



AS
FRENCH
7651/2

Paper 2 Writing

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 A 7 6 5 1 / 2 / M S

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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tc = tout court ie with no addition or qualifications

Section A

Guidance on level of accuracy in translations into the target language

Errors of accent

Errors of accent are accepted unless (a) they are grammatical or (b) the inclusion of the accent(s) causes ambiguity.

Errors of spelling

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

Errors of gender

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Section A

The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total mark for each sentence.

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.1	Another study	Une autre étude	Une autre enquête	
	about	sur	au sujet de/ concernant/ à propos de	environ / de tc / qui concerne
	the popularity	la popularité		
	of music	de la musique		de musique
	has just been	vient d'être	Sentence starts : On vient de publier = 2	a juste été
	published	publiée.		No agreement

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.2	Apparently,	Apparemment,	Il semble que	
	the majority of	la plupart des	la majorité	
	under eighteens	moins de 18 / dix- huit ans	mineurs	sous 18 ans / sous l'âge de 18 ans
	in Belgium	en Belgique		Belges
	listen to	écoutent des	écoute (after la majorité)	écoutent les / aux
	francophone musicians.	musiciens francophones.		francophones musiciens. artistes

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.3	Many	Beaucoup		Beaucoup de personnes / gens plusieurs/ quelques
	stated that they	ont constaté qu'ils Possible consequential error:if e.g.un (grand) nombre in box 1, award mark for a constaté que	ont dit/remarqué qu'ils	
	depended	dépendaient		Tense other than Imperfect
	on music	de la musique		sur
	when life	quand la vie	lorsque	Omission of article
	was difficult.	était difficile.	dure / pénible Possible consequential error: if e.g.plural leurs vies in previous box, award mark for étaient difficiles.	Tense other than Imperfect

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.4	Fortunately,	Heureusement,		
	they could	ils ont pu	ils pouvaient	Tenses other than Perfect or Imperfect
	download	télécharger		
	the songs of	les chansons de		des chansons
	their	leurs		leur
	favourite artists.	artistes préféré(e)s.	favoris/favorites.	musicien(ne)s / chanteurs / chanteuses favorisé(e)s

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.5	They also talked	Ils ont parlé aussi	Ils ont aussi parlé Aussi, ils ont parlé parlaient	Ils aussi ont parlé
	about the possibility	de la possibilité		sur / au sujet de l'opportunité
	of expressing	d'exprimer		dire
	personal opinions (NB 2 marks for this box)	des opinions	des avis	les instead of des
		personnelles Possible consequential error: if e.g. une opinion in previous box, award mark for personnelle	personnels Possible consequential error: if e.g. un avis in previous box, award mark for personnel	
on social networks.	sur les réseaux sociaux.		Omission of article or des instead of les sur internet	

[3 marks]

Conversion grid	
Number of ticks	Mark
5–6	3
3–4	2
1–2	1
0	0

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Sections B and C Assessment criteria for Questions 02–17

Each assessment objective should be assessed independently.

Students are advised to write approximately 250 words. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

AO3	
13–15	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
10–12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
7–9	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.
4–6	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1–3	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate complex structures accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect but close to correct spellings
 incorrect genders and consequential errors of agreement
 incorrect or missing accents unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms
 incorrect use of pronouns
 missing or incorrect agreements of adjectives or past participles.

Complex language includes:

use of pronouns of all types
 tenses that support conceptual complexity (as in *si* sentences)
 connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition
 use of present and past participles.

The above examples are neither prescriptive nor exhaustive.

AO4	
17–20	<p>Very good critical response to the question set Knowledge of the text or film is consistently accurate and detailed. Students consistently use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
13–16	<p>Good critical response to the question set Knowledge of the text or film is usually accurate and detailed. Students usually use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
9–12	<p>Reasonable critical response to the question set Knowledge of the text or film is sometimes accurate and detailed. Students sometimes use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
5–8	<p>Limited critical response to the question set Some knowledge of the text or film is demonstrated. Students occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
1–4	<p>Very limited critical response to the question set A little knowledge of the text or film is demonstrated. Students very occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
0	The student produces nothing worthy of credit in response to the question.

Annotations for essay marking:

Tick = content point considered in award of AO4 mark

REP = repetition

? = unclear

Section B Books

0 2

Molière : *Le Tartuffe*

0 2 . 1

Examinez les conséquences de l'obsession d'Orgon avec Tartuffe.

Vous pouvez utiliser les points suivants :

- les conséquences pour Orgon lui-même
- les conséquences pour Elmire
- les conséquences pour Mariane
- les conséquences pour Damis.

[35 marks]

Possible content

- The consequences for Orgon himself

Orgon becomes more controlling of his family.

Relationships are strained as Orgon's family struggles to convince him that Tartuffe is a fraud.

Orgon becomes obsessed with social status and portraying himself as pious.

- The consequences for Elmire

Elmire's love for Orgon is tested by his obsession with Tartuffe.

Elmire sees that she could potentially lose control of the household and face financial ruin.

Orgon's obsession with Tartuffe forces Elmire almost to commit adultery in order to expose his fraudulent intentions.

- The consequences for Mariane

Orgon sees Mariane as a possession to marry to Tartuffe in order to further his social status.

Mariane feels torn between her love for Valère and her duty to follow her father's wishes.

Mariane's relationship with Valère is put under strain.

- The consequences for Damis

Orgon cedes his estate to Tartuffe, not to Damis, to improve his religious and social status.

Damis is angry at his father's obsession with Tartuffe.

Damis conspires with his mother Elmire to reveal Tartuffe as a fraud.

0 2 . 2Examinez le personnage de Dorine dans *Le Tartuffe*.

Vous pouvez utiliser les points suivants :

- ses rapports avec Orgon
- ses rapports avec Mariane
- ses rapports avec Damis
- ses rapports avec Tartuffe.

[35 marks]**Possible content**

- Her relationship with Orgon

Dorine offers a comical commentary on Orgon's actions.

Dorine is more perceptive than her master, Orgon.

Dorine is of a lower social class than Orgon, therefore her intelligence satirizes the social convention of class superiority.

- Her relationship with Mariane

Dorine understands Mariane's predicament of being torn between her love for Valère and loyalty to her father.

Dorine acts as a confidante in the relationship between Mariane and Valère.

Dorine plans to save Mariane from a life with Tartuffe.

- Her relationship with Damis

Dorine is a calm and reassuring influence on Damis.

Dorine's plan to expose Tartuffe as a fraud shows her to be more intelligent and more in control of Damis's life than he is.

Dorine's intelligence satirizes the social convention of gender superiority.

- Her relationship with Tartuffe

Dorine realises Tartuffe's true intentions to defraud the family.

Dorine acts as a conduit between Tartuffe and Elmire, who will seduce him.

