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# **GCE AS MARKING SCHEME**

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**SUMMER 2024**

**AS  
FRENCH - UNIT 2  
2800U20-1**

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## About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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## GCE FRENCH

### UNIT 2: LISTENING, READING, TRANSLATION AND CRITICAL RESPONSE IN WRITING (84 total marks)

#### SUMMER 2024 MARK SCHEME

During standardising (marking conference) the Principal Examiner will give detailed advice on marking. You will then receive examples of answers that have been awarded marks by the Principal Examiner:

- You should mark the examples and compare your marks with those of the Principal Examiner.
- When marking, you can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example.
- When marking answers in this component which require a written response, you are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm the mark allocated is appropriate.
- You should mark positively and must consider all valid written responses. If there is any doubt whether a mark should be awarded, you must contact the Team Leader / Principal Examiner for advice.
- The marks per question or part question are given alongside each question in brackets.

Answers in French which have French spelling which is incorrect but understandable will be generally accepted **unless otherwise stated**.

When marking Section C (translation) you will use the marking grids and detailed instructions as they apply to question 5. General advice for marking Section C is given at the beginning of that section below.

#### Sections A and B

##### Listening and Reading Assessment – mark allocation

Marks	AO1	AO2	Total marks
Section A - Listening	18		18
Section B - Reading		10	10
<b>Total</b>	<b>18</b>	<b>10</b>	<b>28</b>

## Section A - Listening (18 total marks)

### Question 1

#### Transcript 1

#### Le portable en vacances

- Journaliste: Le mobile intelligent est devenu l'accessoire numéro un du vacancier. Devient-il aussi une source de stress potentiel ? Farida, une jeune vacancière nous donne son avis.  
Farida, faut-il laisser son portable à la maison ?
- Farida: Tout simplement, je dirai que oui. Je n'ai pas envie de prendre des risques.
- Journaliste: Quels sont ces risques ?
- Farida: Je risque de me le faire voler dans ma chambre d'hôtel, de l'endommager pendant une excursion touristique, ou encore de le perdre lors d'une soirée en discothèque.
- Journaliste: Pour vous ces risques sont suffisants pour le garder chez vous ?
- Farida: Oui, pour moi les vacances c'est la relaxation. Donc avoir un accès permanent à mes mails, être disponible tout le temps, ce n'est pas le meilleur moyen de me reposer et de me déconnecter du travail.
- Journaliste: Il y a quand même de bonnes raisons d'emporter son smartphone en voyage ?
- Farida: Bien sûr, les applications diverses peuvent être bien utiles ! Par exemple pour me localiser, faire une réservation de dernière minute, traduire des mots ou en cas d'urgence. Mais surtout, mes chansons favorites sont accessibles instantanément ! Un avantage unique.

### Question 1–Answers

Écoutez l'interview sur *Le portable en vacances* et faites l'exercice suivant. Cochez la bonne case. [6]

- |  |                                     |     |
|--|-------------------------------------|-----|
| <b>1.</b> Farida veut être...                                |                                     | [1] |
| (a) heureuse.  | <input type="checkbox"/>            |     |
| (b) prudente.  | <input checked="" type="checkbox"/> |     |
| (c) risquée.   | <input type="checkbox"/>            |     |
| <br>   |                                     |     |
| <b>2.</b> À l'hôtel, on peut être victime...                 |                                     | [1] |
| (a) de vol.  | <input checked="" type="checkbox"/> |     |
| (b) de violence.   | <input type="checkbox"/>            |     |
| (c) de fraude  | <input type="checkbox"/>            |     |
| <br>   |                                     |     |
| <b>3.</b> Pendant une visite touristique le portable peut... |                                     | [1] |
| (a) se casser.   | <input checked="" type="checkbox"/> |     |
| (b) s'allumer.   | <input type="checkbox"/>            |     |
| (c) se charger.  | <input type="checkbox"/>            |     |
| <br>   |                                     |     |
| <b>4.</b> Dans les clubs, le portable pourrait être ...      |                                     | [1] |
| (a) vendu.   | <input type="checkbox"/>            |     |
| (b) rendu.   | <input type="checkbox"/>            |     |
| (c) perdu.   | <input checked="" type="checkbox"/> |     |
| <br>   |                                     |     |
| <b>5.</b> Pour Farida les vacances signifient...             |                                     | [1] |
| (a) le boulot.   | <input type="checkbox"/>            |     |
| (b) la détente.  | <input checked="" type="checkbox"/> |     |
| (c) la connectivité.   | <input type="checkbox"/>            |     |

6. L'avantage principal et immédiat du portable est l'accès...

[1]

(a) à la musique.

