotiques; dans leur école ségrégé ~~la seule femme est~~ tous les garçons luttent pour l'affection de la professeure de piano. Ce qui est beau de voir est l'amour que Julien sent envers sa mère: même s'il est ~~très~~ très méchant avec les garçons, il ~~se~~ pleure quand il doit laisser sa mère. ~~ici~~ Ici, comme en 'Le Silence de la Mer' c'est la guerre qui les sépare. Donc l'amour est très important dans le livre que j'ai étudié, et aussi présente dans le film, montrant l'effet que la guerre a eu sur les personnes.

'Au Revoir les Enfants' est essentiellement un film qui célèbre l'amitié entre Julien et Renet. même si au début Julien se sent menacé par l'intelligent Jean Renet, car ils ont les mêmes ~~intérêts~~ intérêts, et puis à cause de leur secret partagé, une amitié très forte est née. ~~Le~~ Le film suit leur amitié croissante; à part de s'amuser

beaucoup ensemble (durant le bombardement), ils peuvent parler de choses desquelles ils ne parlent à personne: le fait que Julien fait toujours pipi au lit et que Bonnet a peur tout le temps. L'amitié est physiquement terminée avec l'arrivée de la Gestapo, et même si Julien trahit Bonnet sans le vouloir, la dignité de Bonnet (qui se doute de son avenir) et l'affection qu'il montre ~~envers~~ envers Julien, avant d'être poussé par les Allemands, est admirable. // Dans 'le silence de la mer', il n'y a pas une amitié si profonde formée, ~~mais~~ en revanche, l'amitié de von Ebrennac et ses anciens compagnons est cassée à cause de la guerre et de leurs différences d'idéologie. Cependant, la relation que von Ebrennac a avec le vieil homme approche l'amitié. Les deux hommes ont du respect mutuel, l'un car il admire ~~le~~ que sa hôte refuse de lui adresser la parole, et l'autre car il trouve que l'Allemand est en fait très ~~assez~~ anachron. Von Ebrennac aime parler de la France, l'Allemagne et la culture comme le vieil homme aime en écouter, et le vieil homme bientôt ~~se rend~~ trouve qu'ils se préoccupe pour von Ebrennac à contrecoeur.

Donc, l'amour et l'amitié sont très importantes dans ces ouvrages, montrant l'effet de la guerre et aussi qu'on peut surmonter les préjugés qu'elle cause. ~~Dans les deux ouvrages~~ ~~Alors~~ Les deux ouvrages concentrent sur l'effet ~~positif~~ positif



de la guerre sur ~~les~~ les relations, mais le contraire  
 et aussi présente: le fait que Ebrennac et la  
 nièce n'expriment pas leur amour et la terminaison  
 de l'amitié de von Ebrennac avec ses amis Nazis  
 dans le livre, et le fait que Joseph (même ~~si~~ s'il  
 n'était pas ~~un~~ un ami très proche des enfants  
~~à~~ à l'internat) a trahit les ~~les~~ résistants  
 dans le film.

Good understanding; some treatment  
 of comparative issues

C14 L 6

20

### Examiner Comment

The answer is a solid analysis of the importance of love and friendship in *Le silence de la mer* and the film. The candidate interprets love as that feeling of mutual attraction between men and women, and outlines the significance of putting love of one's country through resistance over the fulfilment of personal feelings. There are some useful comments on the school environment too. The developing friendship between Julien and Jean is examined, as is von Ebrennac's love of French culture. A reasonable conclusion rounds off the piece.

The essay, with due illustration, includes a good number of relevant points, and takes into consideration different types of love (personal attraction, schoolboy lust and filial love) as well as the role of friendship. There is some treatment of comparative issues, and an attempt to set the importance of friendship against the background of war, and these threads are drawn together quite skillfully.

The language is clear and generally accurate, and there is a good range of vocabulary and structure, with an attempt to balance sentences effectively.

Content 14/20

Language 6/10

## Question 2B

LA FRANCE PENDANT LA GUERRE (1939–45)

Film: *Au Revoir les enfants* (Malle)

Vercors, *Le Silence de la mer*

Del Castillo, *Tanguy*

**Comment la population a-t-elle fait face à la guerre et à l'occupation ? Quelles conclusions en tirez-vous ?**

## Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive.

Not appropriate to talk about any overwhelming tendency, but response dependent upon circumstances, age and events.

*Le Silence de la mer*: important to remember that story was written during the occupation, it was distributed secretly, and part of its message is to give hope (through resistance to the German soldiers) to readers. Both French characters decide to live their lives as normally as possible; *D'un accord tacite nous avons décidé de ne rien changer à notre vie, fût-ce le moindre détail*. Silence is their response to their lodger; dialogue would be seen as submission, or at least engagement. (*une demoiselle silencieuse. Il faudra vaincre ce silence. Il faudra vaincre le silence de la France.*) Silence is a form of resistance, an intransigent posture. This is no easy decision ; the effect on niece is clear: *je sentais l'âme de ma nièce s'agiter dans cette prison qu'elle avait elle-même construite*. Thus the uncle and his niece show stoical resolve to maintain pride and their position. Their careful listening to von Ebrennac's musings reveals that culture and civilised values would be dntrodden by ideology and soldiering. Yet the narrator does not wish to be seen as impolite. Thus both their stances reveal resolve and determination not to offer warmth of hospitality or any communication.

*Au Revoir les enfants*: A complex world portrayed in the school environment. Parents have sent their children out of the city to protect them as much as possible from the effects of war. Everything outside the school is portrayed as threatening. The priests attempt to preserve education and to protect Jewish children, a defiant posture towards the Nazis. Within school there is a semblance of normality (e.g. rivalry between Quentin & Bonnet). Julien's growing friendship with Bonnet underlines acceptance of him and his differences. Against that, elements of the black market (Joseph), the *milice* and widespread anti-Semitism reveal the seamier side of wartime life in France.

*Tanguy*: The boy is buffeted by events and responds to a catalogue of misfortune and changing circumstances by clinging to hope and holding faith with his mother. Some of the other characters are helpful and charitable to Tanguy e.g. the Puigellivol couple, despite the climate of repression; even in the convoy to the camp there is support (e.g. old man giving him bread and water); others take advantage of the situation, including his own father who denounces him. The precariousness of the situation could be symbolised by Frère Marcel and Frère Albert who both work in the college: one is naturally warm, welcoming and charitable, the other concerned with finance. It was natural for people (especially Jews) to seek sanctuary and escape persecution (e.g. the Cohen family), though Mr Cohen could not stand the pressure of being hunted, and goes mad. The picture painted reflects the many sides of human nature, and how survival often depends on a stroke of good fortune.

## Example Candidate Response – Distinction

Point n'est besoin d'exagérer le climat de peur que les Allemands ont été faits pendant la deuxième guerre mondiale dans les <sup>deux</sup> œuvres que j'ai étudiées. En effet, il aboutira <sup>à</sup> une France divisée avec ceux qui ont décidé d'être partisan de la Résistance et ceux qui ont ~~été~~ préféré de joindre les envahisseurs, ~~comme~~ par exemple le personnage de Joseph dans le film 'Au Revoir les Enfants'. Cependant, on nous doit nous demander si la population a fait assez de faire face à l'occupation.

Au premier abord, on ne saurait nier que pour la plupart des gens, ils ont pris un attitude pacif envers les Allemands. Dans le texte 'Le Silence de la Mer', avant l'arrivée de l'officier allemand, l'onde et la

nièce ont décidé de 'ne rien changer à notre vie...  
 comme si l'officier n'existait pas.' De reste, il en va  
 de même de la scène du film quand les enfants  
 chantent de 'la fontaine claire' qui brosse le tableau  
 de la France avant le conflit. Néanmoins, bien que  
 dans le roman il semble que les Français <sup>aient</sup> gagné  
 une victoire morale, ceci est bien illustré par le fait que  
 'le succès est peu de chose, auprès d'une conscience en  
 repos', cet idée fait contraste avec les actions des  
 élèves du film quand ils disent les termes préjoratives  
 par exemple les "boches" (après la chasse au trésor)  
 et quand François donne les fausses directions aux soldats  
 en plus. Donc, ce qui est important ici, c'est que  
 la plupart des gens de la France n'ont pas devenu  
 collaborateurs et ont fait face à l'occupation en ne

(✓)

changeant rien de leurs vies quotidiennes. Malgré le fait qu'ils n'ont pas manifesté la résistance militaire, ils restaient meilleurs ~~et~~ sur le plan morale.

Néanmoins, bien que le marché noir du film <sup>souligne</sup> ~~consignait~~ la résistance de ~~bas~~ <sup>de la</sup> France en vendant les produits interdits sous le nez des soldats allemands, il n'en reste pas moins que cet acte de positivité ne fait pas de différence à long terme. Jusqu'à ce que ~~l'histoire~~ la nièce du tarte 'déposai lentement <sup>ma</sup> tasse vide et croisa mes mains', ce fait présente la faiblesse de la population. Il est clair qu'il n'y avait pas de résistance ~~des~~ 'déploiement d'appareil militaire' comme on pourrait s'y attendre. En fait, c'est tout le contraste comme nous voyons le rôle de la Milice ~~l'~~ ~~est~~ ~~le~~ ~~film~~. Ceci est bien illustré par le fait

qu'ils utilisent le terme préjocitif de "yentas" de  
 manifester leur haine des Juifs. En outre, en fouillant  
 les bâtiments de l'école de chercher pour les Juifs  
 cachés, il met en lumière que certains pensent la  
 guerre et l'occupation d'être bienvenues. Fait significatif,  
 Werner von Ebrennac croit que la guerre aboutira à  
 bonheur à long terme comme "Il va nous unir  
 comme mari et femme". Enfin, l'analogie de "La  
 Belle et la Bête" manifeste non seulement la puissance  
 des ennemis mais aussi que la population française  
 n'a pas les moyens ou la nature de lutter contre  
 l'armée allemande. Ces idées me font penser que la  
 France et la population étaient et ~~restent~~ restent  
 toujours un pays de paix, ou il y a toujours de  
 tolérance et diversité.

Supposé que le thème de silence soit associé avec la faiblesse par exemple quand 'le silence se prolongeait. Il devenait de plus en plus épais comme le brouillard du matin', on doit examiner la figure du ~~peese~~ père Jean de voir le contraste.

~~En fait~~, Bien qu'il enseigne la règle d'or dans la chapelle, au même temps il refuse de permettre les militaires d'entrer l'école. Ici, on aperçoit que l'église ~~jea~~ a joué un rôle fondamentale de la continuité de la France pendant la guerre. La population a fait face à l'occupation en restant opposé d'une réaction agressive.