Dorine discovers that Tartuffe is easily seduced and open to temptation.

0 3

Voltaire : *Candide*

0 3 . 1

Examinez le personnage de Cunégonde dans le conte.

Vous pouvez utiliser les points suivants :

- sa beauté
- son attitude envers l'amour
- ses rapports avec Candide
- ses rapports avec la vieille.

[35 marks]

Possible content

- Her beauty

Cunégonde is very attractive when she is young.
She uses her beauty to attract and manipulate men, but she is often exploited because of this.
At the end of the story, she is no longer beautiful.

- Her attitude towards love

Cunégonde has a selfish attitude towards love.
She abandons Candide to marry Don Fernando as it is in her best interests, financially, to do so.
She exploits Candide's love for her at the end of the story, when she reminds him of his promise to marry her.

- Her relationship with Candide

Candide has always loved Cunégonde, and he has made it his quest to find her.
Candide is not considered a suitable match for Cunégonde due to his social status.
Candide remains loyal to Cunégonde, and he honours his promise to marry her.

- Her relationship with the old woman

The old woman cares for Cunégonde when she is separated from Candide.
The old woman remains loyal to her throughout the story.
She teaches her to love life and she helps her to embrace life in the garden at the end of the story.

03.2Examinez l'attitude de Voltaire envers la religion et l'Église catholique dans *Candide*.

Vous pouvez utiliser les points suivants :

- l'auto-da-fé
- l'hypocrisie de la religion
- le Frère Giroflée
- Eldorado.

[35 marks]**Possible content**

- The auto-da-fé

Voltaire found the barbarism and religious fervour of the auto-da-fé appalling. Heretics were burned alive during the Inquisition simply for not believing in God. The Portuguese authorities decide to burn people alive to prevent further earthquakes.

- The hypocrisy of religion

The Dutch Protestant orator is more concerned with converting people to his religious views than saving them from cruelty.

The clergy debate theological doctrine while the people surrounding them suffer the consequences of war, famine and poverty.

Throughout the story, men betray their religious vows – a young monk seduces Paquette, and Pangloss's genealogy of venereal disease includes a Franciscan and a Jesuit.

- Brother Giroflée

He hates life in the monastery.

He was forced to enter the monastery so that his older brother could inherit the family's wealth.

He fantasises about setting fire to the monastery.

- Eldorado

Society in Eldorado has a completely different attitude to religion.

Eldorado satirises organised religion and represents true spirituality – there are no churches, monks or Inquisition.

People do not pray to God to ask for things they need – they simply give thanks.

0 4**Guy de Maupassant : *Boule de Suif et autres contes de la guerre*****0 4 . 1**Examinez le thème de l'hypocrisie présenté par Maupassant dans *Boule de Suif*.

Vous pouvez utiliser les points suivants :

- les différences entre les classes sociales
- la religion
- la guerre
- la réaction de Boule de Suif à l'hypocrisie des autres.

[35 marks]**Possible content**

- The differences between the social classes

The travellers look down on Boule de Suif because she is of a lower social class. They take advantage of her generosity and happily accept her food. They do not hesitate to sacrifice her to the Prussian officer to save themselves.

- Religion

The two nuns demonstrate extremely unchristian behaviour in their treatment of Boule de Suif. Outwardly, they are friendly towards her but, ultimately, they are cruel and exploit her by encouraging her to submit to the Prussian officer. They claim to be patriotic but are unwilling to make any personal sacrifices in the name of patriotism.

- War

The hypocrisy of war is shown through the negative effect it has on the characters. War has highlighted the cowardice of many people – the travellers only think of themselves and do not hesitate to sacrifice Boule de Suif. War brings out the worst in people, showing the worst of « *la nature humaine* ».

- Boule de Suif's reaction to the hypocrisy of others

Boule de Suif is upset and shocked by the way her travelling companions treat her after their initial eagerness to befriend her and share her food. She sacrifices herself to help them after they encourage her to do so, but is then rejected by them. She feels she has lost her dignity and that she has been used by the other travellers.

0 4 . 2

En vous référant à **deux** contes, examinez comment Maupassant présente l'hostilité entre les Français et les Prussiens.

Vous pouvez utiliser les points suivants :

- les raisons pour votre choix de contes
- l'attitude des Français envers l'ennemi
- le comportement des Français
- le traitement des Français par les Prussiens.

[35 marks]

Possible content

- The reasons for your choice of stories

How each story shows the hostility between the French and the Prussians.

How the stories are similar or contrasting.

The behaviour of the characters as a result of this hostility.

- The attitude of the French towards the enemy

Ordinary French people are powerless against the Prussians.

The characters resent the occupying Prussians (*La Mère Sauvage*).

The two old friends are innocent and naïve – they do not expect such a reaction from the Prussian officer (*Deux Amis*).

- The behaviour of the French

Madame Sauvage treats the young Prussian soldiers as her own sons, but ultimately, they are the enemy and she kills them to avenge the death of her son (*La Mère Sauvage*).

Madame Sauvage is driven to commit a barbaric act (*La Mère Sauvage*).

The two friends try to live their life normally, enjoying their fishing expedition (*Deux Amis*).

- The treatment of the French by the Prussians

The Prussian officers show disdain for the French.

The officer kills the two friends needlessly and is portrayed as cruel and barbaric, lacking humanity (*Deux Amis*).

The young Prussian soldiers are innocent and want to help on the farm (*La Mère Sauvage*).

0 5

Albert Camus : *L'étranger*

0 5 . 1

Examinez le personnage de Raymond Sintès dans ce roman.

Vous pouvez utiliser les points suivants :

- son caractère
- son comportement
- ses relations avec Meursault
- sa contribution au roman et son importance dans le récit.

[35 marks]

Possible content

- His personality

Raymond is violent and immoral.

He is prepared to shoot the brother of his mistress in cold blood.

He does try to show some loyalty and responsibility by trying to speak up for Meursault at the trial.

- His behaviour

Raymond constantly beats his mistress.

When she comes back, he intends to punish her for being unfaithful.

Raymond has links to « *le milieu* » and is believed to be a pimp.

- His relationship with Meursault

Raymond lives in the same apartment building as Meursault and is one of his neighbours.

He invites Meursault for dinner one evening, tells him of his fight with his mistress, asks Meursault to write a letter which will lure her back.

He invites Meursault to spend a Sunday at the beach house of his friend Masson.

- His contribution to the novel and his importance in the story.

Raymond is the instigator for much of what happens in the novel.

The revolver Meursault uses to kill the Arab belongs to Raymond.

Raymond's attempt at the trial to blame everything on chance just makes things worse for Meursault.

0 5 . 2

Examinez l'attitude de Meursault envers la vie.

Vous pouvez utiliser les points suivants :

- son attitude envers l'amour
- son attitude envers l'amitié
- son attitude envers la vie sociale
- son attitude envers sa carrière.