(b) à la clinique.

(c) à la ville.

## Question 2

### Transcript 2

#### Types de famille

##### Première partie

**Annonceur:** Aujourd'hui, il existe différents types de famille. En effet, cela correspond à de nouvelles réalités sociales.

D'abord, il y a la famille nucléaire conventionnelle qui ne constitue qu'un quart des familles. Elle se compose du père, de la mère et des enfants et maintient la structure de base traditionnelle.

Ensuite, on trouve la famille étendue du passé, qui est beaucoup moins courante maintenant. Elle se compose des parents et des enfants, mais aussi des grands-parents.

Puis, il y a la famille composite dans laquelle deux personnes séparées avec enfants forment une nouvelle structure familiale. Elle demande de gros efforts pour définir les nouveaux rôles.

##### Deuxième partie

La structure la plus récente est la famille homoparentale. Elle correspond aux couples homosexuels qui adoptent un enfant et forment une famille stable.

Dernièrement, la famille sans enfant est la structure qui augmente le plus. Ce sont des couples, à statut professionnel élevé, qui décident de ne pas avoir d'enfants, souvent en raison de la surpopulation mondiale.

La famille unipersonnelle, ou le célibat, fait également partie des options qui gagnent de l'importance depuis des années.

Enfin, les familles avec des animaux de compagnie ont toujours existé. Mais à présent, on admet que ces animaux sont traités presque comme s'ils étaient des enfants.

**Question 2 A–Answers**

Écoutez la **Première partie** du podcast *Types de famille* et faites l'exercice suivant. Indiquez si les phrases sont vraies [V] ou fausses [F]. Corrigez les phrases fausses **en français**. [6]

**1 mark awarded for each correct answer- marks will not be awarded for answers straight from the transcript.**

Remember that, when correcting a false statement, it is not sufficient to simply negate the statement given. You should use your own words as far as possible, and you may use words **(but not whole sentences)** that you hear in the recording.

**Première partie**

	V	F	
(a) De nos jours, la famille est diversifiée. <b>Correction si nécessaire</b>	✓		[1]
(b) La famille a évolué à cause des changements économiques. <b>Correction si nécessaire</b> <i>La famille a évolué à cause des changements sociaux</i> Accept : du changement social/sociale/sociales/ changement(s)de la société/...dans la société/des réalités sociales/des nouvelles normes sociales/en raison des facteurs sociaux/la société a changé  Reject: le change social		✓	[1]
(c) La moitié des familles sont traditionnelles. <b>Correction si nécessaire</b> <i>Un quart des familles sont traditionnelles</i>  Accept: un sur quatre/ ¼ /25%		✓	[1]
(d) La famille étendue est moins populaire qu'avant. <b>Correction si nécessaire</b>	✓		[1]
(e) Dans la famille composite il n'y a que des adultes. <b>Correction si nécessaire</b> <i>Dans la famille composite il y a des adultes et des enfants</i> Accept : il y a aussi des enfants/un enfant Des adultes et des enfants/des parents et des enfants/des adultes avec des enfants  Reject: grands-parents		✓	[1]
(f) La famille composite demande beaucoup d'attention. <b>Correction si nécessaire</b>	✓		[1]

## Question 2B - Answers

Écoutez la **Deuxième partie** du podcast *Types de famille* et mettez le bon mot qui manque dans les blancs. [6]

### Deuxième partie:

La structure la plus récente est la famille homoparentale. Elle correspond aux couples homosexuels qui adoptent un enfant et **(1) forment** une famille stable.

Dernièrement, la famille sans enfant est la structure qui augmente le plus. Ce sont des couples, à statut professionnel **(2) élevé**, qui décident de ne pas avoir d'enfants, **(3) souvent** en raison de la surpopulation mondiale.

La famille unipersonnelle ou le célibat fait également partie des **(4) options** qui gagnent de l'importance depuis des années.

Enfin, les familles avec des animaux de compagnie ont toujours existé. **(5) Mais** à présent, on admet que ces animaux sont **(6) traités** presque comme s'ils étaient des enfants.

