

AS
FRENCH
7651/2

Paper 2 Writing

Mark scheme

June 2022

Version: 1.0 Final



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.

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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	According to	Selon	D'après / Pour	
	some experts,	certain experts	quelques	des
	facial recognition	la reconnaissance faciale		Omission of article
	will always be	sera toujours	va toujours être toujours sera menacera toujours la liberté = 2	
	a threat to...freedom...	une menace à la liberté		Prepositions other than à
	personal.	personnelle.		

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.2	Artificial intelligence is	L'intelligence artificielle est		L'artificielle intelligence ; omission of article
	used	utilisée	de plus en plus placed before or after utilisée or even after box 3	usée
	for surveillance	pour la surveillance	pour de la surveillance	Omission of article pour surveiller
	in more and more	dans de plus en plus		en instead of dans plus et plus
	of our	de nos	Omission of de if box 2 in this column applies	
	public places.	espaces publics.	lieux / endroits	

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.3	Many citizens	Beaucoup de citoyens	Bien des citoyens/De nombreux citoyens	
	in France	en France		dans
	...to it...	y		Pronouns other than y / à ça / à cela y in wrong position
	have	ont		
	reacted	réagi		
	very negatively.	très négativement.	d'une façon / manière très négative / de manière très négative	dans une façon / manière très négative.

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.4	If the technology	Si la technologie		
	was	était		
	more reliable,	plus fiable,		dépendable
	more people	plus de gens	plus de personnes	
	might	pourraient	l'accepteraient peut-être = 2 peut- être with incorrect verb form = 1	l'accepteraient t.c. gets nothing
	accept it.	l'accepter.		

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.5	Most	La plupart	la majorité	
	politicians	des politiciens		
	agree	sont d'accord		
	that we need to	que nous avons besoin de	qu'on a besoin de / qu'il faut	nous devons / on doit
	reduce	réduire	diminuer	
	the number of errors.	le nombre de défauts.	le nombre d'erreurs / de fautes	le numéro / le chiffre

[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.

Section B Books**Questions 02–17 Assessment criteria**

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

IRRL = irrelevant

0 2

Molière : *Le Tartuffe*

0 2 . 1

Examinez le rôle de Cléante dans *Le Tartuffe*.

Vous pouvez utiliser les points suivants :

- sa situation dans la maison d'Orgon
- son influence sur Orgon
- son attitude envers Orgon
- les opinions qu'il représente.

[35 marks]

Possible content

- His position in Orgon's house

He is the voice of reason.

He attempts to convince Orgon of the dangers of being involved with Tartuffe.

Cléante uses reason and Christian values to prove that Tartuffe is false.

- His influence on Orgon

Cléante advises Orgon on the difference between honesty and hypocrisy.

Cléante attempts to reason with Orgon about his infatuation with Tartuffe.

Cléante tries to stop the marriage between Mariane and Tartuffe.

- His attitude towards Orgon

Cléante believes in forgiveness but Orgon does not.

Cléante sympathises with Orgon's infatuation with Tartuffe.

Cléante knows that Orgon is flawed and that it could lead to disastrous consequences for the family.

- The opinions that he represents

Cléante represents reason and truth.

Cléante represents Christian values and not false piety.

The Christian values that Cléante represents win in the end.

0 2 . 2

Examinez comment l'influence de Tartuffe affecte Orgon en tant que mari, père et maître de la maison.

Vous pouvez utiliser les points suivants :

- comment Tartuffe affecte les rapports entre Orgon et Elmire
- comment Tartuffe affecte les rapports entre Orgon et Damis
- comment Tartuffe affecte les rapports entre Orgon et Mariane
- comment Tartuffe affecte le rôle d'Orgon comme maître de sa maison.

[35 marks]

Possible content

- How Tartuffe affects the relationship between Orgon and Elmire

Elmire loves Orgon in spite of his infatuation with Tartuffe.
Orgon ignores Elmire's pleas to recognise Tartuffe for what he is.
Tartuffe creates a strain on their relationship.