De conclure, je ne pense pas que la population ~~est~~ ait été faible envers les Allemands. Leurs moyens militaires

leur ont donné l'avantage mais il me semble que  
 les Français ont fait bien de préserver leurs vies quotidiennes.  
 Au dénouement des œuvres, les gens restent unifiés.  
 Jusqu'à ce que L'Allemagne est un 'taureau, impuissant et  
 puissant', la France même s'est occupée 'l'esprit,  
 la pensée subtile et poétique'. La France était un pays  
 de puissance culturelle à l'écoute de puissance militaire.

19

### Examiner Comment

This answer examines, with a degree of linguistic elegance, the varying response of the population to the occupation. With the exception of one of the priests, the candidate finds the French reaction to be generally relatively weak and the people overly concerned with trying to preserve their daily routine, sometimes through black market activities. This viewpoint comes about from a desire to see the population take action, rather than adopt the path of least resistance. The situation is justified by the sheer military might of the invaders. This is an interesting departure from the usual reading of *Le Silence de la mer*, which usually takes into account the population's role in and support for resistance.

The discussion and analysis display a relevant response to the question, though further illustration, especially from the film, would have brought sharper definition to the discussion and completed the picture of adult responses (e.g. children sent away to school from the city; the contrast in the restaurant between the friendship of Julien and Bonnet and the attitudes of the other diners and the anti-Semitic *milice*).

The range of language is impressive, and although there are errors, the sense of complex sentence patterns and wide-ranging vocabulary is striking.

The essay is near the lower boundary for a Distinction mark.

Content 11/20

Language 8/10



## Example Candidate Response – Merit

Dans les ouvrages que nous avons étudiés il y a deux <sup>façons de faire face au guerre</sup> ~~types de résistance~~ qui sont employé ~~employent~~ par les caractères. Un, ils décident de devenir un résistant. Ou deux, ils décident de devenir un collaborateur. Je vais explorer les deux.

Le Silence de la Mer est le plus résistant ouvrage que nous avons lu. L'oncle et la nièce refusent de parler à l'officier Allemand qui habite dans leur maison <sup>pendant</sup> pour six mois en 1941. Le <sup>d'écrire</sup> ~~façon d'écrire~~ la nouvelle était très résistant aussi. L'ouvrage, qui a été écrit sous la

pseudonym de 'Vercors', était publier en secret dans un magazine qui s'appelle 'Les éditions de Minuit'.

Beaucoup de gens pensent que le salon dans l'ouvrage est le salon de Vercors, et que cette ouvrage est fonder sur la réalité. Silence était un forme de résistance héroïque pendant la guerre. Parce-que les Nazis utilisent la torture, le chose le plus ~~effrayant~~ courageux qu'un ~~soldat~~ soldat peut faire est de ne rien dire. Malgré que la nièce tombe amoureuse de Werner, elle ne rien dire jusqu'au fin d'ouvrage, quand elle dit, 'Au revoir'. Mais elle n'a pas un droit

en réalité. ~~Elle risque sa réputation~~ Si elle avait risqué des relations sexuels avec lui elle aurait perdu sa réputation. Après la guerre, les Français ont coupé ~~à~~ ~~le~~ tous les cheveux des femmes qui ont de relations sexuels avec les Allemands. Cela est un ~~ex~~ <sup>en France</sup> exemple de la sentiment de haine contre les Allemands.

Dans le film, Au Revoir les Enfants, il y a des exemples de la collaboration et de la résistance. Les pères sont des gens gentils et pour cette raison ils ont accepté des juifs pour les protéger. Clairement, les pères sont de chrétiens, et ils ont accepté Bonnet / Kippelstein mal-

gré qu'il soit un juif. Cela est très char-  
 itable, et répechit bien sur les pères. Mais  
 on peut dire aussi que c'était leur crainte  
 qui a créé le collaborateur, Joseph. Ils  
 ont puni des enfants pour participer dans  
 le marché noir; ~~ils~~ <sup>ils</sup> ont dit qu'ils <sup>ne</sup> peuvent  
 pas sortir jusqu'au fin de trimestre.  
 Cela <sup>n'</sup>est pas une grande punition pour  
 la majorité des enfants, sauf peut-être  
 Julien. Mais pour Joseph ils ont  
 décidé de lui déprimer d'un emploi et  
 un vie. Donc, qu'est ce qu'il peut vivre?  
 Il devient un 'collabo' et les juifs et les  
 pères ont tués. Ce n'est pas une grande  
 surprise, mais on peut voir dans ce

il me ~~est~~ le dommage qu'un 'collabo' peut  
faire. (✓)

Finalement on a Tanguy. On peut  
dire que la meilleur forme de résistance  
était de ~~survivre~~ survivre, malgré tout, et  
Tanguy fait ça. Il ne perd pas l'espoir  
malgré qu'il soit abandonné par sa mère,  
dénoncé par son père et juppé par les qui-  
siers dans les camps. Et, peut-être le  
chose le plus important, il ne succombe  
jamais au sentiment de haine. Il  
ne hait pas son père, il seulement réalise  
que son père était un quasi-bourgeois  
qui ne l'aime pas du tout. ✓

En conclusion, la majorité des ouvrages

que nous avons lus sont des livres de  
 la résistance. Ça <sup>ne</sup> m'étonne pas, parce-  
 qu'ils sont des livres / films autobiographiques,  
 et personne veut dire qu'ils étaient des  
 'couctas' pendant la guerre. Mais c'est  
 clair qu'il y a un grand sens de  
 la <sup>solidarité</sup> solidarité pendant la guerre, et que  
 l'amitié ; Bonnet / Quentin, Tanguy / Gantier,  
 Tanguy / Rachel, était très important pour  
 survivre. C'était difficile pour les français  
 pendant la guerre, clairement, mais  
 avec ces <sup>utiles</sup> ~~utiles~~ ils peuvent survivre.

C10 L5

15 ✓

## Examiner Comment

This answer is ambitious in trying to analyse three works; the risk here is that there may be breadth of coverage, but at the sacrifice of depth. The candidate's line of argument is that the population was either in collaboration or in resistance mode during the war. There is some useful information about the publication and role of *Le Silence de la mer*. The points made about the book are straightforward, but do not go into detail about the pressures felt by the niece nor about the uncle's thoughts. The film is dealt with in one (long) paragraph, but manages to touch on Christian charity and black marketeering. The brief comments on Tanguy are lucid and to the point, though they really deserve greater illustration. The conclusion ties up the discussion neatly and underlines the candidate's thesis effectively.

On balance, there is just enough analysis and illustration here to gain a mark in the 'satisfactory' box; had the candidate concentrated on just two works, the analysis might have been more cogently presented.

The language allows the candidate to express his thoughts clearly. There are attempts at more complex language (relative clauses, use of subjunctive), and the prose reads reasonably fluidly. Set against this, there are quite a few misspellings of words and some aberrant verb forms.

Content 10/20

Language 5/10

## Question 4A

## LA VILLE FRANCOPHONE

Film: *La Haine* (Kassovitz)

Film: *C.R.A.Z.Y.* (Vallée)

Film: *La Vie est un long fleuve tranquille* (Chatillez)

**Analysez le thème de la rébellion dans les films.**

## Indicative Content

*La Haine*: Rebellion features on a number of levels throughout the film. In the background is the street battle of police and local youths in this deprived suburban area (clear in the sequence before the titles). The urban rebellion permeates the background of the film.

Much of the film follows the three central characters, Vinz, Said and Hubert, who are representative of the racially mixed *banlieue* in which they live. Their lives interweave with the root causes of social and political unrest, yet they are also portrayed as showing solidarity and compassion to friends and family, thus not just one-dimensional 'rebels' who have been alienated from mainstream society.

The tension surrounding Abdel's medical condition mounts: if he dies, Vinz promises to shoot a policeman in revenge. The plot, on one level, follows Vinz' actions and reactions to having a revolver. Initially emboldened by the powerful possibilities at his disposal, he is ultimately sickened by the prospect of shooting a skinhead in Paris. In learning of Abdel's death, Vinz rejects this ultimate level of violence by giving the gun to Hubert. The alarming ending of the film suggests that the relatively even-tempered Hubert is driven to using the gun

after witnessing Vinz' killing by a policeman, a comment perhaps on widely reported police brutality, and the inevitable reaction to it: violence breeds violence.

Rebellion against the established order is also visible in figures such as the DJ who mixes Piaf and NTM through enormous speakers in a tower block; this lends intensity to a violence which is at times overt, at others just brooding.

The portrayal of violent rebellion in the media is thematic: the film itself resembles a documentary format, there are clips from TV (images of the riot) and sound extracts, presenting suburban violence to the wider world. From this emerges a questioning of image, techniques of presentation and the deformation of events by the media.

*C.R.A.Z.Y.* Zach spends much of his childhood coming to terms with himself. He desperately wants to not be different, but fate marks him out early on as having a special gift (of healing). His rebellion is both an inner one, fighting against himself, fighting against his father, and against a wider social unit, the school. As a teenager he embraces atheism, thereby rejecting the Catholic Church, smokes (his brother's) cannabis, rejecting the house rules, and prays that he does not become homosexual. His battle or refusal not to accept himself severely tests his friendship with Michelle, leads to a frenzied brawl at school in the belief that by beating up Toto he could purge himself of 'otherness', and generates arguments with his conservative father. In trying to 'find himself' he travels to Jerusalem and nearly dies in the desert. His rebellion evaporates when his spiritual and psychological search is ended; he accepts himself as he is and makes peace with his father.

*La Vie est un long fleuve tranquille*: The two children whose families were swapped at birth, Maurice and Bernadette, cannot fully accept the truth of their past nor the idea that their lives have changed; this is the cause of their rebellion. Maurice seemingly integrates into the Du Quesnoy family, but rebels against his new 'family': he insists on visiting the Groseilles, which the parents find difficult, he steals family artefacts (e.g. silverware) to sell on via his friends. He introduces his new found siblings to a side of life they had hitherto been sheltered from, thus undermining the careful (bourgeois) environment which the parents had striven to create. Thus they go swimming in the local river, they sniff glue in the garage, the older boy rejects the church-sponsored kayaking holiday in favour of carnal pursuits with his girlfriend. Bernadette runs away from home, rejects her original family during questioning by the police, goes on hunger strike and develops a cleanliness fetish; all these factors show her psychological stress and reaction to the news that she is really a Groseille. The du Quesnoy siblings take to forbidden pleasures, rebel against their upbringing with alacrity. The urban tensions seen at the beginning of the film on a TV report spread to the bourgeois family which thinks it is immune from them. At the end of the film, rebellion against their upbringing and rejection of parents' guidelines show no sign of dissipating in any of the children.