Choisissez (a), (b) ou (c) pour chaque blanc.

1. (a) finissent  
(b) détruisent  
(c) **constituent**
  
2. (a) **supérieur**  
(b) bas  
(c) moyen
  
3. (a) **fréquemment**  
(b) obligatoirement  
(c) probablement
  
4. (a) **alternatives**  
(b) obligations  
(c) problèmes
  
5. (a) **Pourtant**  
(b) Comme  
(c) Donc
  
6. (a) regardés  
(b) négligés  
(c) **considérés**

## Section B - Reading (10 total marks)

### Question 3–Answers

Lisez cet article et faites correspondre les phrases de la **Liste A** avec les phrases de la **Liste B** pour faire un résumé. [5]

#### « **LES PRÉMICES DU RIZ** », FÊTE TRADITIONNELLE DU PAYS D'ARLES.

De nos jours, il reste une tradition en Camargue, qui se nomme « *les Prémices du Riz* ». Ce festival célèbre le riz et son importance dans la culture camarguaise. C'est au quinzième siècle que le riz est introduit en Provence, et plus précisément en Camargue.

Aujourd'hui, plus de 20 000 hectares sont plantés chaque année ! Cette fête a été remise au goût du jour et se déroule sur plusieurs journées pendant la période de la récolte, vers la mi-septembre.

À Arles, c'est d'abord l'ambassadrice du riz, nommée pour une durée de deux ans, qui fait son apparition. Montée sur un cheval blanc de Camargue, elle ouvre le défilé du Corso. Le Corso est composé de chars, des véhicules décorés de riz, qui racontent l'histoire de la Provence et de la Camargue. Ce défilé est suivi de tracteurs, de machines et autres outils anciens. À la fin, un jury note l'originalité des chars, et le char de l'année reçoit un prix !

Cette fête est l'occasion, pour les habitants du pays, de partager un moment de convivialité autour de repas traditionnels. C'est également un moment unique pour les anciens de transmettre leurs savoirs et leur culture aux nouvelles générations.

#### Liste A

- |                                   |                                |     |
|-----------------------------------|--------------------------------|-----|
| 1. En Camargue cette tradition... | <input type="text" value="d"/> | [1] |
| 2. Les festivités...              | <input type="text" value="i"/> | [1] |
| 3. L'ambassadrice du riz...       | <input type="text" value="c"/> | [1] |
| 4. Les jurés...                   | <input type="text" value="a"/> | [1] |
| 5. Les vieux villageois...        | <input type="text" value="h"/> | [1] |

## Liste B

- (a) donnent une récompense au meilleur char.**
- (b) organise la parade.
- (c) commence les célébrations.**
- (d) fête la cultivation du riz.**
- (e) ignorent la culture des jeunes en Provence.
- (f) ont lieu au début du mois de septembre.
- (g) honore la cultivation des arbres.
- (h) font passer leurs compétences et leurs connaissances aux jeunes.**
- (i) se passent au moment des récoltes.**
- (j) se tiennent après le mois de septembre.
- (k) connaît les chevaux camarguais.

#### Question 4- Answers

1 mark for each correct answer

Lisez cet extrait de l'article *Une école pas comme les autres* et mettez le mot correct qui manque dans les blancs.

[5]

Une école sans devoirs, sans livres et presque sans **(1) cahiers** ? Eh oui ça existe ! Et de plus, au Liban ! Perché sur une **(2) petite** colline, entouré de champs de plantations diverses, ce collège offre un enseignement différent des écoles libanaises. Outre le fait qu'il **(3) enseigne** la langue française dans cette région libanaise **(4) complètement** arabophone, les écoliers viennent de milieux démunis. Aussi, les élèves sont consultés **(5) sur** tous les aspects de leur apprentissage.