- How Tartuffe affects the relationship between Orgon and Damis

Orgon gives his estate to Tartuffe and not Damis.
Damis responds tempestuously to Orgon's infatuation with Tartuffe.
Orgon and Damis argue and fight.

- How Tartuffe affects the relationship between Orgon and Mariane

Orgon dismisses the wishes of his daughter.
Orgon wants to marry Mariane to Tartuffe.
Orgon sees Mariane as a possession to further his social status.

- How Tartuffe affects Orgon's role as master of the household

Orgon cedes power of the household to Tartuffe.
Orgon is more concerned with Tartuffe than his family.
Orgon is more concerned with social status than with his family.

0 3**Voltaire : *Candide*****0 3****1**Examinez l'importance de *Candide* comme un conte philosophique.

Vous pouvez utiliser les points suivants :

- Voltaire et la philosophie de l'Optimisme
- le rôle de Pangloss
- les expériences de Candide et d'autres personnages
- le message à la fin du conte.

[35 marks]**Possible content**

- Voltaire and the philosophy of Optimism

Optimism was a philosophy put forward by Voltaire's contemporaries.
The story of *Candide* is a vehicle for Voltaire's attack on Optimism.
His use of satire means the philosophy's claims are distorted and exaggerated.

- The role of Pangloss

Pangloss is the spokesperson for the Optimists.
He claims consistently that all is for the best in the best of all possible worlds.
The flaw in this philosophy is constantly demonstrated by the reality of the human condition.

- The experiences of Candide and other characters

Candide's experience of war, cruelty and injustice challenge Pangloss's philosophy.
The philosophy is likewise challenged by Cunégonde's sufferings and the way she is exploited and abused.
Almost every character Candide meets on his travels embodies some form of suffering and all of this clearly indicates that all is not for the best in the best of all possible worlds.

- The message at the end of the story

Collectively all of the experiences completely invalidate the philosophy of Optimism.
All philosophising is discredited by the end of the story.
Voltaire advises that we should cultivate our garden ie concentrate on a practical approach to living.

03.2

Examinez l'attitude de Voltaire envers l'argent et la richesse.

Vous pouvez utiliser les points suivants :

- la découverte d'Eldorado
- l'attitude des habitants d'Eldorado envers l'argent
- l'attitude de Candide et de Cacambo envers l'argent
- l'argent, la richesse et la corruption.

[35 marks]

Possible content

- The discovery of Eldorado

Candide and Cacambo discover that the roads are made of gold and precious stones. They collect these and are invited to share a meal.

At the end of the meal, they offer to pay for their share with gold and precious stones.

- The attitude of the inhabitants of Eldorado towards money

Their fellow-guests burst out laughing at their offer to pay for the meal.

They explain that gold and precious stones are not their country's currency.

They also explain that the restaurants are subsidised by the government.

- The attitude of Candide and Cacambo towards money

At the end of their stay Candide and Cacambo leave with as much gold as they can carry.

They intend to use this in part to free Cunégonde, believing wealth will enable them to do anything.

Gradually, because of the greed of others, the wealth they have acquired dwindles.

- Money, riches and corruption

Voltaire demonstrates throughout the story that money and wealth do not secure happiness.

Humans are fundamentally motivated by greed.

Candide's wealth increases his problems and does not eliminate them.

0 4

Guy de Maupassant : *Boule de Suif et autres contes de la guerre*

0 4 . 1

Examinez comment l'épisode à Tôtes change les attitudes des autres voyageurs envers Boule de Suif.

Vous pouvez utiliser les points suivants :

- les attitudes envers Boule de Suif avant l'arrivée à Tôtes
- la situation de Boule de Suif à Tôtes
- comment les autres voyageurs traitent Boule de Suif
- les attitudes envers Boule de Suif après le départ de Tôtes.

[35 marks]

Possible content

- Attitudes towards Boule de Suif before the arrival in Tôtes

Among the travellers who are a microcosm of French society is Boule de Suif, a prostitute.

The women travellers are insulting towards her.

Boule de Suif is the only one to have packed provisions and so she is tolerated because of her generosity in sharing these.