## Example Candidate Response – Merit

Dans les films 'La Haine' et 'C.R.A.Z.Y.' la rébellion a un grand rôle, d'ailleurs c'est un rôle différent dans chaque film. Dans 'la Haine' il s'agit de la revolt entre les jeunes hommes et les autorités, peut-être cela c'est la rébellion plus typiquement <sup>et élargit</sup> que la rébellion de 'C.R.A.Z.Y.', dans lequel c'est contre un père très stricte et oppresseur.

Les trois personnages principaux dans la Haine, ils sont tous des ~~origines ethniques~~ <sup>ethniques</sup> différents, ils sont avec chômage, ils n'ont pas une éducation, donc ~~tous~~ leurs aspirations n'existe pas. Le film a lieu dans les banlieues, et on ~~peut voir~~ <sup>voit</sup> que ce n'est pas la situation seulement pour Hubert, Vinz et Saïd, mais pour tous les gens qui habitent dans les quartiers ~~défavorisés~~ défavorisés. La police les maltraite, donc la rébellion est contre une société qui n'est ~~pas~~ <sup>pas</sup> ~~équitable~~ pas considérée juste par les gens des banlieues.

Au début du film, on regarde des émeutes, qui ~~se~~ se passe ~~en France~~ à Paris. Tout de suite, on se rend compte que la violence joue un rôle important dans la vie des banlieues. Quand Vinz fuisse de la police, il écoute de la musique en colère et violent, et puis il regarde un match du boxe. La violence encourage

La rébellion contre les autorités, parce qu'on considère que ce soit normal. Dans les vies des personnages tout est dirigé vers la destruction de l'ordre dans la société.

Après les émeutes au début, Vinz trouve un revolver et son ami est dans l'hôpital. Vinz promet si son copain meurt, il va tirer un policier en revanche. C'est une exemple de la rébellion pour un sort de la Justice, mais Hubert est contre l'idée. Il sait que ce ne ~~sera~~<sup>vaut</sup> pas ~~vaut~~ la peine pour Vinz, il n'aiderait pas l'ami dans l'hôpital, Vinz va aller au bain et les sentiments ~~entre~~ entre la police et les gens des banlieues sera pire. Selon Hubert "la haine attire la haine".

Dans un sens la rébellion dans 'la Haine' est inutile. Les gens ne peuvent pas gagner contre les autorités, puis que la plus ils émeuvent et revoltent, ~~la~~ plus ils sont maltraités par les autorités, donc la rébellion dans 'la Haine' est seulement un mode de vie et un attentat échoué d'avoir plus de Justice dans les banlieues.

La rébellion dans 'C.R.A.Z.Y' est en revanche de la rébellion de 'la Haine', parce qu'il y a une chance pour la revolt de réussir. Le père de la famille a la fierté d'avoir cinq fils,

et il est très stricte. ~~Zach~~ Zac est interdit par lui de jouer certains jeux, parce qu'il ~~est~~ a peur que ~~le~~ Zac peut devenir un 'fife'. Quand Zac était jeune, il a été favorisé par son père, donc c'est beaucoup plus brisic ~~par~~ de regarder les disputations, car c'est entre deux gens qui devraient <sup>avoir</sup> une bonne relation. Zac et sa mère s'entendent bien, il l'aime ~~beaucoup~~ beaucoup et il a une rêve d'être riche donc il peut la donner beaucoup. Il voudrait la prendre au Jerusalem quelque jour. A cause de la bonne relation entre les deux, c'est beaucoup plus difficile pour elle d'avoir les disputations entre son mari et son fils, parce que son mari n'accepte pas leur fils, ~~donc~~ ~~Zac~~.

Quand le père de Zac decouvre qu'il est un homosexuel, Zac ~~est~~ arrêté de revolter, il voyage et essaie de se trouver. Mais à l'enterrement du Raymond, le père decouvre ~~la~~ ~~bas~~ comme brisic c'est de perdre un fils. C'est à ce moment là que les deux ~~peut~~ ~~s'~~ peuvent s'accepter, et la rébellion du père à son fils étant un homosexuel, et la rébellion du Zac à les attitudes de son père, ne sont plus important, car l'amour entre ces est ~~le~~ plus important.

Dans 'CRAZY' la rébellion c'est une partie  
 de la vie en famille, et à la fin, après  
 avoir eu les disputations, c'est  
 harmonieuse encore. Cela la différence  
 avec la rébellion de 'la Haine' c'est  
 inutile et la rébellion cause plus d'injustice.  
 Vinz meurt pour sa révolte. ~~le thème~~  
~~de la rébellion est différent~~ Il y a beaucoup  
 de différences dans les thèmes de la  
 rébellion dans les films, et il montre  
 les difficultés pour ceux qui ont le  
 besoin de la rébellion contre les  
 autorités différentes.

12  
 3  
 15

12+3

### Examiner Comment

This answer is a decent attempt at dealing with the theme of rebellion in two films. Not only does it indicate a sound knowledge of the content of the films, but is reasonably effective in argument and analysis, and credit is given for this. (A good number of candidates were tempted, by contrast, to give a narrative-driven account.) The introduction and conclusion draw the threads of the argument together with some attempt at comparison. There is some good illustrative material to exemplify the points made.

The discussion of *La Haine* deals properly with the stand-off with the police, and recognises that all three men do not have the same viewpoint: Hubert stands out as more mature and wise in his views. There is also an appreciation of the futility of revolt. The analysis of *C.R.A.Z.Y.* suffers in part from a lack of clarity in the use of French, and focuses on the relations between Zach and his parents, and how eventually Zach is accepted by his father.

The quality of language becomes increasingly insecure as the answer unfolds. Verb forms, adjective endings and some syntactical constructions lose accuracy, and rather undermine the effectiveness of the argument. On balance, the content mark reflects the level of understanding of the question and the knowledge of the two films ('good' category) and the language mark reflects the range of syntax and vocabulary, taking into account the persistent errors. This puts the answer in the middle band of Merit.

Content 12/20

Language 3/10

## Example Candidate Response – Merit

Saïd, Hubert et Vinz, les trois personnages  
 qui sont les  
 principaux dans "La Haine". Zac, le quatrième fils, et  
 l'un qui n'est pas content avec son père. Certainement,  
 les deux fils contiennent beaucoup de rébellion - mais  
 c'est le même type, ou complètement différent?

Les trois de "La Haine" sont tous des origines  
 différentes. Saïd <sup>est</sup> ~~est~~ musulman, Vinz est juif, Hubert  
 est noir. Normalement ce n'est pas une groupe  
 vous trouvez dans la rue, mais ils sont ensemble  
 pour lutter contre ceux qui ne les écoutent, qui les  
 ignorent. Pour le plupart, ces gens sont la police -  
 Vinz dit il n'y a jamais un ~~un~~ bon ~~un~~ policier.  
 Il dit aussi qu'il ~~va~~ va tuer un officier  
 si Abdel mort. Ça, c'est une façon de ~~de~~ <sup>l'exprimer</sup> ~~leur~~  
 avis, en effet qu'ils (les jeunes dans les banlieues).

ne resteront pas dans leurs maisons, et ils <sup>ne lui</sup> oublieront pas.

Zac, il frappe le record de Patsy Cline et dit "c'était un accident". En réalité, c'était justifié dans la tête par lui. En revanche, quand il est plus grand, il joue les chansons de son père pendant son emploi. Il semble de changer son avis, ou ses façons parce qu'il veut d'impresser son père, et cette idée ~~est~~ continue pendant ~~le~~ <sup>tous le</sup> film. Effectivement, Zac ~~regret~~ regret les arguments, et il veut d'entendre bien avec sa famille, en particulier son père.

D'autre part, les jeunes détestent les gens autoritatifs. Ils brûlent les voitures, et c'est reflété dans les chansons. C'est à dire, ils sont les "Assassins de la police" qui ~~ne~~ "ne regrettent rien". Quand les trois voyagent au centre-ville, <sup>ils chargent</sup> la publicité à "le monde

est à nous", pas "vous", et ils ne recevaient pas de respect dans le centre-ville. Hubert dit ~~est~~ (pendant le jour) ~~à~~ à les caméras, "ce n'est pas Thairy" - la rébellion dans les banlieues est devenue une histoire importante sur les actualités, et il a créé une espace entre les "gens normales" et ceux qui vivent dans les banlieues.

En même temps dans "C.B.A.Z.Y.", c'est comme une bataille entre ~~les~~ ~~la~~ ~~la~~ la nouvelle mode et la vieille - Gervais écoute toujours à Cline<sup>et</sup> Aznavour, Zac à ~~la~~ la musique d'Angleterre comme Bowie et les Rolling Stones. Zac lutte contre les idées traditionnelles, pas de religion, les vêtements il porte complètement à la mode. ~~Ass~~

Mais pour Zac, tout est bien à la fin.



du film - son père accepte le fait qu'il aime les  
 garçons, et leur famille est compl dans "La Haine",  
 Uinz est mort, et Hubert, l'un qui veut démanager,  
 l'arme. C'est une lutte qui ne peuvent pas finir par  
 une groupe, et il n'y a pas une solution facile. ✓

9 C.9  
 4 L.4

(13)

**Examiner Comment**

This is a fair answer to the question, which shows some understanding and illustration of the theme of rebellion in two works.

The essay successfully demonstrates some knowledge of the material, but the choice of illustrations and the absence of an underlying argument mean that the candidate is limiting the effectiveness of the answer. There are some good points made which gain credit (e.g. the role of music and songs, the generational conflict, the relationship with authority).

Yet there are significant omissions in the discussion. There is no consideration of whether in *La Haine* the three young men are in permanent rebellion or what role is played by social issues. Similarly, there is no exploration of Zac's psychology, the struggle with his own identity, the role of religion etc.

The structure of the piece is fair: there is paragraphing, an introduction and a conclusion. The organisation within a paragraph, though, could have greater coherence to lend greater force to points being made. The paragraph on the broken record, for example, does not make explicit that rebellion and teenage revolt are being analysed; there is too much material which relies on the implicit transfer of meaning.

As far as the quality of the language is concerned, there is some attempt at developing a range of vocabulary, though anglicisms often creep in and spoil the effect. Syntax and verb forms vary in quality, though there is a good use of adverbial phrases which add to the rhetorical effect (en revanche, d'autre part).