L'année scolaire comprend un projet par trimestre portant sur des thèmes qui intéressent les élèves. Tous les cours commencent avec un film ou bien un exposé dirigé par les étudiants. Les frais de scolarité minimales permettent aux enfants défavorisés l'accès à l'éducation, un droit fondamental. Il y a un an, on ouvrait les portes à une centaine de collégiens enthousiastes. Très vite, les chiffres ont dépassé nos attentes. On va devoir agrandir les locaux.

apprenne	<b>cahiers</b>	<b>complètement</b>	doucement
<b>enseigne</b>		méchante	manteaux
<b>petite</b>	sous	<b>sur</b>	villages

## Section C–Translation (20 total marks)

### Question 5

[20]

#### Original Text:

- 1) L'année scolaire comprend un projet par trimestre portant sur des thèmes qui intéressent les élèves.
- 2) Tous les cours commencent avec un film ou bien un exposé dirigé par les étudiants.
- 3) Les frais de scolarité minimales permettent aux enfants défavorisés l'accès à l'éducation, un droit fondamental.
- 4) Il y a un an, on ouvrait les portes à une centaine de collégiens enthousiastes.
- 5) Très vite, les chiffres ont dépassé nos attentes. On va devoir agrandir les locaux.

The translation from **French into English** is marked according to **AO2**. The translation is divided into 5 parts of similar complexity. You will mark each one of the 5 parts on a scale of 0-4 using the descriptors below as a guide to determine which mark should be awarded for each section. You will mark positively. The overall mark will be the addition of the total marks for each of the 5 parts to give a total out of 20.

Marks	<b>AO2</b> <b>Understand and respond in writing to written language drawn from a variety of sources</b>
<b>4</b>	Very good responses, demonstrating a very good understanding of the lexis and idiom of the language of study.
<b>3</b>	Good responses, demonstrating a good understanding of the lexis and idiom of the language of study.
<b>2</b>	Some good responses, demonstrating a degree of understanding of the lexis and idiom of the language of study.
<b>1</b>	Limited response, general lack of understanding of the lexis and idiom of the language of study.
<b>0</b>	Nothing of value.

**The version provided below is a suggestion and any reasonable alternative which conveys the same meaning is acceptable. Valid alternatives will be discussed at the examiners' conference. NO French words allowed.**

- Misspelling in English is acceptable if it doesn't lead to ambiguity.
- Candidates may write variants on the acceptable alternatives listed below and these should be considered as acceptable if they convey the same intended meaning.
- The translation should be deemed successful if an English speaker could understand the translation without understanding the text in its original language.

<b>Original text</b>	<b>Translation into the language of study</b>	<b>Acceptable alternatives</b>	<b>Unacceptable</b>
<b>1)</b> L'année scolaire comprend un projet par trimestre portant sur des thèmes qui intéressent les élèves.	The school year includes a project each term, focusing on themes which the pupils are interested in.	comprises/is made up consists of..... per term the academic year every three month/trimester topics/subjects  project about/relating to/based on	Incorrect tense  Sabbatical semester
<b>2)</b> Tous les cours commencent avec un film ou bien un exposé dirigé par les étudiants.	All the lessons start with a film or a presentation led by the students.	begin... or even a student led... every/each lesson organised by/by the students	Incorrect tense course Or better/well  directed by exposé/exposition/ exhibition
<b>3)</b> Les frais de scolarité minimales permettent aux enfants défavorisés l'accès à l'éducation, un droit fondamental.	The nominal school fees allow disadvantaged children to gain access to education, a basic right.	minimal/small... from a disadvantaged... a fundamental... poor background/less privileged/who cannot afford it/less fortunate/underprivilege	Incorrect tense fresh students
<b>4)</b> Il y a un an, on ouvrait les portes à une centaine de collégiens enthousiastes.	A year ago, our doors were opened to around a hundred enthusiastic pupils.	we opened the doors about a hundred eager secondary school pupils	Incorrect tense  a /one hundred children
<b>5)</b> Très vite, les chiffres ont dépassé nos attentes. On va devoir agrandir les locaux.	Very quickly, the numbers exceeded our expectations. We will have to extend our premises.	the figures surpass expand/increase the size of the site/building/campus/grounds size increase the school size	Incorrect tense  locals / locality / locale / location / located

## Section D - Critical Response in Writing (36 total marks)

### General Advice for Examiners

The candidate is required to answer **one** question on one film he/she has studied for AS. The skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that he/she is able to manipulate French accurately in written forms, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries or communities where French is spoken. AO4 will be in the context of the film studied. There are two marking grids; one for AO3 and one for AO4. You will apply the mark scheme as set out in the marking grids. To select the appropriate band and mark you must do the following:

### Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band.