[35 marks]**Possible content**

- His attitude towards love

Meursault seems to be emotionally detached and is more interested in the physicality of sexual relationships.

He accepts Marie's proposal of marriage with indifference.

He agrees to marry Marie but says he probably does not love her.

- His attitude towards friendship

Meursault accepts without question Raymond's version of his relationship with his 'unfaithful' mistress.

When Marie visits him in prison, he spends more time concentrating on the conversation at the next table than on his own conversation with her.

Despite the appearance in court of Masson, Salamano and Céleste, who are ostensibly Meursault's friends, he just listens passively to their clumsy attempts to defend him.

- His attitude towards social life

Meursault's behaviour in some situations seems inappropriate and unfeeling.

He seems happier just watching people rather than getting involved socially and spends evenings alone on his balcony watching the people in the street below.

Meursault is reactive in social situations and rarely takes the initiative.

- His attitude towards his career

Meursault is happy to remain working in the colonial office in Algiers. It is the same office where Marie Cardona was a former typist.

He is indifferent to the proposal from his boss that he should be posted to Paris.

As for most things in Meursault's life, job prospects and career are unimportant. His response is almost always « *Ça m'était égal* ».

0 6**Françoise Sagan : *Bonjour Tristesse*****0 6****1**Examinez comment Cécile réagit à la présence d'Anne Larsen dans *Bonjour Tristesse*.

Vous pouvez utiliser les points suivants :

- sa réaction quand elle apprend qu'Anne va arriver
- sa réaction quand Anne la discipline
- sa réaction aux rapports entre Anne et Raymond
- sa réaction au départ d'Anne.

[35 marks]**Possible content**

- Her reaction when she learns that Anne is going to arrive

Cécile's reaction is mixed, acknowledging that Anne looked after her after her mother died, taught her how to dress well, but also realising that Anne is more serious than Cécile and her father.

Cécile refers to the week before Anne's arrival as the last real days of the holiday, knowing that Anne's arrival will put an end to the relaxed atmosphere.

Cécile is full of admiration for Anne's elegance and style but wonders if Anne's negative reaction to Elsa being there means she is in love with Raymond.

- Her reaction when Anne disciplines her

First indication of this is when Anne insists that Cécile should eat her breakfast « *tartines* » before going to the beach but Cécile ignores this.

She reacts negatively when Anne insists that she should spend time studying for her exams, especially so when Anne locks her in her room.

She reacts negatively, too, when Anne tells Cyril she does not want to see him again, and when she forbids Cécile from spending time with Cyril.

- Her reaction to the relationship between Anne and Raymond

Initially, Cécile believes that if her father has feelings for Anne, these will be short-lived, as they always are with the women he dates.

When asked what she thinks of Anne and Raymond getting married, she pretends she is in favour of it, but increasingly, she reacts negatively to Anne's presence in her father's life.

Cécile feels that Anne is a serious threat to the relationship between father and daughter, that she wants to change Raymond's outlook and behaviour, and, consequently, those of Cécile too.

- Her reaction to Anne's departure

Although, indirectly, Cécile is the cause of Anne's departure, when she sees her in tears and deeply upset by Raymond's betrayal, she tries to persuade Anne not to leave.

Cécile is petrified. Anne's despair and abandonment are of Cécile's making. She tries to tell Anne that what has happened is all a misunderstanding.

Cécile will be forever haunted by the image of Anne's face before her car left, leaving Cécile completely lost.

0 6 . 2

Examinez le thème de la jalousie dans le roman.

Vous pouvez utiliser les points suivants :

- la jalousie de Cécile envers Anne
- la jalousie d'Elsa envers Anne
- la jalousie de Raymond envers Cyril
- l'importance du thème de la jalousie.

[35 marks]**Possible content**

- Cécile's jealousy towards Anne

Cécile is jealous of the relationship that develops between Anne and her father which she sees as a threat to her own relationship with him.

Cécile resents the increasing influence that Anne has over her father and the growing influence that Raymond is prepared to let Anne have over his daughter.

Cécile's jealousy leads her to manipulate both Elsa's and her father's jealousy.

- Elsa's jealousy towards Anne

Elsa becomes aware of Raymond's feelings for Anne and responds by inviting Raymond to join her for a siesta, hoping that this will secure her relationship with Raymond.

Elsa is unable to compete with Anne in order to remain attractive to Raymond and is clearly jealous of Anne's elegance, beauty and sophistication.

Cécile exploits Elsa's jealousy of Anne in her plot to persuade Cyril and Elsa to feign being in a relationship.

- Raymond's jealousy towards Cyril

Raymond's reputation as a man capable of attracting any woman he chooses is threatened by Cyril's apparent conquest of Elsa.

Elsa's interest in Cyril, which Raymond does not know is all part of Cécile's scheme, arouses Raymond's jealousy.

Raymond is unaware of how his actions motivated by jealousy will affect Anne.

- The importance of the theme of jealousy

Jealousy is a key aspect of Cécile's character and behaviour and motivates her to plot a way of separating Anne and Raymond.

The destructive nature of jealousy seems not to be understood by any of the characters. Ironically, Cécile manipulates the jealousy of others but has no understanding of what jealousy will move Anne Larsen to do.

0 7**Claire Etcherelli : *Elise ou la vraie vie*****0 7****1**

Examinez comment la vie de Lucien à Bordeaux est différente de sa vie à Paris.

Vous pouvez utiliser les points suivants :

- ses rapports avec Elise à Bordeaux
- sa vie avec sa femme à Bordeaux
- son travail à Paris
- ses rapports avec Elise à Paris.

[35 marks]**Possible content**

- His relationship with Elise in Bordeaux

Elise looks after Lucien and sacrifices her own ambitions for him.

Lucien is dependent on Elise but feels stifled by her.

Their lives are very limited, and he has little experience of life outside the family.

- His life with his wife in Bordeaux

Marie-Louise works full time, even after the birth of their daughter, and supports Lucien, taking over the role from Elise.

When Marie-Louise is ill and leaves to convalesce, Lucien moves Anna, his mistress, in to replace her.

Eventually Lucien abandons his wife and child to go to Paris.

- His work in Paris

Lucien finds the work in the factory very demanding, and it makes him ill.

He wants to become more politically active, but he has to work in the factory, so he does not have much free time.

He is trapped working in the factory as he has no other means of supporting himself in Paris.

- His relationship with Elise in Paris

Elise becomes more independent through her work in the factory.

Elise becomes close to Arezki, and Lucien and Elise gradually grow apart.

Lucien has Anna to look after him, so he no longer needs Elise in the same way he did in Bordeaux.

07.2

Examinez comment Etcherelli présente le traitement des Arabes dans *Elise ou la vraie vie*.