On balance, the essay is marked in the satisfactory band for content. With the language mark, the essay is at the lower end of the Merit band.

Content 9/20  
 Language 4/10

## Question 3B

## REGARDS SUR LA GUERRE D'ALGÉRIE

Film: *La Bataille d'Alger* (Pontecorvo)  
 Camus, *Chroniques algériennes 1939–1958* (Folio)  
 Daeninckx, *Meurtres pour mémoire*

« L'intention de ces ouvrages avant tout, c'est de créer de la sympathie pour les victimes de la guerre d'Algérie. » Commentez cette affirmation.

## Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive.

There is no doubt that war creates many victims, and, in the case of this war, Algerian independence was achieved at a very high human cost. Each of the works makes a poignant case for those who died, soldiers and civilians on both sides of the conflict, and for the *pièdes noirs*, who lost the country they adopted and had the feeling of being abandoned by the French state. Camus argues for a just solution and deplores the senseless violence and loss of life on both sides. He points out that the Arab population have been harshly treated by the colonisers and that sympathy for their plight has been obscured by the vortex of violence after 1954: *il faut cesser de considérer en bloc les Arabes d'Algérie comme un peuple de massacreurs. La grande masse d'entre eux, exposée à tous les coups, souffre d'une douleur que personne n'exprime pour elle.* He acknowledges that it is difficult to maintain objectivity in the conflict, but the native population is on his conscience: *C'est à eux...qu'il faudrait donner enfin une voix et un avenir libéré de la peur et de la faim.* As the violent conflict continues, he has thoughts not only for the tormented and the dead, but also underlines the tragedy for the rest of the population, the moral imperative which might have been forgotten: *Les représailles contre les populations civiles et les pratiques de tortures sont des crimes dont nous sommes tous solidaires. Que ces faits aient pu se faire parmi nous, c'est une humiliation à quoi il faudra désormais faire face.*

The political and military decisions of 1957 which are at the heart of the film are designed by the hard-hitting realism and images of violence, torture, and the impact on the lives of both Arabs and *pièdes-noirs* to underline their plight and anguish. The military are depicted as bent on suppression of the FLN by whatever means necessary; the FLN are equally determined to achieve their aims, even though this means bombing the civilian population (e.g. La Pointe's attacks, the bombing of the Milk Bar). Terrorism breeds a dirty war which promotes extremist attitudes, racism and moral bankruptcy.

Daeninckx' book demonstrates by its gradual uncovering of repression and assassination that those who have been imprisoned and killed have been the victims of excessive use of force and violence. Whilst sympathy for the victims is clear, Cadin is disturbed by the behaviour of the state: the blanket amnesty covering French actions during the Algerian war, the cloak of secrecy surrounding assassinations, and the ambivalence of the French memory towards acts of moral outrage.

## Example Candidate Response – Pass

3B Bat 1 3B  
 Les Ouvrages n'ont qu'un seul objectif, de créer la sympathie pour les victimes. Les intentions peuvent être plusieurs, de créer la sympathie, ~~ou~~ mais d'ailleurs, de dévoiler l'intrigue de ses sujets. En plus pour nous montrer ce qui s'est passé et peut-être de condamner les coupables. Donc je pense que les auteurs et des réalisateurs n'ont pas partir avec l'intention de créer la sympathie, mais en faisant ces ~~ces~~ ouvrages c'est vrai qu'ils y sont arrivé de faire cela.

Meurtres pour mémoire, partons d'abord  
 l'auteur veut qu'on souviens les  
 meurtres dont il parle. Le livre est  
 un roman policier, donc il se concerne  
 aux innocents et les coupables.

les innocents sont les juifs déportés  
 en Allemagne, les Algériens tués  
 par le CRS pendant ~~de~~ la manifestation  
 pacifique, et n'oublions pas les Thirauds.

Cadin, en ~~l'absence~~ faisant ~~sa~~  
 commission envers les meurtres des  
 Thirauds découvre les crimes qu'on  
 s'est ~~pas~~ fait dès la seconde  
 guerre mondiale. Il dit < Très peu  
 a été rendu publique > donc

l'objectif est de rendre publique les faits de la guerre.

le but d'une investigation criminelle est de trouver quelqu'un coupable, qui était difficile quand on pense de l'amnistie qui a été signée après la guerre.

le regard de ~~de~~ Cadiu est plus profond qu'on pense, Il ~~est~~ admette que l'assassin ne possède qu'un seul objectif, donc on ~~voit~~ <sup>voit</sup> de cela il trouve la tête de l'opération, Vallut, qui ressemble à Papon le responsable des meurtres des Juifs, Algériens, et les Tchadiens. Cet ouvrage <sup>vous</sup> installe un sympathie mais il trouve coupables

les uns responsables des meurtres.  
 Le film est quasi-documentaire,  
 donc il veut nous montrer l'action  
 d'un point de vue objective, et d'un  
 part c'est vrai, on voit les deux  
 côtés de la lutte. Masses de la côté  
 française n'est pas montré d'être  
 spécialement monstrueux, il a un tâche  
 difficile et il doit utiliser les moyens  
 exceptionnels. ~~Abdel~~ Du côté Algérien  
 Sadi Yacéf est montré comme  
 très humain ~~peu~~ <sup>surprenant</sup> ~~ayant~~  
 vu qu'il ~~est~~ <sup>est</sup> le producteur). Quand on  
 voit les attentats de bombes le  
 caméra s'attarde sur les victimes

~~Les~~ français et algériens. Mais le film n'est pas vraiment objectif on voit l'oppression des Algériens et le plupart du film est montré de la point de vue algérienne.

Le film nous montre <une guerre sale> qui était difficile pour les deux côtés.

Camus était journaliste pendant la guerre, et il ne voulait pas l'indépendance algérienne mais il a sympathisé avec les Algériens. Il a écrit <Il vaut mieux souffrir certains injustices que les commettre>. Il ne dit pas, ceux qui

sont les victimes sont les Algériens  
 mais, quela guerre droit avoir des victimes  
 et qu'il faut penser à eux.

Donc ces ouvrages ont quelques objectifs  
 il n'y avait pas un seul objectif  
 qui paraît avant tout. Mais en  
~~achevant~~ ~~les~~ d'autres objectifs  
 tous les ouvrages <sup>nous</sup> ont installé une  
 sympathie par les victimes. Je pense  
 que le sentiment de ~~conscience~~ démontre  
 ce fait d'une manière très fort.

< Vous et moi savons que cette  
 guerre se fera sans vainqueurs  
 réels >

Donc on est tous les victimes de la  
 guerre.

8  
 7  
 11



## Examiner Comment

This answer demonstrates some knowledge and understanding of the books and film, but the discussion is uneven, and narrative tends to dominate the attempt to marshal argument. The candidate chooses, in his introduction, to agree strongly with the assertion in the title, though rather undermines his stand in the conclusion by admitting that there are a number of goals in these works, a point which could have been usefully developed. There is some discussion of the victims of the war, and one or two points on how sympathy is evoked, but considerably more detailed analysis could have been added. The idea of the 'la guerre sale' which is mentioned, for example, could have been developed fruitfully to highlight the political strategy of terrorist acts of the Algerian side (bombings, targeted assassinations) pitted against the brutality of the French army tactics (torture, executions, violence etc), and how these might affect the viewer. It is a shame that the paragraph on Camus is not integrated effectively into the discussion; it comes across as unsatisfactory in its analysis.

The language is reasonably clear in its intentions, and does contain some good structures (*ce qui, dont*) as well as a variety of link words to aid the flow of sentences. However the persistent errors in verb forms, adjectival agreements and spellings do rather mar the overall effect.

Content 8/20

Language 3/10

## Question 2B

Film: *Au Revoir les enfants* (Malle)

Vercors, *Le Silence de la mer*

Del Castillo, *Tanguy*

Comment la population a-t-elle fait face à la guerre et à l'occupation? Quelles conclusions en tirez-vous?

## Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive.

Not appropriate to talk about any overwhelming tendency, but response dependent upon circumstances, age and events.

*Le Silence de la mer*: important to remember that story was written during the occupation, it was distributed secretly, and part of its message is to give hope (through resistance to the German soldiers) to readers. Both French characters decide to live their lives as normally as possible; *D'un accord tacite nous avons décidé de ne rien changer à notre vie, fût-ce le moindre détail*. Silence is their response to their lodger; dialogue would be seen as submission, or at least engagement. (*une demoiselle silencieuse. Il faudra vaincre ce silence. Il faudra vaincre le silence de la France.*) Silence is a form of resistance, an intransigent posture. This is no easy decision; the effect on niece is clear: *je sentais l'âme de ma nièce s'agiter dans cette prison qu'elle avait elle-même construite*. Thus the uncle and his niece show stoical resolve to maintain pride and their position. Their careful listening to von Ebrennac's musings reveals that culture and civilised values would be downtrodden by ideology and soldiering. Yet the narrator does not wish to be seen as impolite. Thus both their stances reveal resolve and determination not to offer warmth of hospitality or any communication.

*Au Revoir les enfants*: A complex world portrayed in the school environment. Parents have sent their children out of the city to protect them as much as possible from the effects of war. Everything outside the school is portrayed as threatening. The priests attempt to preserve education and to protect Jewish children, a defiant posture towards the Nazis. Within school there is a semblance of normality (e.g. rivalry between Quentin & Bonnet). Julien's growing friendship with Bonnet underlines acceptance of him and his differences. Against that, elements of the black market (Joseph), the *milice* and widespread anti-Semitism reveal the seamier side of wartime life in France.

*Tanguy*: The boy is buffeted by events and responds to a catalogue of misfortune and changing circumstances by clinging to hope and holding faith with his mother. Some of the other characters are helpful and charitable to Tanguy e.g. the Puigellivol couple, despite the climate of repression; even in the convoy to the camp there is support (e.g. old man giving him bread and water); others take advantage of the situation, including his own father who denounces him. The precariousness of the situation could be symbolised by Frère Marcel and Frère Albert who both work in the college: one is naturally warm, welcoming and charitable, the other concerned with finance. It was natural for people (especially Jews) to seek sanctuary and escape persecution (e.g. the Cohen family), though Mr Cohen could not stand the pressure of being hunted, and goes mad. The picture painted reflects the many sides of human nature, and how survival often depends on a stroke of good fortune.