You should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

### Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the answer should be viewed holistically. Beginning at the lowest band, you should look at the learner's answer and check whether it matches the descriptor for that band. You should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the answer. If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to penalise candidates as a result of small omissions in minor areas of an answer.

## Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of answers that have been awarded a mark by the Principal Examiner. You should mark the examples and compare their marks with those of the Principal Examiner. When marking, you can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

For AO4 a successful critical response is one which will clearly demonstrate that the candidate is able to present and justify points of view, develop arguments and draw conclusions based on understanding. At AS, knowledge and understanding of the work must include a critical response to aspects such as structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied.

The approximate number of words advised for the essay is 300. Responses which exceed the guidance must not be penalised and reward must be given for all valid responses. The candidate is expected to spend approximately 1 hour on the essay. It is content which will determine whether a candidate has written enough to access the full mark scheme and not the number of words. Additional notes are provided with the mark scheme, but they are not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content or the scaffolding provided in the question paper but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

When marking you should have the titles to hand as the questions require the candidate to deal with a specific idea or ideas. The candidate is expected to answer the questions as set and not provide a **general** comment on the subject matter as a whole. If a candidate adopts a broad-brush approach, he/she will be unlikely to focus on the questions as set, leading to digression and irrelevance.

### Mark scheme

One question marked out of 36.

For the essay the marks are divided as follows between the two assessment objectives; AO3 and AO4.

Task	AO3	AO4	Total marks
Essay	24	12	36

**Section D - Critical Response in Writing – (36 marks in total)**

**AO3 marking grid (24 marks)**

<b>Marks</b>	<b>AO3: manipulate the language accurately, in written form, using a range of lexis and structure</b>
<b>21-24</b>	<ul style="list-style-type: none"><li>• Very good manipulation of the language of study. High level of accuracy with very few or no errors, using a wide range of lexis and structure</li><li>• Very good use of language appropriate to the theme</li></ul>
<b>17-20</b>	<ul style="list-style-type: none"><li>• Good manipulation of the language of study. Good level of accuracy with a few errors which don't impede understanding. Good range of lexis and structure</li><li>• Good use of language appropriate to the theme</li></ul>
<b>13-16</b>	<ul style="list-style-type: none"><li>• Sound manipulation of the language of study. Sound level of accuracy with some errors which don't impede understanding. Sound range of lexis and structure</li><li>• Sound evidence of language appropriate to the theme</li></ul>
<b>9-12</b>	<ul style="list-style-type: none"><li>• Fair manipulation of the language of study. Fair level of accuracy but with some errors which impede understanding. Fair range of lexis and structure</li><li>• Fair evidence of language appropriate to the theme</li></ul>
<b>5-8</b>	<ul style="list-style-type: none"><li>• Some signs of manipulation of the language of study. Some accurate language but with frequent errors which impede understanding. Some evidence of lexis and structure.</li><li>• Some use of language appropriate to the theme</li></ul>
<b>1-4</b>	<ul style="list-style-type: none"><li>• Limited manipulation of the language of study. Limited level of accuracy with very few correct patterns and features of the language of study. Limited range of lexis and structure</li><li>• Limited use of language appropriate to the theme</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• Nothing of value.</li></ul>

**AO4 marking grid (12 marks)**

<b>Marks</b>	<b>AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and society of the countries or communities where the language is spoken</b>
<b>10-12</b>	<ul style="list-style-type: none"> <li>• Very good knowledge of different aspects of the culture and society of France and French-speaking countries and communities appropriate to the question set</li> <li>• Arguments developed and justified and conclusions drawn with appropriate evidence from the source material</li> </ul>
<b>7-9</b>	<ul style="list-style-type: none"> <li>• Good knowledge of different aspects of the of the culture and society of France and French-speaking countries and communities generally appropriate to the question set</li> <li>• Arguments are not fully developed or justified by evidence from the source material</li> </ul>
<b>4-6</b>	<ul style="list-style-type: none"> <li>• Limited knowledge of different aspects of the culture and society of France and French-speaking countries and communities and not always relevant to the question set</li> <li>• Response is descriptive rather than critical</li> </ul>
<b>1-3</b>	<ul style="list-style-type: none"> <li>• Very limited knowledge of different aspects of the culture and society of France and French-speaking countries and communities and generally inappropriate to the question set</li> <li>• Response is fragmentary. No critical appreciation</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Nothing of value</li> </ul>

## Question 6

### **Additional Notes**

Répondez à **une** question **(a)** ou **(b)**. Écrivez environ 300 mots **en français**.