Vous pouvez utiliser les points suivants :

- les ouvriers arabes
- l'attitude de la police
- l'attitude des autres envers Elise et Arezki
- les effets de la guerre en Algérie.

[35 marks]**Possible content**

- The Arab factory workers

The working conditions of the Arabs in the factory are very poor.
They are subject to racism from the French workers and their employers.
They are treated differently to the French workers.

- The attitude of the police

There is institutional racism within the police force.
The Arabs are subjected to regular searches and identity checks.
There is an atmosphere of tension and friction between the police and the Arabs.

- The attitude of others towards Elise and Arezki

A mixed-race relationship is considered unacceptable.
They experience racist comments when they are together in public.
Elise is warned by the foreman in the factory that it is dangerous to become involved with Arezki.

- The effects of the war in Algeria

Algerians are in a difficult position in Paris because of the war.
There is a lot of anti-immigrant feeling amongst the French.
The immigrants are blamed for many of the problems facing the French factory workers.

0 8**Joseph Joffo: *Un sac de billes*****0 8****1**

Examinez le rôle joué par Monsieur Subinagui dans la vie de Jo et Maurice.

Vous pouvez utiliser les points suivants :

- son rôle à Moisson Nouvelle
- ses relations avec Monsieur Joffo
- ses actions
- son importance dans le roman.

[35 marks]**Possible content**

- His rôle at *Moisson Nouvelle*

Subinagui is the director of the paramilitary youth camp of *Moisson Nouvelle* some distance from the centre of Nice.

By providing a safe place for boys who face Nazi persecution he plays his part in resisting the Occupation.

He is prepared to take a huge personal risk in protecting these children.

- His relationship with Monsieur Joffo

Subinagui appears to have a close personal relationship with Monsieur Joffo.

He readily agrees to protect and assist Jo and Maurice without thought of the possible consequences for his own safety.

He clearly remains in contact with Monsieur Joffo and is aware of his arrest.

- His actions

Subinagui hides several boys who are also possibly Jews at *Moisson Nouvelle*.

Subinagui hides the boys even though they are officially too young to attend the camp.

By allowing Jo and his brother to work in the kitchens at the camp he provides an opportunity for them to establish another black-market operation.

- His importance in the novel

He warns Jo and Maurice that their father has been arrested and that they are no longer safe.

Subinagui realises that the link between the boys and their father will soon be spotted by the Germans.

Without Subinagui's assistance it is almost certain that the two boys would not have survived the Nazi Occupation.

08.2

Examinez comment l'Occupation de la France par les Allemands affecte la jeunesse de Jo.

Vous pouvez utiliser les points suivants :

- sa vie à Paris
- son voyage à destination de Marseille
- son séjour à Nice
- sa vie jusqu'à la fin de la guerre.

[35 marks]

Possible content

- His life in Paris

Jo is exposed to antisemitic Nazi propaganda as well as antisemitic bullying at school. His father has to identify the salon as a Jewish establishment. When Nazi laws are imposed in the occupied zone, he has to wear a yellow star to identify himself as a Jew.

- His journey to Marseille

Jo and his brother Maurice are forced to flee Paris for safety. He experiences controls and checks on travellers and sees people arrested by the German soldiers at the station in Dax. He and Maurice have to rely on Raymond « *le passeur* » to cross the demarcation line into unoccupied France.

- His stay in Nice

In Nice the situation allows Jo and Maurice an opportunity to establish a profitable black-market scheme with the Italian soldiers. When the Germans occupy the whole of France and the Gestapo HQ is established at the Excelsior Hotel, he and Maurice have to hide out at *Moisson Nouvelle*. When they try to visit their parents, they are captured and interrogated at the Excelsior.

- His life up until the end of the war

When their father is arrested Jo and Maurice have to leave Nice and move on to Ainay-le-Vieil, where Jo's sister lives. Jo spends the rest of the war years until the Liberation in the town of R, where he hides the fact that he is a Jew and works for Mancelier, a Nazi-sympathizer. On his return to Paris, we learn that his father has died in one of the death camps. The Nazi Occupation has stolen not just his childhood but his father as well.

0 9**Faïza Guène : *Kiffe kiffe demain*****0 9 . 1**

Examinez comment les rapports entre Doria et Nabil se développent au cours du roman.

Vous pouvez utiliser les points suivants :

- l'attitude de Doria envers Nabil au début
- sa réaction quand Nabil lui donne une bise
- le comportement de Nabil après ses vacances
- les rapports entre les deux à la fin du roman.

[35 marks]**Possible content**

- Doria's attitude towards Nabil at the beginning

When he visits to help her with homework, she is critical that his mother sees him as a genius, the Einstein of the high-rise flats.

She nicknames him « *Nabil le nul* » because he has bad acne and is a victim of bullying at school.

She disagrees with his views about the pointlessness of voting, believing that if you are given a voice, you should use it.

- Her reaction when Nabil kisses her

She is shocked that he does this without asking her permission.

She is also embarrassed and she blushes.

When he leaves, she brushes her teeth twice and drinks a mint cordial.

- Nabil's behaviour after his holiday

Doria is ready to express her feelings for him and is psychologically prepared for his return.

Nabil ignores her; it's as if he doesn't know her.

He has changed a lot too; he is sun-tanned, has a piercing in his ear and stubble on his chin. He has grown up.

- The relationship between the two at the end of the novel

Nabil turns up unexpectedly at Doria's, clean-shaven and perfumed, and she invites him in.

He apologises for kissing her without asking and hopes it didn't annoy her too much; she says it didn't and they start kissing again – this time, it's much better, more controlled.

They talk a lot; Nabil recites a poem by Rimbaud; Doria realises that she likes him a lot; they arrange a date to go to the cinema.

09.2

Examinez comment la situation de Yasmina, la mère de Doria, change au cours du roman.

Vous pouvez utiliser les points suivants :

- son emploi au Formule 1
- les effets de son manque d'argent
- son illettrisme
- sa situation à la fin du roman.

[35 marks]**Possible content**

- Her job at the Formule 1 hotel

Her boss is a racist and calls her « *la Fatma* »; because of her ethnicity she is suspected of stealing things.

The work is poorly paid and exhausting.

Invariably Yasmina comes home in tears.

- The effects of her being short of money

Yasmina has difficulty paying the rent for the tiny apartment.

They rely on coupons for the « *Secours Populaire* » but avoid the humiliation of being seen using one in the town-centre.

Yasmina can only afford second-hand items for her daughter Doria; when her colleagues go on strike, she cannot afford to do so.

- Her illiteracy

The social worker advises Yasmina to sign up for free training to learn to read and write.

Her illiteracy is an obstacle to finding a better paid job.

Yasmina overcomes her illiteracy and gradually begins to read regularly.

- Her situation at the end of the novel

Yasmina has a new job in the canteen of the Jean Moulin Primary School.