#### Example Candidate Response – Pass

«Le Silence de La Mer» est une pièce de propagande qui ~~était~~<sup>est</sup> ~~protée~~ située en 1941. Donc les manières dans lesquelles les personnages essaient, faire face à la guerre et à l'occupation sont assez ~~différent~~<sup>différentes</sup>. Bien sûr on peut voir la pauvreté dans ~~les deux~~ ~~manières~~ et résistance dans les deux manières dans «Au Revoir Les Enfants», qui est situé en 1944, il existe plus d'une séparation entre les Français eux-mêmes.

La pauvreté est évident en chaque moment dans les

deux ouvrages. Cette pauvreté est à cause de la présence des allemands. Pendant l'occupation, ~~ils manquent~~ des les gens manquent des ressources ; dans le livre l'homme et sa nièce n'ont pas du charbon pour maintenir le chauffage et à cause du fait qu'ils ne peuvent pas acheter des vêtements, la nièce doit coudre. Les enfants dans le film aussi ont les problèmes similaires : ~~ils doivent~~ il leur faut manger des biscuits vitaminés à cause d'une manque de quelque chose, <sup>Aussi</sup> et Joseph, la cuisinière, vendent avec enfant choses des choses comme tabac que les Allemands ont limités. Donc pour essayer de maintenir ses manières de vies, ils doivent rationnés.

### Il existe un sentiment

Il existe un sentiment de l'ignorance dans les deux ouvrages. De cette ignorance, il ya deux types. D'abord, l'ignorance est un chose pour l'homme et la nièce <sup>dans le livre</sup> et pour les adultes dans le film. Dans « Le Silence » ils ~~essent~~ savent que les allemands sont là et Werner vive chez-euse mais ils l'ignorent, par exemple la nièce seulement faire du coudre et redit rien, pour résister. Seulement à la fin, parce que Werner est ~~un~~ n'aime pas les autres allemands et va mourir ils font du contacte. Quelques professeurs, comme Mme Quentin essaient d'ignorer l'occupation pas pour résister mais parce qu'ils veulent continuer ses vies. On peut le voir dans le restaurant quand elle ~~manque~~ continue à bavarder quand les collabos ~~essaie~~ essaient de kidnapper

le vieux juif.

L'autre type de l'ignorance est entre les enfants à l'école. Ils ~~ne savent pas~~ la plupart ne savent pas la gravité de la situation. Ils ~~font~~ Ainsi ils font rien. Selon avant que

Jules sache que Jean est juif, il lui dit qu'il pense qu'il est le ~~seul~~ seul enfant qu'il pense du fait qu'il peut être le dernier hiver. Mais ils ne peuvent pas faire rien aussi.

De ceux qu'ils font des choses, il y a deux types : ceux qu'ils veulent sauver leur-mêmes et ceux qu'ils veulent sauver les autres. Les collabos dans le restaurant sont un exemple de ceux qu'ils veulent sauver leur-mêmes. Ils ne sont pas prouvés avec de l'honneur : même le bûcher allemand dans le restaurant dit qu'il faut partir.

En réalité, en France, les femmes qui ~~ont~~ <sup>ont</sup> ~~collabé~~ <sup>vivé</sup> avec des allemands ont été punies : les hommes prenaient leur cheveux.

Le Père Jean est un exemple d'un homme qui veut ~~sauver~~ aider les autres. Il est un héros : il cache Jean et deux autres Juifs parce qu'il croit qu'on doit aider les autres ; comme il dit dans sa parole.

En conclusion même les familles riches du temps comme les Quertins ont du souffrir de la pauvreté. Les autres tout sont plus séparés dans le film, entre réagir et de ne le ~~pas~~ faire pas. ~~Pour~~ <sup>donc aussi</sup> Entre ces deux types de réaction ils existaient d'héros.

et de personnes qu'ils ont voulu seulement  
sauver leur-mêmes. Le film représente  
un ~~opinion~~ plus opinion de la neutralité  
et ~~le~~ avec des caractères plus  
différents.

8  
2  
—  
10

### Examiner Comment

This answer shows some knowledge of a text and film, though the way the essay is structured is rather restrictive, reduced initially to categories of *pauvreté* and *ignorance*. Later the essay focuses more on the terms of the title and briefly discusses how people act, whether in self-interest or altruistically. With a tighter structure, the information could have been displayed to better effect.

The points made on *Le Silence de la mer* suggest the beginnings of a useful analysis, particularly the mention of the refusal to speak as a form of resistance. But the importance of not communicating with Werner, even on a domestic level, and more broadly of not cooperating with the German invaders on any level, is not brought out in this answer. For the film, more could be made of those who chose to collaborate (either as *milice* or as denouncers of their fellow Frenchmen), the role of the black market, and a broader discussion of the school environment.

The candidate's French allows the expression of ideas with reasonable clarity, though there are some sentences which remain opaque. The quality of language is limited both by the relatively restricted range of vocabulary and sentence patterns and by persistent grammatical errors and misspellings.

Content 8/20

Language 2/10

## Part II Texts

**Part II: Literary Texts (30 marks)**

Choose **EITHER** question A **OR** question B **OR** question C on **ONE** of the literary texts and answer it in **English**.

Recommended word length: 450-600 words.

You should bear in mind that you will be assessed on both **content** and **structure**.

## Mark Scheme

Candidates are to attempt **one** question from Part II: Texts and will write their answers in English as these texts are to be studied primarily from a literary point of view.

Answers are to be marked out of 30 according to the criteria below:

- 25 for content [AO3: 10 marks, AO4: 15 marks]
- 5 for structure [AO3]

Examiners will look for a candidate's ability to engage with literary texts and to produce answers which show knowledge, understanding and close analysis of the text. A more sophisticated literary approach is expected than for answers to Part I. Great value is placed on detailed knowledge and understanding of the text; on the construction of an argument which engages the terms of the question and on a close and sophisticated analysis of sections of the text pertinent to the terms of the question. Candidates may have been encouraged to depend closely on prepared notes and quotation: quotation for its own sake is not useful, although it will gain credit if used appropriately to illustrate a point in the answer. Texts and notes may not be taken into the examination.

Candidates will not tend to show **all** the qualities or faults described in any one mark-band. Examiners will attempt to weigh all these up at every borderline, in order to see whether the work can be considered in the category above.

Examiners will take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and understanding and especially any signs of analysis and organisation.

In the marking of these questions, specific guidelines will be given for each essay, agreed by the examination team.

Part II: Texts – Content		
23–25	<b>Excellent</b>	Excellent ability to organise material in relation to the question. Comprehensive response with an extensive number of relevant points targeting the terms of the question with precision. Displays detailed knowledge and sustained analysis.
19–22	<b>Very good</b>	A thoughtful and well argued response to the question. Includes a large number of relevant points, well illustrated. Displays thorough knowledge, good understanding and analysis of the text.
15–18	<b>Good</b>	A well argued response to the question. Includes a good number of relevant points, most of which are developed and illustrated. Some limitations of insight, but a coherent approach.
11–14	<b>Satisfactory</b>	A mainly relevant response to the question. Shows fair knowledge and understanding of the text. Includes a fair number of relevant points not always linked and/or developed.
6–10	<b>Weak</b>	An uneven OR basic response to the question. Shows some knowledge and understanding of the text. Includes some relevant points, but development and illustration are limited. Contains padding AND/OR has some obvious omissions OR is largely narrative.
1–5	<b>Poor</b>	Little attempt to answer the question. Only elementary knowledge and understanding of the text. Makes very few relevant points and even these are largely undeveloped and unsubstantiated. OR a response which makes hardly any attempt to address the terms of the question but which displays a basic general knowledge of the text.
0		No rewardable content.

Part II: Texts – Structure		
5	<b>Very Good</b>	A well structured and coherent piece of writing, with ideas and arguments clearly linked throughout. All paragraphs well constructed. Includes a comprehensive introduction and conclusion.
4	<b>Good</b>	A clear structure, with logical presentation of ideas. Most paragraphs well constructed. Includes an adequate introduction and conclusion.
3	<b>Satisfactory</b>	Some success in organising material and ideas into a structured piece of writing. A reasonable attempt to paragraph but weakness in introduction and conclusion.
2	<b>Weak</b>	Some attempt to organise material and ideas into a structured piece of writing. Many single-sentence paragraphs or no attempt at paragraphing. Organisation of ideas not always logical.
1	<b>Poor</b>	No attempt to organise material and ideas into a structured piece of writing. Incoherent. Ideas introduced in no apparent order.
0		No rewardable structure.

## Question 8B

Voltaire, *Candide*

**The ending of *Candide* has been described as offering no solutions to the problems raised by the story. Explain and discuss this view.**

## Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive.

The problems raised by the story are summed up in the conclusion: the three great ills being physical suffering, moral evil and boredom. The point of view expressed by Pangloss, i.e. that all things reflect a greater good, has been systematically discredited. That held by Martin, i.e. that a malign force controls the universe, is perceived to be extreme, in that it is dismissive of the good which exists in the world, and sterile, in that it has no place for human aspiration. Eldorado is, by definition, a figment of the imagination. In the last chapter, Candide visits a dervish and meets an elderly Turk. The former counsels an end to metaphysical speculation, the latter extols the virtue of ignoring the antics of society and living peacefully and simply on the fruits of his garden. The conclusion by the group of friends that the Turk's way of life is better than that of the kings with whom Candide has dined does not, of course, offer a solution to the existence of *le mal physique* or *le mal moral*. Candidates may reasonably take the view that this is inevitable, and that individuals or social groups would simply do well to heed the message that happiness is more likely to be achieved by eschewing the search for power or wealth and settling for productive labour and a simple life. They may also, not unreasonably (at their age!), share the view of some critics that this conclusion is unsatisfactory in that it asserts only the mediocrity of life and the futility of worldly ambition.



## Example Candidate Response – Distinction

Voltaire's 'Candide ou l'Optimisme' was certainly ~~considered~~ <sup>considered</sup> a condemnation of 18<sup>th</sup> century civilisation by its contemporaries. Satirising religion, slavery, war and the vanity of humanity, it is no surprise that this novel was considered controversial to say the least. Though the plot of this book, it is not easy <sup>to</sup> guess what might happen next which is why the last chapter has been given <sup>such</sup> a great emphasis. Suitably named 'The Conclusion', the final chapter seems to sum up all ~~aspects~~ of objects of Voltaire's satire into a concise and certainly complicated last ~~scene~~ section. The famous and often repeated phrase 'Il faut cultiver notre jardin' provides us with an insight into the ~~brightest~~ <sup>brightest</sup> future of humans by reflecting the harmony of the Garden of Eden but also a possible solution to all problems. However, in consideration of the fact the characters of Pangloss, Candide, Paquette and the Brother Grizzle remain essentially

unchanged, one must question how far this chapter really provides long term solutions to the problems that defined 18<sup>th</sup> century France as I have already mentioned.