Il y a 3 points de départ pour chaque question que vous pourriez utiliser mais ce n'est pas obligatoire.

#### 1. Jean-Pierre Jeunet : *Un long dimanche de fiançailles*

(a) Expliquez le thème du tragique.

Vous pourriez inclure les trois points suivants :

- la guerre
- les soldats
- Tina Lombardi

In response to the essay question the candidate may consider:

- the tragedy of the war
- life in the trenches
- the tragic fate of the soldiers
- Tina Lombardi's tragic end.

The above points are **suggestions** only and are **not exhaustive**.  
Look for and reward **all relevant points** argued by the candidate.

Ou

(b) Expliquez comment le film représente l'amour.

Vous pourriez inclure les trois points suivants :

- Mathilde
- Tina Lombardi
- Élodie Gordes

In response to the essay question the candidate may consider:

- Mathilde's love for Manech
- Tina's devotion to her lover
- Élodie Gordes and her new love
- the soldiers' attitude to love.

The above points are **suggestions** only and are **not exhaustive**.  
Look for and reward **all relevant points** argued by the candidate.

## 2. Aki Kaurismäki : *Le Havre*

(a) Expliquez comment la France est représentée dans le film.

Vous pourriez inclure les trois points suivants :

- le Quartier
- Marcel et Arletty
- les médias

In response to the essay question the candidate may consider:

- the “Quartier” as a symbol of France
- the sense of community
- the depiction of France in the media
- a France that no longer exists.

The above points are **suggestions** only and are **not exhaustive**.  
Look for and reward **all relevant points** argued by the candidate.

Ou

(b) Comment le film présente-t-il le thème du courage ?

Vous pourriez inclure les trois points suivants :

- Idrissa
- Marcel
- le commissaire de police

In response to the essay question the candidate may consider:

- Idrissa’s journey
- Marcel’s readiness to help a refugee
- the neighbours’ support
- the Chief of police’s actions at the end.

The above points are **suggestions** only and are **not exhaustive**.  
Look for and reward **all relevant points** argued by the candidate.

### 3. Laurent Cantet : *La classe (Entre les murs)*

(a) Expliquez les difficultés des élèves dans cet établissement.

Vous pourriez inclure les trois points suivants :

- l'adolescence
- les situations économiques et sociales
- les difficultés d'apprentissage

In response to the essay question the candidate may consider:

- teenagers' issues
- the diverse cultural backgrounds
- the socio-economic problems
- the learning difficulties displayed by some pupils.

The above points are **suggestions** only and are **not exhaustive**.  
Look for and reward **all relevant points** argued by the candidate.

Ou

(b) Expliquez comment Monsieur Marin donne souvent le bon exemple.

Vous pourriez inclure les trois points suivants :

- dans la classe
- avec les autres professeurs
- le mauvais exemple

In response to the essay question the candidate may consider:

- his relationship with the students
- his relationship with other teachers
- his use of language
- his attitude at the end of the film.

The above points are **suggestions** only and are **not exhaustive**.  
Look for and reward **all relevant points** argued by the candidate.

#### 4. Roselyne Bosch : *La Rafle*

(a) Expliquez le thème de l'exclusion dans le film.

Vous pourriez inclure les trois points suivants :

- l'exclusion économique et sociale des Juifs
- la rafle et le Vél d'Hiv
- la séparation des familles.

In response to the essay question the candidate may consider:

- how Jewish people are excluded from social life
- how they are removed from their home and communities
- their confinement to the Vél d'Hiv and the camp
- the children being isolated from their families.

The above points are **suggestions** only and are **not exhaustive**.  
Look for and reward **all relevant points** argued by the candidate.

Ou

(b) Comment le film présente-t-il le thème de la joie ?

Vous pourriez inclure les trois points suivants :

- les enfants
- Schmuël Weismann
- Annette Monod

In response to the essay question the candidate may consider:

- the children at the start of the film
- Schmuël's jocular attitude
- Annette Monod who tries to bring joy to Nono
- the end of the film.

The above points are **suggestions** only and are **not exhaustive**.  
Look for and reward **all relevant points** argued by the candidate.