She is a happier, more fulfilled person; she takes up knitting again and has a good relationship with Jacqueline, her tutor.

The future looks positive for both mother and daughter at the end of the novel.

1 0**Philippe Grimbert : *Un secret*****1 0****. 1**

Examinez l'attitude de Maxime envers l'Occupation de la France par les Allemands.

Vous pouvez utiliser les points suivants :

- son attitude au début de l'Occupation
- son refus de porter l'étoile jaune
- sa décision de traverser la ligne de démarcation
- son attitude après la guerre.

[35 marks]**Possible content**

- His attitude at the start of the Occupation

Despite his father's fears that the Occupation of France will be a re-run of the persecution that took place in Romania, Maxime refuses to believe he and his family are in any danger.

He refuses to go and have his papers stamped at the police station.

Even when Jews have to start queuing for the smallest of rationed foodstuffs and when Jews are arrested by the French police, Maxime insists they will be safe in Paris.

- His refusal to wear the yellow Star of David

The wearing of the yellow Star of David becomes compulsory for Jews but Maxime refuses to obey.

This causes many family arguments as his father believes Maxime's stubborn refusal will endanger his wife's and his son's lives.

All the rest of the family comply with the regulation.

- His decision to cross the demarcation line

After consulting with Louise, who has contacts in the Unoccupied Zone in France, Maxime calls a family meeting to discuss their actions.

Maxime and Georges are the first to cross the demarcation line and settle into life in the Unoccupied Zone in Saint-Gaultier.

The situation of the Jews in Paris becomes increasingly unbearable after Maxime leaves, and his father's earlier fears are proven to have been justified.

- His attitude after the war

Maxime takes steps after the war to erase his Jewish past.

He has his son baptised a Catholic.

He has the family name changed from Grinberg to Grimbert.

1 0 . 2

Examinez les rapports entre le narrateur et Louise.

Vous pouvez utiliser les points suivants :

- pourquoi les deux sont si proches
- les secrets du passé que Louise connaît
- pourquoi Louise révèle ces secrets au narrateur
- les conséquences de cette révélation.

[35 marks]**Possible content**

- Why the two are so close

The narrator is a sickly child and Louise has the deformity of a club-foot – this brings them closer.

Louise is a masseuse and she treats the narrator for his respiratory problems, massaging him and giving him his injections.

She makes him hot chocolate and they spend a lot of time in each other's company.

- The secrets of the past that Louise knows about

Louise accompanied Hannah, Esther and Simon when they came to cross the demarcation line to join Maxime and Georges.

She witnessed the scene in the café when Hannah showed her forged and her real papers to the Gestapo, revealing her Jewish identity and that of her son Simon.

It was she and Esther who had to report this incident and its consequences to Maxime.

- Why Louise reveals these secrets to the narrator

What prompts Louise to reveal the past to the narrator is his reaction at school to the film showing the liberation of Jews surviving the death camps.

Despite the promise she has made to Maxime and Hannah, she feels strongly that the narrator should know the truth about the family's past.

Not to do so would deprive the narrator of an important part of his family's and his own history.

- The consequences of this revelation

The narrator better understands how his parents, particularly his father, have treated him.

He makes it his mission to discover as much as he can about Hannah's and Simon's fates.

This discovery allows him in some small way to unburden his father and mother of their sense of guilt about their love and life together.

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Delphine de Vigan : *No et moi*

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Examinez les similarités entre Lou, No et Lucas.

Vous pouvez utiliser les points suivants :

- la famille
- les amis
- la solitude
- leurs attitudes.

[35 marks]**Possible content**

- Family

Lou feels distanced from her parents, having been sent away to boarding school.

Lucas's parents have left him to live alone – his father is in Brazil and his mother lives with her new boyfriend.

No has very little contact with her family and was in foster care when she was younger.

- Friends

Lou finds it hard to fit in with her classmates as she is younger than them, whilst Lucas is older and is distanced from his classmates because of his behaviour.

No has no real friends among the other homeless people, just acquaintances.

The trio replace their dysfunctional families with the friendship they form together.

- Loneliness

Lou is lonely at school and at home and she avoids going straight home after school, preferring to spend time alone at the station.

Lucas lives alone and spends most of his time in the flat without any company.

No spends every day alone, wandering the streets.

- Their attitudes

They all think life is unfair – Lou and Lucas want to help No.

No follows their lead and wants to change her life in a positive way – they all believe they can make this happen.

They are all independent and used to looking after themselves due to their distanced relationships with their parents.

1 1 . 2

Examinez le thème de l'exclusion sociale.

Vous pouvez utiliser les points suivants :

- l'exclusion de Lou
- l'exclusion de No
- les attitudes des autres
- le cercle vicieux pour les SDF.

[35 marks]**Possible content**

- Lou's exclusion

Lou is younger than her classmates and finds it hard to fit in.
She is very intelligent but emotionally immature and naïve.
She struggles to make friends and spends a lot of time on her own.

- No's exclusion

No has been excluded by her family.
She is homeless and lives alone on the streets.
She finds it hard to adapt to normal life when she moves in with Lou's family.

- The attitudes of others

Lou's parents initially want to help No but they find it too hard and she has to leave.
The social worker says it is always hard to help homeless people.
Other people see the homeless as a problem, but they do nothing to help – when Mouloud dies they leave candles but never helped him when he was alive.

- The vicious circle for homeless people

Life on the streets for No leads to drink and drugs as a way of escaping her problems.
No wants to improve her life but she finds it very hard to adapt to life with Lou's family.
No is unable to keep a job and, despite wanting to change, she turns to drink and drugs once more and has to leave Lou's home.

Section C Films**1 2 François Truffaut : *Les 400 coups***

1 2 . 1 Examinez le comportement des adultes dans le film *Les 400 coups*.

Vous pouvez utiliser les points suivants :

- le comportement de la mère et du beau-père d'Antoine
- le comportement des professeurs
- l'attitude des autorités
- comment Antoine est affecté par ces adultes.

[35 marks]

Possible content

- The behaviour of Antoine's mother and step-father

Antoine's mother shows no love or affection towards her son; she neglects both his physical and emotional needs; we discover through Antoine himself that she had wanted to have an abortion when she found she was pregnant.

She is unfaithful to her husband; Antoine witnesses this infidelity when he sees his mother with her lover in Paris.

Antoine's step-father is inconsistent in the affection he shows Antoine; there are some moving moments between them but with the theft of the typewriter from his own workplace, he loses patience with Antoine and takes him to the police.

- The behaviour of the teachers

There is very little understanding of the psychological needs of the pupils who are victims of a very strict and, at times, abusive regime.

Antoine is regularly victimised and made the scapegoat; his school life is miserable.

The teachers believe it is generally the fault of the parents, if pupils are difficult, though the English teacher suggests Antoine's problems might be glandular.