Certainly, the most coherent and perhaps obvious solution that is posed by the last chapter is that of Work. Indeed, rejecting ideologies and philosophies such as Pangloss' optimism defined by the phrase "tout est au mieux dans les meilleurs des mondes" it suggests that instead of religion and contemplating life one should "travailler sans raisonner... c'est le seul moyen de rendre ce vie supportable." This quote, cited by the extreme pessimist Martin suggests that instead of worrying about the meaning of life and its tribulations, we should simply work and live an honest existence. This idea is not only demonstrated by the old man in last chapter who suggests that "le travail éloigne de nous trois grands maux; l'ennui, la vice et le besoin" but also by the fact that Candide suggests that "Il faut cultiver notre jardin." It seems the best existence is one that is lived in peace and routine. To this extent, it appears that the ending of Candide demonstrates that work and doing no nicks is the best way to live as too often does the pursuit of riches take man away from what really matters. Just as Cacambo, Candide's faithful servant suggests that when a man cannot find what he wants in one world he moves to another (in reference to South America), he implies that material belongings and one's attachment to them does not bode well for a good life. Indeed, Candide's appraisal of both

Pocowatsé and the children in El Dorado in their lack of attachment to such things is evidence to this effect.

The idea that one must stop philosophising does however take on a new dimension in the last chapter. Although Pangloss only begins to doubt the doctrine of optimism at the end, the visit to the Dervish seems to solve the long lasting debate over the nature of this world. With Pangloss claiming that bad events are merely "ombres dans un beau tableau", Martin ruthlessly asks Candide why he thinks humanity and evil will ever change. Asking "si les Éperviers ont toujours en la même caractère, pourquoi voulez-vous que les hommes aient changé le leur" it would seem that there is a stalemate between the two. Yet this stalemate meets an abrupt end when the Dervish argues that "Quand son Heurteuse croise un vaisseau à Égypte, s'embarasse-t-elle si les souris dans le vaisseau sont à leur aise ou non?" suggesting that such questions are folly and irrelevant. To this degree what this suggests is that no one need question the world or reason with it. The world is how it is and any evaluation is to the least, pointless.

However, there are many problems within the novel to which this chapter does not provide answers. The first of these is certainly slavery. After leaving El Dorado and meeting the negro slave at Surinam, Candide becomes shocked by the state of such a man. Indeed, being a constant theme throughout the novel with Cacambo, Guegole, the old woman and Pangloss all learning what slavery is like,

no answer is provided to his question. Indeed, just as the church has taught how "nous sommes tous enfants d'Adam, blancs et noirs," the slave describes how when they are hurt "c'est à ce prix que vous mangez du sucre en Europe." The hierarchy of man in the world is certainly something that Voltaire was disgusted by, particularly evident when in El Dorado, the perfect paradise, all men are free. Well, although near the end the group of adventurers become equals working on a farm, his novel offers a satisfactory answer to this problem. Sure within their sphere of influence there are no slaves but this ignores the global problem. To this degree, what this shows is that either Voltaire could not think of a solution or that this was not a significant enough of a problem. Either way, his ending offers no potential solutions.

Furthermore, within the ironic descriptions of war within the novel, we recognise a clear condemnation of such events. Just as slavery is related to religion, so too is war in that "Tous les rois faisaient chapeau de Te Deum; chacun dans son camp" suggests that religion and Christianity in particular had a legitimising effect on warfare. Moreover, as ~~far~~ Voltaire progresses to describe the scenes of battle as "Rien n'était si beau, si lustre, si brillant, si ordonné des deux armées" we see once more the idea that war and death is not the least glorious. Yet this problem, once again, is not solved at the ending. Indeed, even a mention of some leads or stakes towards the ending shows the wisdom and common effects and consequences of such wars. That though it may seem, there is no way in which "Il faut

"cultures rather than 'nature'" can answer for or solve such brutal acts of ~~human~~ human nature.

Yet it is my opinion that the ending does come some way as to answer for such problems. Although it is clear that human nature will always remain the same in that man "ne sort point nés laups... ils sort devenus laups," & to the furthest extent, the phrase "Il faut cultiver notre jardin" points to a life which is more meaningful than one in the pursuit of glory. As Martin and Le Derrish both reflect the same idea that work and not reasoning is the answer, this indirectly explains for the lack of mention of slavery and war. We infer from this that war is meaningless and pointless just as slavery goes against the natural order. This perhaps seemingly communist standpoint in theory is a sensible and logical one yet it is still unclear whether Voltaire ever believed in its application or happening. Certainly his house at Le 'Domaine de Ferney' would suggest that this is the case.

A good number of relevant points & good knowledge; (not all detail relevant.)

C.16

S.3

(19)

### Examiner Comment

This answer is a pretty well argued response to the question and develops with appropriate illustration a number of the points made. The candidate displays a good knowledge of the last chapter through the use of a mixture of quotations and analysis. The answer covers the importance of work (*il faut cultiver.*), the Turk's advice to ignore philosophical speculation, some aspects of misery in the world (slavery, war) and the utopia of Eldorado. The approach is a coherent one, though there could have been more extensive discussion of Martin's pessimism and a more detailed handling of the problem of how to deal with evil in the world.

The introduction and conclusion are provocative. The introduction posits that as the characters are unchanged at the end, the assertion that the final chapter presents solutions is thereby challenged. It is unclear why the link between the characters in the work and the effectiveness of the ending is made. The characters are really half-characters or puppets, and the reader does not expect them in the *conte* to develop in a three-dimensional way as they would, say, in a nineteenth century novel; the problems dealt with in the novel are physical suffering, moral evil and boredom, and all these are addressed by the Turk in conversation with Candide. The conclusion suggests a communist standpoint, and that Voltaire's Ferney had some bearing on his views on war and slavery; this detracts from the overall competent argument in the body of the essay.

Content 16/25

Structure 3/5

## Example Candidate Response – Merit

One family with acres of land; the inspiration for the best of lifestyles that seem possible for Candide and his adopted family. Perhaps there were ~~alternatives~~ alternatives available to them; however, "travailleurs sans raisonner" seems appropriate. Indeed, this ending can easily be denounced as a "weak option" on Voltaire's behalf, leaving no clear answers ~~for~~ for the reader to discover. This idea though surely ~~applies~~ <sup>considers</sup> only the last gasp of the conte, showing no insight into what has occurred throughout the rest of the story.

Optimism of course was one of the key ideas Voltaire attacked. Certainly, a solution has been offered to this. Pangloss, the champion of it, admits himself that he does not agree with it, and follows it merely as one cannot change one's philosophical views. The satirisation of Optimism occurs throughout, with many examples of it being misplaced. Candide himself slowly comes to see that it is the "wrong" answer, although he cannot pull himself away fully. Upon seeing Vanderdender's slaves, he states he will renounce Optimism, and his travels as often as not result in him passing comment on "how Pangloss would see it. Having been taught all is for the best, he comes to realise (after all others) that this is not the case. The messengers of Optimism - Pangloss himself - is often prone to showing his flaws, and cannot simply abandon his theories even in times of need - he maintains that the <sup>idea of an</sup> underground link of sulphur to Portugal is proven while Candide is in dire need of water and faints.

In a similar way, pessimism is shown to be a requirement almost. Martin, Pangloss' opposite, is ~~right~~<sup>wrong</sup> only once in the conte in stating that Casanba will not return due to his riches. Voltaire therefore seems to ~~take~~<sup>see</sup> more in pessimism, ~~especially as Martin's predictions are at the~~ He shows though that a balanced perspective is required, as Martin's assumptions, right or wrong, are always at the worst end of pessimism. Hence there is ~~no~~ an answer to this issue given in the conte.

Perhaps one could argue that there is no solution to the religious question Voltaire raises in the ending. Again however, this is answered earlier in the conte: in El Dorado, there is one religion, one which worships from dusk "jusqu'au matin", where all are priests, and there exist no monks. The wise old man does not even understand what a monk is, and there are no burnings, as enquired about by Candide. Voltaire's views on religions are freely expressed throughout, with various priests depicted in not-so-generous light, whether stealing from an old woman at an inn or simply taking a fancy to handsome men. Brother Giroflée describes how he and his fellow companions hate what they do, and eventually turns Muslim, all in the company of Paquette, who is of course a prostitute. Candide is ~~at the~~ cheated of his money by various Jews, and Categoade is even mistress of one. By the ending, it is clear what Voltaire's answer to religion and their issues are.

War too is one of Voltaire's subjects. No mention is made of it at the end, so in this perhaps



Here is no real solution given? Again there are references to it earlier on. The Bulgars and Abosers have the Deums sung in honour of their mighty victories. This of course is not possible considering that they have been fighting each other. On passing the English coast, Candide catches sight of Admiral Byng being executed, which was due to him having "lost too heavily and to keep order amongst others of his rank". Voltaire had intervened in an attempt to save him. Here then, he makes clear his opinions on war. He even links it to religion, Cregonde's brother saying enemies will be "excommunicated et battues", in his role as colonel and important church official.

The ending however <sup>lacks</sup> ~~has~~ one thing though that is ~~not~~ present throughout almost the entire novel: humour. Voltaire uses this in many different ways to ~~make~~ <sup>belittle</sup> gruesome events or injuries, as well as heart-breaking stories, ~~and~~ <sup>and</sup> move on quickly for there to be no dwelling. The end therefore is serious, and induces ~~the~~ one to look back on what has occurred during the rest of the novel.

The ending therefore, ~~with~~ <sup>few</sup> contains ~~the~~ actual ~~solutions~~ solutions to problems itself: it is the rest of the novel that deals with these. <sup>Hence</sup> This view ~~is~~ is justified, ~~as~~ <sup>as</sup> little can be read into just what is said in the end. ✓

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### Examiner Comment

This is a fair and broadly relevant response to the question. The introduction gives the essay its direction, and shows that the candidate has interpreted the title quite narrowly: rather than looking at the last chapter (Conclusion) in detail, the discussion sets out from the premise that the characters live together and that the appropriate course of action is: *travaillons sans raisonner*. The candidate feels that this does not take account of the problems raised in the previous 29 chapters, and this leads to something of a dead end in the conclusion.

Nevertheless there is an exploration of Optimism, Martin's pessimism, the problems of religion and war, all of which are relevant. It would have been helpful if the answer had made reference to the dervish or the elderly Turk to bring out more fully the advice given in the face of *le mal physique* and *le mal moral*, and this would have lent greater focus to the discussion.

Thus the essay does cover some of the material required, but because of its self-imposed restrictions in the interpretation of the title, it does not focus on the key analytical points. In view of the omissions, it has been placed at the top of the 'weak' box for content.

Content 10/25

Structure 3/5

### Question 8C

Voltaire, *Candide*

**'Voltaire's narrative is intended to mirror the incoherence of the world.' Do you agree?**

### Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive.

Voltaire sought in his narrative to challenge the Optimists' view of a world ordered by pre-established harmony. Candidates may give details of the chaos caused by conflict, religious fanaticism and so on, but the focus should be on the nature of the story-line. In contrast to the perception that all reality reflects a kind of cosmic harmony, the narrative is random and chaotic. Examples could be given of the ludicrous coincidences which bring about meetings and reunions. The rapid sequence of misadventures can be described as unrealistic, but only in a context of deliberate parody and caricature. Credit will then be awarded in relation to the amount of relevant detail provided to demonstrate the point that the whole thing is an elaborate joke against the idea of a structured and coherent universe.

## Example Candidate Response – Merit

Voltaire wrote Candide in order to satirize and attack injustices and hatreds of his in the world. Although not an accurate representation of the world it addresses issues that ~~are~~ very much are of the world. Voltaire attacks materialism, war, slavery and corruption, contentious issues that ~~are~~ not only were problems at the time of his writing Candide in the 18<sup>th</sup> century but are still ongoing today.

Voltaire considered war to be futile and evil, this is parodied rather than mirrored in the comic, as is the typical style of him. Whilst Candide is amongst the Bulgares, he runs off during a battle, Voltaire rather than depicting Candide as a coward as would be done in the world, he is instead praised ~~so~~ for his courage for leaving battle. Candide goes onto two villages, each having been destroyed in similar ways. The comic neither mirrors nor gives an accurate representation of war in the actual world, but it attacks it through satire as Voltaire describes how both armies ask God for victory, both sing a Te Deum, and their guns sound like the best orchestra from Hell. Voltaire displays similarities between Candide's and our own world.

in his attack on war yet it is purely to add his parody at this point.

Voltaire was disgusted with the corruption within the church and also the lack of morals that would allow someone to buy and sell another human being as a slave. His attacks on morality are best shown by Candide's plea for charity on arrival in Holland and the refusal by the preacher as Candide ~~left~~ does not declare to be the anti-christ, and the slave trader Monsieur Vanderdendur. Both are attacked through satire and exaggeration, to create a humorous situation around them, that prevents the reader becoming heavily involved with the human suffering both lead to. Here again, the Conte does not mirror the world, as Voltaire's style was far more to degrade and satirise the world to achieve his arguments.

However there is an example of when Voltaire uses mirroring, ~~to~~ and that is when Paquette and Candide meet in Venice and she talks about the wretchedness of life as a prostitute, to caress all men alike, she says. In this passage Voltaire expresses genuine pity for those that are forced to live by prostitution, and as Paquette

describes the misery that is her life, sympathy and empathy are shown. This a rare event in Candide, where Voltaire mirrors the ~~to~~ real world in order to ~~show~~ <sup>argue</sup> his views, which is effective as it vividly stands out in the context as the one thing that is described as it would be outside of Candide's world.

~~Another~~ Voltaire also addresses the incoherence of the world ~~making~~ <sup>by</sup> giving El Dorado as a state of the world that man should aspire towards. Although clearly unachievable, it <sup>of the world</sup> is a utopia, without the vices ~~so~~ so detested by Voltaire. Although clearly not mirroring the world, El Dorado is an answer to the problems <sup>of materialism and inequality</sup> and incoherence of the world. The lack of materialism in El Dorado gives happiness to the people who live within its borders! and ~~is a~~ <sup>counter acts</sup> ~~con~~ the later encounter of Candide and Martin with Senator Pococurante; a man who has everything and fabulous possessions, yet is bored of them all, as he has everything that could ever be wanted, pretty girls, musicians, books and paintings, easily at his disposal. Both El Dorado and Pococurante are huge exaggerations rather than mirrors of the world used to show extremes, one to be aspired

knowled and one as a warning of materialism.

Not only did Voltaire write *Candide* to address the incoherence of the world, but also to attack the ridiculousness of Leibnitz's theory of optimism, characterised by Maître Pangloss, who repeatedly declares 'tout est pour le mieux dans le meilleur des ~~de~~ mondes possible'. This is drilled in to Candide who slowly comes to doubt this theory on the advice of the pessimistic Cacambo and manachian Martin. Voltaire was disgusted by this theory's use to explain the Lisbon earthquake being a punishment from God. Therefore he attacks and destroys the ~~setif~~ belief in this theory throughout the *Conte*.

*Candide* is not intended to mirror the world, it gives examples and similarities to world, but only in order to be satirised or exaggerated by Voltaire as he attacks the problems within the world. His choice to satirise and provide humour allows him to address the serious and ~~the~~ distressing problems of the world without causing the reader to become weighed down by the distress <sup>and sadness</sup> of a ~~mirrored~~ life like situation of ~~some~~ of the terrible things that Voltaire describes, but rather be entertained.

and then reflect further on the issues raised by Voltaire, so Candide is not intended to mirror the world incoherence of the world.

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(10 + 3)

### Examiner Comment

This answer on the structure of *Candide* is a little disappointing, in that it takes individual episodes in the story and then assesses whether that specific case mirrors the incoherence of the world, rather than examining the work as a whole. Importantly though, there is a (passing) recognition that the work was written to satirize the theory of Optimism, and some of the examples given in the rather narrative-driven account explain that they are used as parody. However there is no acknowledgement that the parody or satire is of the Optimists' view of a world of pre-established harmony, thus the cornerstone of the argument is missing.

Thus the candidate is able to demonstrate some knowledge of the text, and broadly show some awareness of the use of satire through the various episodes in the adventure. However, the main thrust of the essay is skirted around, and thus the answer can only qualify as a 'basic' response.

The essay is reasonably structured, though there is a degree of repetition, and towards the end, the focus moves away from satire and onto the less relevant subject of humour. There are a number of unclear statements towards the end which indicate perhaps that the candidate is running out of ideas or has lost direction.

It is assessed at the bottom end of the Merit band.

Content 10/25

Structure 3/5

## Question 9A

Flaubert, *Madame Bovary*

**Write a commentary on the following passage. Explain Emma's state of mind and behaviour, and the implications of this passage for her future. Comment on any other features which you consider important.**

Puis ils se chauffèrent dans la cuisine, pendant qu'on apprêtait leur chambre. Charles se mit à fumer. Il fumait en avançant les lèvres, crachant à toute minute, se reculant à chaque bouffée.

— Tu vas te faire mal, dit-elle dédaigneusement.

Il déposa son cigare, et courut avaler à la pompe un verre d'eau froide. Emma, saisissant le porte-cigares, le jeta vivement au fond de l'armoire.

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La journée fut longue, le lendemain. Elle se promena dans son jardinet, passant et revenant par les mêmes allées, s'arrêtant devant les plates-bandes, devant l'espalier, devant le curé de plâtre, considérant avec ébahissement toutes ces choses d'autrefois qu'elle connaissait si bien. Comme le bal déjà lui semblait loin ! Qui donc écartait, à tant de distance, le matin d'avant-hier et le soir d'aujourd'hui ? Son voyage à la Vaubyessard avait fait un trou dans sa vie, à la manière de ces grandes crevasses qu'un orage, en une seule nuit, creuse quelquefois dans les montagnes. Elle se résigna pourtant : elle serra pieusement dans la commode sa belle toilette et jusqu'à ses souliers de satin, dont la semelle s'était jaunie à la cire glissante du parquet. Son coeur était comme eux : au frottement de la richesse, il s'était placé dessus quelque chose qui ne s'effacerait pas.

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Ce fut donc une occupation pour Emma que le souvenir de ce bal. Toutes les fois que revenait le mercredi, elle se disait en s'éveillant : « Ah ! il y a huit jours... il y a quinze jours... il y a trois semaines, j'y étais ! » Et peu à peu, les physionomies se confondirent dans sa mémoire ; elle oublia l'air des contredanses ; elle ne vit plus si nettement les livrées et les appartements ; quelques détails s'en allèrent, mais le regret lui resta.

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## Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive.

The essence of this passage is anti-climax. After the ball, Emma returns to her unsophisticated husband and the deadly boredom of daily life. An analysis of Emma's experience of the ball at La Vaubyessard will largely answer the question. Reference might usefully be made to the Romantic novels which Emma used to read, in that this occasion brings to life the characters and environment which she sees as her natural habitat. Champagne, elegance, music, romantic intrigue, flirtations, and her sense of fitting into this tableau effortlessly and successfully, might be mentioned. Perceptive answers will draw attention to the moment at which she sees the peasants outside with their noses pressed against the window, whereupon her past life seems utterly remote and she wishes to suspend time and herself in this dream come true. The implication for her future is that she will seek, by one means or another, to rekindle the stimulus provided by the ball, and will indulge in reckless behaviour so to do. La Vaubyessard is what she needs in perpetuity, and her subsequent attempts to recreate what is essentially a fantasy world will ultimately destroy her.



## Example Candidate Response – Pass

Throughout the novel Emma's state of mind and behaviour becomes worse and worse. Her life is a constant moral decline. In this passage, the reader is able to understand Emma's attitude towards Charles and the reaction he gives to her. In this passage, Emma is walking in the garden for a period of time where she can daydream of her fantasies and the alternative reality she has made that ~~they~~<sup>she</sup> wishes she could be a part of.

At the beginning of this passage Emma advises that Charles should stop smoking his cigars. Charles willingly does ~~to~~ what she says. Emma finds Charles naive and weak. Emma at one point says, "Pourquoi mon Dieu ne suis je mariée." This shows the regret she has got marrying Charles. Not only ~~is~~ in this passage, but also throughout the novel, there is miscommunication between the two. Charles is happy just to have her as a wife whereas Emma starts to loathe him in everything he does, <sup>e.g. eating</sup>. Her behaviour towards him gets worse and worse. It is ironic as she is telling him the consequences and effects of ~~the~~ smoking the cigars whereas she actually wants him to keep smoking so these effects can occur and she won't have to live with him as he will be sick.