- The attitude of the authorities

No allowance is made for the fact that Antoine is a minor; he is treated like a hardened criminal, including having his photo and fingerprints taken.

He is put in a holding cell with another criminal and is only taken out to allow room for the prostitutes.

He is handled very roughly by the police and he is physically abused by the head of the young observation centre.

- How Antoine is affected by these adults

The behaviour of the adults must account for some of Antoine's rebelliousness and delinquency.

They offer a very poor example of how to behave which, when Antoine imitates it, lands him in trouble.

He is confused by the double standards they represent in their different ways.

1 2 . 2

Examinez le rôle de René dans le film.

Vous pouvez utiliser les points suivants :

- quand René et Antoine sèchent les cours
- comment René aide Antoine
- le vol de la machine à écrire
- comment René manque à Antoine.

[35 marks]**Possible content**

- When René and Antoine play truant

René encourages Antoine to play truant the day after he has forgotten to write out the lines he was given as punishment for writing on the classroom walls.

It is René that takes the lead on the boys' outing in Paris, a lead that Antoine is happy to follow.

There is a strong friendship in evidence between the two boys.

- How René helps Antoine

The night Antoine runs away from home René suggests he should sleep in his uncle's old printworks; he sorts out everything Antoine will need.

When Antoine is sent to the Principal for plagiarising Balzac and getting a zero score for his composition, René tries to defend him and he is suspended for doing so. Both boys find themselves out in Paris again.

They go back to René's apartment, where Antoine will stay; René sneaks food out for him and, after an evening at the cinema, the boys return to drink and smoke in René's bedroom.

- The theft of the typewriter

René is with Antoine throughout the episode involving the theft of the typewriter.

At this stage, the two boys are trying to think of ways of raising funds to set up in business.

The theft of the typewriter ends badly; they cannot get rid of it; René refuses to take it back into the office and, when Antoine does this, he is caught.

- How Antoine misses René

The scene when René comes to visit Antoine in the observation centre and is not allowed access is one of the most moving in the film. It is a bitter disappointment to Antoine that the only visitor he is allowed is his mother.

The absence of René's company makes Antoine acutely aware of how alone and lonely he is.

René's friendship is about the only positive aspect in Antoine's life.

1 3**Louis Malle : *Au revoir les enfants*****1 3****1**

Examinez la situation des Juifs en France telle qu'elle est présentée dans le film.

Vous pouvez utiliser les points suivants :

- les Juifs cachés dans l'école
- la situation de Jean Bonnet
- la menace de la Gestapo
- ce qui arrive à la fin du film.

[35 marks]**Possible content**

- The Jews hidden in the school

Père Jean gives asylum to hunted Jews and introduces three new pupils into the school, Bonnet, Négus and Dupré, demonstrating that Jews in France during the Occupation relied on the compassion and courage of others in order to survive.

Their survival could be compromised by being denounced to the authorities, as is eventually the case with the Jews in the school.

Because of what he sees to be the injustice with which he has been treated for his black-market activities, Joseph collaborates and denounces the Jews.

- Jean Bonnet's situation

Through the relationship between Jean Bonnet and Julien Quentin, Malle highlights the trials and tribulations of the Jewish population during the Occupation.

A change of name is not enough to guarantee safety; the Jewish identity goes much deeper than this and determines values and behaviour. Julien witnesses Jean Bonnet in prayer; he is aware of what foods Jean Bonnet will not eat; he eventually discovers Bonnet's true identity – Jean Kippelstein.

Julien befriends Jean and in so doing becomes acutely aware of his friend's situation, which reflects that of all Jews in Occupied France – separation from loved ones, constant fear of being denounced, isolation.

- The threat of the Gestapo

Ironically, the danger does not come from the German army; German soldiers safely return the boys to the school when they are lost.

The threat is from Doctor Müller and the Gestapo, who instil fear and dread across the whole of the school community, Catholics and Jews alike.

Müller is driven in his mission to hunt down Jews.

- What happens at the end of the film.

Julien's glance across the classroom to his friend Jean is enough to identify him as one of the Jewish pupils Müller is out to find.

The school community can be seen to represent the factions at play in Occupied France; Resistance and Collaboration.

Bonnet, Négus, and Dupré are arrested along with Père Jean, and we learn that the three Jewish pupils met their death in Auschwitz.

1 3 . 2

Examinez l'importance de la chasse au trésor dans le film.

Vous pouvez utiliser les points suivants :

- la personnalité de Julien Quentin et Jean Bonnet
- les rapports entre les deux garçons
- les soldats allemands
- l'amitié entre les deux garçons après cet épisode.

[35 marks]

Possible content

- Julien Quentin's character and that of Jean Bonnet

They are the only remaining members of their team not to have been caught and both show a dogged determination to find the treasure.

The competitiveness shown by each of the boys is demonstrated consistently up to this point and is the source of at times bitter rivalry.

Initially, they are separated from each other and both work independently to achieve their goal.

- The relationship between the two boys

They are forced by the circumstances of the treasure hunt to put their differences aside and co-operate.

Their relationship is strengthened by the fact that, as night falls, they feel threatened and vulnerable.

As they try to find their way back to the school, a closeness develops between them; they sing together to raise each other's spirits.

- The German soldiers

The arrival of the German soldiers in the jeep, and Jean's reaction of trying to run away, makes Julien all the more aware of his classmate's situation.

There is a sense that Jean's fear is, if not shared, at least now better understood by Julien.

This creates suspense around the whole episode of the treasure hunt which, fortunately, ends with the boys' safe delivery back to the school.

- The friendship between the two boys after this episode

The episode of the treasure hunt represents a turning-point in the relationship between the two boys.

Previous jealousies and rivalries are forgotten as a strong bond of friendship develops throughout the rest of the film.

The increased closeness between the boys makes the ending of the film, with Julien's inadvertent 'betrayal' of Jean and Jean's arrest, all the more poignant.

1 4

Mathieu Kassovitz : *La Haine*

1 4 . 1

Examinez comment la vie dans les banlieues influence les attitudes des trois protagonistes dans ce film.

Vous pouvez utiliser les points suivants :

- la vie familiale des trois protagonistes
- la vie quotidienne
- l'attitude des policiers et des journalistes envers les banlieusards
- les émeutes.

[35 marks]**Possible content**

- The family life of the three protagonists

Vinz lives in a small, overcrowded apartment with his Jewish family. There is apparently no father in the household. He has to share a bedroom with his sister.

Hubert lives with his mother and sister. Again, there is no father figure present. His brother is in prison. Hubert assumes a position of provider for the family.

We do not see where Saïd lives but it seems to be his older brother Nordine who is head of the family. We witness Saïd argue with his sister when he discovers her truanting from school.

- Everyday life

The *banlieue* is full of empty spaces, lacking amenities, where the young people who live there have little or nothing to do.