"La journée gut longue". This shows that life

for Emma is monotonous and that ~~she~~ the stultification of life causes her to daydream and walk around the garden. Emma's life is going around in a circle instead of progressing forward. This can be shown as Flaubert gives her the name Roualt which means wheel. The days were long for Emma and she was constantly bored of the monotonous way of life. Madame and the kind of day is able to depict Emma's mood and state of mind. It is difficult to describe Emma's state of mind at one point as she constantly has wild and fluctuating mood swings. This can be shown because when she is around Charles she is unhappy and constantly thinking of a better life. However, when she is outside in the garden, she is able to fantasize and daydream about past experiences, "toutes ces choses d'autrefois qu'elle connaissait si bien".

In this passage, we can depict Emma's state of mind and behaviours when she is on the journey to Vaubyessard because Flaubert mentions to us about the manoirs. He described them as grey and dull which also shows that Emma is feeling bored and is searching for an escape. Flaubert's main aim was to paint a picture of provincial life. The colour he had was grey which also shows that the environment he describes is also grey.

In the last paragraph of this passage Emma tells of the length of time it has been since the ball. We can see that ~~to~~ <sup>it</sup> eventually becomes a distant memory in her mind. It says, "Toutes les fois que revient le mercredi". This shows that she is thinking about the same event over and over again. Her life is never progressing, but always going around like a circle. This event however makes her happy which is why she keeps thinking about it until she forgets about it.

The implications of this passage for ~~her~~ <sup>Emma's</sup> future shows that the relationship between her and Charles will get worse which will lead her onto a number of affairs with men. Also, it implies how the days were long and how she spends time in the garden which shows that she could become so bored that it would lead her to depression. As Emma's life is a downfall and moral decline, her future is bleak and will certainly be worse than her current state in this passage.

To conclude, Emma's state of mind in this passage varies from her shallowness towards Charles to her constant fantasies of past events. The features in this passage which I have included are the dullness and monotonous way of way of life depicted by Flaubert through the landscape and the fact that Emma's life is not going in any straight direction. This is shown

because of the fact that she <sup>is</sup> constantly ~~to~~  
 thinking about past events in her life.

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### Examiner Comment

This script shows that the candidate has a good understanding of the book as a whole, but has not been rigorous enough in the analysis of the passage for commentary. The answer contains a fair amount of background detail about Emma's state of mind and the monotony of married life, but does not analyse the passage in a systematic way. What emerges is a general essay on Emma's state of mind.

With a little more direction the candidate's knowledge of the novel could have been used to better effect. The daydreaming mentioned in the opening paragraph, for example, cries out for an explanation: it has been generated by the ball, or her reading of Romantic novels. The irritation with Charles' smoking is evoked, but the analysis does not mention why she throws the cigar case into the cupboard (a rejection of the habit and the husband). Emma's experience at the ball at La Vaubyessard is the key to understanding her sense of frustration and boredom, but the only discussion of it is the time elapsed since the event took place. The importance of the event in her life, likened to the violent effect of a storm, is passed over. Thus some obvious points for comment are omitted. There is some discussion of the future developments as a result of the emotional turmoil, but this too could be further developed.

On balance, the answer contains the seeds of greater things, but the focus of the discussion has not been closely related to the extract. It qualifies only for a content mark which reflects the inclusion of some relevant points and the omission of some obvious details. The answer is reasonably structured (3/5).

Content 7/25  
 Structure 3/5

## Question 8A

Voltaire, *Candide*

**Write a commentary on the following passage. Explain what light it throws on the characters, and its significance in the story as a whole. Comment on any other features which you consider important.**

Le baron ne pouvait se lasser d'embrasser Candide ; il l'appelait son frère, son sauveur. « Ah ! peut-être, lui dit-il, nous pourrons ensemble, mon cher Candide, entrer en vainqueurs dans la ville, et reprendre ma soeur Cunégonde. — C'est tout ce que je souhaite, dit Candide ; car je comptais l'épouser, et je l'espère encore. — Vous, insolent ! répondit le baron, vous auriez l'impudence d'épouser ma soeur, qui a soixante et douze quartiers ! Je vous trouve bien effronté d'oser me parler d'un dessein si téméraire ! » Candide, pétrifié d'un tel discours, lui répondit : « Mon révérend père, tous les quartiers du monde n'y font rien ; j'ai tiré votre soeur des bras d'un juif et d'un inquisiteur ; elle m'a assez d'obligations, elle veut m'épouser. Maître Pangloss m'a toujours dit que les hommes sont égaux ; et assurément je l'épouserai. — C'est ce que nous verrons, coquin ! » dit le jésuite baron de Thunder-ten-tronckh ; et en même temps il lui donna un grand coup du plat de son épée sur le visage. Candide dans l'instant tire la sienne, et l'enfonce jusqu'à la garde dans le ventre du baron jésuite ; mais en la retirant toute fumante, il se mit à pleurer : « Hélas ! mon Dieu, dit-il, j'ai tué mon ancien maître, mon ami, mon beau-frère ; je suis le meilleur homme du monde, et voilà déjà trois hommes que je tue ; et dans ces trois il y a deux prêtres. »

## Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive.

Some explanation might be offered as to the baron's presence in South America, and the fact that he is now a Jesuit 'missionary'. The main issue is the absurd snobbery of the petty German nobility, a theme which runs through the story and is comically incongruous, given the circumstances of this meeting, let alone the Baron's supposed vow of humility. The baron's mechanical response indicates his inability to put things in perspective. Candide's argument reflects his continuing reliance on Pangloss's teaching (again inadequate in the face of reality), and his honest belief that he is doing, and has done, the right thing by Cunégonde. The scene is comically echoed in the penultimate chapter, when the baron describes the notion of his sister marrying Candide as *une infamie*. Candide kills the baron in self-defence, and is instantly filled with remorse, as his nature is to be decent to people. The fact that he has been obliged to kill three people is a matter of distress to him, not least because he still wants to believe that decency can prevail without violence and that all is for the best. The episode shows that his resolve to be reunited with Cunégonde and to marry her continues to inspire him to hope for the best outcome of his adventures.

## Example Candidate Response – Pass

Candide has just been taken into Cunégonde's brother's arbour outside Paraguay, while Cacambo waits outside. ~~He has~~ <sup>He has</sup> fled from the old woman and Cunégonde, because people seek to kill him as retribution for killing the Inquisitor. The Baron would like to return and get his sister back. Candide also wants this. This is the first time Candide has seen the Baron since his supposed death and as is habit in ~~the~~ 'Candide', there is a quick turn from the normal to the drastic. From embraces to murder. Both Candide and the Baron are presented here in the way they act for the most part of their time in the book.

As an officer in this passage and a Baron from Westphalia, the Baron is unsurprisingly believed strongly in class. In the passage, he brings up his sister's 'soixante et dix-sept quartiers' as a reason for Candide not being apt for her. This not only reminds of its importance in Westphalia, as it was mentioned in the first chapter but also of his small-town attitude; thinking that this status matters ~~abroad~~ anywhere in the world other than at home. Furthermore, his ~~exaggeratedly~~ ~~hot-headed~~ <sup>irrationally</sup> hot-headed attitude is shown here for the first time and later in the land outside of Constantinople. Voltaire exaggerated this turn for comical effect: he first hugs Candide, calling him his 'père' and 'sauveur' and then when hearing of Candide's intentions calls him 'insolent' and giving him a 'good couple

plat' around the face. The use of words such as 'impudence' and 'over' show that he feels superior. Voltaire even brings up his title to exaggerate this 'dit le jésuite baron de Thunder-ten-tronckh'.

The most obvious facet of Candide's nature brought up here and many times throughout the book is his naive stubbornness to pursue his ~~lust~~ <sup>love</sup>, thinking that it is love. He wants to marry ~~her~~ <sup>her</sup> and he believes that 'elle veut' ~~come~~ to marry him as well despite the fact that she has clearly had sex with many men on her journey by means of self preservation. He lies to the inquisitor that he 'tiré' his sister when she was clearly fire living in luxury. He even contradicts himself, first saying that she has 'obligation' and then saying that 'les honnes sont égales'. ~~Not~~ <sup>Voltaire shows that he thinks</sup> ~~this is proof~~ that this should be the case with the orillous being with women. Candide's stubbornness is also shown later when he leaves El Dorado for Cunegonde. To show here, that he still has not grown up, he 'il se mit à pleurer' as he does when he sees the slave outside of Surinam instead of ~~being~~ <sup>being</sup> prudent like Cacambo, who the second time comes up with the idea to get rid of the Baron.

Essentially, this passage is a way of setting up the Baron and Candide's differences so that at the end, <sup>their relationship</sup> ~~everything~~ makes more sense and it is funny when they get rid of the Baron. It also makes it funnier when the second time round, Candide does not want to marry because Cunegonde is ugly but feels that he should. Finally, <sup>it shows</sup> ~~it shows~~ a contrast of how he handles things badly here <sup>on his own</sup> ~~and then~~ at the end <sup>wisely</sup> ~~properly~~.

He learns to just act instead of philosophising and  
 crying and instead of following Pangloss' teachings.

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### Examiner Comment

The candidate has attempted a commentary on an extract from *Candide*. The problem with the answer is that it does not analyse the text closely, and, whilst the answer reveals some knowledge of the text, there are a number of incorrect assertions which detract from the whole. The candidate would have been better advised to structure his commentary more rigorously in order to facilitate detailed discussion.

The opening paragraph gives a broad explanation as to why the two characters meet, though it misplaces the meeting ('outside Paraguay') and does not explain why the Baron is there, nor that he has become a Jesuit missionary. The candidate's conversational style is easy to read, but it sometimes leans away from the analytical: 'both Candide and the Baron are presented here in the way they act for the most part of their time in the book'. The candidate correctly mentions the Baron's sense of superiority (with some illustration) and the humour of his violent response to Candide's desire to marry his daughter. Indeed, the answer could have made more of the theme of the Baron's snobbery and his mechanical reactions, as well as the incongruity of the Baron's vow of humility.

The second half of the essay contains a number of incorrect assertions about Candide's behaviour. For example, there is a misreading of *il se mit à pleurer*: it is not that Candide has 'not grown up' but that he is filled with remorse; he still wants to believe that decency can prevail without violence. The conclusion usefully mentions how the episode prepares the reader for a further meeting between the two men and the humour of repetition.

On balance, the essay is rather uneven, revealing some knowledge and understanding of the text, but also some misunderstandings and omissions. The humour of the piece as a whole and some key elements (parody, antireligious sentiment, burlesque elements) seem to have gone unnoticed, therefore the essay has been placed in the 'weak' box for content; there has been some success in organising the material into paragraphs, so it is awarded 3/5 for structure.

Content 6/25

Structure 3/5



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