As well as general unemployment, a noticeable drug culture exists in the *banlieue*.

The buildings in the *banlieue* are dilapidated. Vulgar graffiti adorns many of the walls.

- The attitude of the police and the journalists towards the « *banlieusards* »

The police in the *banlieue* are depicted, with rare exceptions, as hostile and aggressive in their attitude towards the « *banlieusards* ».

They are responsible for the « *bavure* » which has led to Abdel being in a coma, an event which provokes the initial riots and drives the narrative of the film.

The journalist/reporter angers the three protagonists when she tries to interview them by simply assuming, without evidence, that they must have taken part in the riots.

- The riots

The plight of Abdel is the catalyst for the riots at the beginning of the film and for Vinz's increased violence and aggression and threat to kill a policeman if Abdel dies.

Although the individual involvement of the three protagonists in the rioting is never made clear, during the riots a police officer loses his revolver. Vinz finds it and intends to use it.

During the riots, the indiscriminate violence has destroyed Hubert's gym, one of the few social amenities available to the protagonists in the *banlieue*.

1 4 . 2

Examinez les personnages de Darty et d'Astérix et leur contribution à ce film.

Vous pouvez utiliser les points suivants :

- la présentation de Darty
- sa contribution au film et son importance
- la présentation d'Astérix
- sa contribution au film et son importance.

[35 marks]

Possible content

- How Darty is presented

Darty is named after the French company Darty, which sells electrical products.

He owes Saïd money, but when Saïd asks for it, he tells him he no longer has it and that Astérix has it.

He is at a loss to understand the violence and/or reasoning of the rioters and bemoans the damage to his property when Vinz, Saïd and Hubert pay him a visit.

- His contribution to the film and his importance

Darty is a 'fence' who provides the *banlieue* community with stolen electrical goods at a fair price.

The destruction of his car, which we see as a burnt-out wreck in the aftermath of the suburban riots, highlights the mindlessness and indiscriminate vandalism of the rioters. He is unable to repay Saïd the money that he owes and so instigates the need for the three protagonists to go to Paris to see Astérix.

- How Astérix is presented

Astérix is a somewhat eccentric androgynous white male who wears only a silken loincloth/sarong, and is carrying a gun when the three boys visit him.

He is currently living in a luxuriously furnished apartment in the centre of Paris.

He makes a display of wielding a martial arts weapon and engages Vinz in a seemingly dangerous game of Russian roulette.

- His contribution to the film and his importance

Astérix provides a reason for the three protagonists to visit Paris.

His humiliation of Vinz in the Russian roulette game emphasises the volatility ever present in the behaviour of Vinz.

The three boys press all the buzzers on the intercom as they do not know which is Astérix's apartment. This leads to the arrival of the police as the trio leave the building, and the subsequent arrest of Hubert and Saïd.

1 5**Cédric Klapisch : *L'auberge espagnole*****1 5 . 1**

Examinez comment Xavier s'adapte à la vie à Barcelone.

Vous pouvez utiliser les points suivants :

- son arrivée dans la ville
- sa découverte de la ville
- sa vie dans l'appartement
- son expérience du programme Erasmus.

[35 marks]**Possible content**

- His arrival in the city

Xavier arrives in Barcelona, laden down with luggage, and with only a vague idea of where he will find accommodation.

His planned host family cannot in fact provide a room for him and Xavier calls on Jean-Michel and Anne-Sophie, who allow him to sleep on the sofa until he finds something else.

The search for somewhere to live makes Xavier aware of two things – how little Spanish he knows and how scarce rooms are for the high number of students looking for them.

- His discovery of the city

As a favour to Jean-Michel, Xavier agrees to have Anne-Sophie for company as he explores Barcelona.

They visit the main tourist attractions.

At this early stage in the year, Xavier's French identity is very strong and this is reinforced by the time spent with the French couple.

- His life in the apartment

He secures a room in the apartment rented by Erasmus students of a range of nationalities and his experience of the city begins to change.

He frequents a bar in the city where the barman takes him under his wing and helps him learn 'real Spanish'; Xavier begins to master the language and this gives him a new confidence.

On behalf of all the flatmates, he negotiates a deal in Spanish with the landlord which allows them to keep the flat and he introduces Isabelle as a new tenant to help meet the cost of the increased rent.

- His experience of the Erasmus programme.

Xavier's life as it was at the start of the year in Barcelona has changed completely by the end of it.

His relationship with his French girlfriend, Martine, is over; he is no longer sure of the career direction he thought he wanted to pursue; he feels his whole personality has changed.

Each person he has had contact with and got to know in the course of the year has in some way become a part of himself.

1 5 . 2

Examinez les rapports entre Xavier et Anne-Sophie.

Vous pouvez utiliser les points suivants :

- comment Xavier fait la connaissance d'Anne-Sophie
- le temps qu'ils passent ensemble
- comment Xavier séduit Anne-Sophie
- la fin des rapports entre eux.

[35 marks]**Possible content**

- How Xavier gets to know Anne-Sophie

Anne-Sophie and Jean-Michel, her husband, are on the same flight from Paris to Barcelona as Xavier.

Anne-Sophie sees a tearful Xavier in his seat as she makes her way down to her own seat.

Jean-Michel, who has himself been on the Erasmus programme previously, engages in conversation with Xavier as they await their luggage, and eventually, this leads to the offer of temporary accommodation with the couple.

- The time they spend together

Anne-Sophie does not know Barcelona and Jean-Michel is an extremely busy doctor at the hospital; he therefore asks Xavier to take Anne-Sophie with him as he discovers the city.

They spend a lot of time together sight-seeing and there is a growing closeness between the two.

Jean-Michel is somewhat chauvinistic, critical of his wife's shyness and reticence, and Xavier feels sympathetic towards her.

- How Xavier seduces Anne-Sophie

A strong friendship develops between Xavier and his lesbian flatmate Isabelle, in whom he confides.

Isabelle realises that Xavier has very little understanding of women and shows him what it is a woman is looking for in a physical and sexual relationship.

Xavier puts this advice to the test with Anne-Sophie and finds that she is utterly responsive and receptive to his advances.

- The end of the relationship between them.

Anne-Sophie becomes infatuated with Xavier to the point that she cannot resist being with him.

Xavier, in the meantime, seems to be suffering some sort of breakdown and seeks the professional help of Jean-Michel.

Jean-Michel carries out some tests, reassures Xavier that there is nothing seriously wrong with him but informs him that his wife has told him about her relationship with Xavier. Jean-Michel insists that he must stop seeing his wife.

1 6

Jean-Pierre Jeunet : *Un long dimanche de fiançailles*

1 6 . 1

Examinez l'importance de Germain Pire et de Célestin Poux et comment ils aident Mathilde.

Vous pouvez utiliser les points suivants :

- le rôle de Germain Pire
- ses actions pour aider Mathilde et son importance dans le film
- le rôle de Célestin Poux
- ses actions pour aider Mathilde et son importance dans le film.

[35 marks]**Possible content**

- The role of Germain Pire

Germain Pire is a Parisian private detective engaged by Mathilde.

He sympathises with Mathilde as his own daughter also suffers from polio and he charges less than his normal daily rate.

Germain Pire directly assists Mathilde in her search for Manech and the truth of what happened at « *Bingo Crépuscule* ».

- His actions to help Mathilde and his importance in the film

He tracks down key witnesses and details of their actions – in particular the whereabouts and actions of Tina Lombardi.

His research brings to light the argument between Biscotte and Bastoche and news of a wounded soldier wearing German boots leaving the battlefield with another wounded soldier on his back.

It is Germain Pire who informs Mathilde by letter that Manech is still alive.

- The role of Célestin Poux

Célestin Poux was present at « *Bingo Crépuscule* » with Manech. He regularly falsified papers regarding the number of provisions available to the regiment so that he could provide more food for the soldiers.

He was particularly kind to Manech, providing hot chocolate and honey as well as the red glove for his hand which is used to identify him.

In response to advertisements placed in newspapers he travels to Mathilde's home in Brittany, and eventually agrees to take her to « *Bingo Crépuscule* ».

- His actions to help Mathilde and his importance in the film

He is a key eyewitness of the events that took place when the five soldiers were sentenced. He tells Mathilde about Manech carving MMM into a tree before the aerial attack by the Germans.

He assists Mathilde at several points in her search and reveals that he can confirm only that he did not actually see all of the condemned men die.

He also confirms that he saw Biscotte together with Desrochelles leaving the battlefield wounded after the incident in No-Man's Land.

1 6 . 2

Examinez les personnages de Biscotte, de Bastoche et d'Élodie et les relations entre eux.

Vous pouvez utiliser les points suivants :

- l'histoire de Biscotte
- l'histoire de Bastoche
- l'histoire d'Élodie
- les relations entre ces trois personnages.

[35 marks]

Possible content

- Biscotte's story

His real name is Benjamin Gordes. He is a corporal in the army regiment of the five condemned soldiers.

He is killed during the German attack at « *Bingo Crépuscule* » and Benoît Notre-Dame takes the German boots and Biscotte's dog-tags to assume his identity.

He is impersonated by Benoît Notre-Dame, who escapes No-Man's Land wearing the German boots Biscotte got from Bastoche and carrying the wounded Manech on his back.

- Bastoche's story

His real name is Kléber Bouquet, a former carpenter. He is one of the five soldiers condemned to No-Man's Land at « *Bingo Crépuscule* ».

He is initially identified by the German boots that he wears – subsequently taken and worn by Biscotte.

It is his 'regular' prostitute Véronique Passavant who provides Mathilde with key details about events.

- Élodie's story

Élodie works at the food markets of Les Halles in Paris. She has a daughter of her own as well as the four children already adopted by Benjamin Gordes.

She is initially reluctant towards her husband's suggestion that she have a child by Bastoche.

In a letter to Mathilde, unwilling to talk when they first meet, she reveals the details of her life, the love triangle and what she believes to be the fate of her husband at the military hospital in Combles.

- The relationships between these three characters

Biscotte is married to Élodie. Unable to have children himself he has adopted four children previously and adopts the daughter Élodie already has.

Biscotte and Bastoche are initially good friends. On leave, he suggests to Élodie that Bastoche should father a child for them.

Élodie and Bastoche agree to Biscotte's proposal but fall in love. Biscotte becomes jealous and his friendship with Bastoche dissolves. However, Biscotte embraces Bastoche before he goes over the parapet into No-Man's Land. This is the first time they have seen each other since their falling out.

1 7**Laurent Cantet : *Entre les murs*****1 7 . 1**

Examinez le personnage de Monsieur Marin dans ce film. Dans quelle mesure est-ce qu'il réussit comme professeur ?

Vous pouvez utiliser les points suivants :

- ses qualités personnelles
- ses actions
- ses réussites
- ses échecs.

[35 marks]**Possible content**

- His personal qualities

For the most part Marin maintains a calm demeanour and professional approach to teaching.

He is sincere in his interest in the progress of his students and brings creativity to his lessons.

He tries his best to assist as class supervisor as well as French teacher and as a member of the disciplinary committees which are used to exclude students.

- His actions

Marin is often sarcastic in his responses in class. This creates more tension and sometimes resentment from the students.

He does manage to achieve a calm working atmosphere in his classroom from time to time.

His efforts sometimes amount to nothing – Henriette claims that she has learned nothing at all at the end of the year.

- His successes

He adapts lessons to better suit the interests of his students and is particularly successful with the self-portrait task.

He shows a real interest in the lives of his students and tries to get to know them by getting them to talk about their personal interests and activities outside school.

He praises his students and compliments their talents where appropriate.

- His failures

Marin destroys his relationship with Koumba by trying to force her to read something she sees as irrelevant.

He loses the respect of the students by, unprofessionally, referring to Esmeralda and Louise as « *pétasses* ».

He is unable to prevent violent outbursts in his classroom and is sometimes the root cause of them.

1 7 . 2

Examinez le personnage de Souleymane et sa contribution à ce film.

Vous pouvez utiliser les points suivants :

- les détails personnels de Souleymane
- ses actions au collège
- sa vie familiale
- sa contribution et son importance dans le film.

[35 marks]

Possible content

- Souleymane's personal details

Souleymane is a student in Marin's class 4/3 and his family is originally from Mali. His academic achievements are limited. Other students accuse him of not being able to write properly.

He is aggressive and often insolent and disrespectful to other students and staff at the school, using abusive and vulgar language.

- His actions at school

Souleymane often forgets to bring his schoolbooks and equipment and is occasionally absent.

He is argumentative, particularly when it comes to football, and has a violent rivalry with Carl.

Souleymane can be creative and produce good work. His photographic interpretation of the self-portrait exercise gains him praise and the admiration of other students.

- His family life

Souleymane does not appear to have an easy home life.

His mother speaks no French and is unable to read so she is unaware of the poor behaviour recorded in his report book.

Souleymane's father appears to show no interest in Souleymane's progress at school and does not attend the parents' meeting. It is also revealed that, if Souleymane is excluded permanently from school, his father will send him back to Mali.

- His contribution and importance in the film

Souleymane's behaviour, attitude and actions highlight the difficulties faced by the teachers at the « *collège Dolto* », particularly those faced by Monsieur Marin.

His ultimate outburst and subsequent disciplinary meeting serve to emphasise Marin's inability to impact positively on the lives of all his students.

His problematic home life is representative of the difficulties many students face and is another indication of how irrelevant for some students their education is.