- Boule de Suif's situation in Tôtes

She is summoned to go and see the Prussian officer and returns exasperated by his demands.

Her refusal to sleep with the officer results in their departure being delayed.

Her fellow travellers are initially outraged at the Prussian officer's demands but their attitude towards Boule de Suif changes when they realise they are being held hostage because of her.

- How the other travellers treat Boule de Suif

They are motivated by self-interest in wanting to continue on their journey.

They attempt to convince Boule de Suif that she should sacrifice herself for their sake.

Why should sleeping with the officer be a problem for her since this is what she does 'professionally'?

- Attitudes towards Boule de Suif after leaving Tôtes

The other travellers now ignore Boule de Suif, avoiding her *contact impur*.

It is now they who have the provisions and Boule de Suif has nothing.

They offer her no food; she is completely rejected.

0 4 . 2

En vous référant à **deux** contes, examinez comment Maupassant montre sa sympathie pour les gens ordinaires.

Vous pouvez utiliser les points suivants :

- les raisons pour votre choix de contes
- les personnages qui sont des gens ordinaires
- les expériences de la guerre de ces personnages
- comment Maupassant se montre sympathique.

[35 marks]

Possible content

- Choice of stories

Students will explain which stories they have selected, and why. Choices may include any two stories.

Un Duel : the story of Monsieur Dubuis and his killing a Prussian officer in a duel.

L'aventure de Walter Schnaffs : the plight of an ordinary Prussian soldier in France.

- Characters who are ordinary people

Monsieur Dubuis is an ordinary businessman and pacifist, returning by train to his wife and daughter in Switzerland.

Walter Schnaffs is a Prussian soldier, reluctant to be fighting in the war, and desperate to return home to his wife and four children.

They are ordinary people seen on both sides of the conflict.

- These characters' experiences of the war

Monsieur Dubuis encounters a Prussian officer for the first time on his train journey home, and is angered by the arrogance of the officer and the way he is humiliated by him.

His anger prompts a vicious attack on the officer, who then challenges Monsieur Dubuis to a duel, the latter becoming the unlikely winner.

Walter Schnaffs is in hiding in France, terrified for his life, desperate to be captured and taken prisoner, and this eventually happens.

- How Maupassant shows himself to be sympathetic

He chooses to make both characters pacifists and therefore against the war and the fighting.

This emphasises their status as innocent victims.

In the conclusion to both stories, these ordinary people, against all the odds, turn out to be the victors, not the vanquished.

0 5

Albert Camus : *L'étranger*

0 5 . 1

Examinez l'attitude de Meursault envers la société dans laquelle il vit.

Vous pouvez utiliser les points suivants :

- son attitude envers les rapports avec les autres
- son attitude envers les normes de la société
- son attitude envers la loi
- son attitude envers la religion.

[35 marks]

Possible content

- His attitude towards relationships with other people

Meursault is dominated by physical sensations in his relationship with Marie.

He is not close to his mother and visited her only rarely.

Raymond becomes Meursault's friend but there is no emotional connection between them.

- His attitude towards society's norms

Meursault is detached and his response to most things, including making decisions, is *ça m'était égal*.

He is motivated by and reacts according to physical pleasure and discomfort.

He does not behave according to the expectations of society.

- His attitude towards the law

Meursault feels no guilt or remorse for having murdered the Arab.

He is indifferent to the way Raymond mistreats and abuses his mistress and helps him by agreeing to write the letter that lures her back to Raymond.

During the trial he insists on telling the truth – despite encouragement to be dishonest.

- His attitude towards religion

Meursault does not believe in God.

He makes a passionate defence of his own belief that there is no hope of salvation or an afterlife.

His view of existence is that life is all we have.

0 5 . 2

Examinez l'importance de l'amitié et de l'amour dans la vie de Meursault.

Vous pouvez utiliser les points suivants :

- ses rapports avec Raymond Sintès
- ses rapports avec Marie Cardona
- ses rapports avec sa mère
- son attitude en général envers l'amitié et l'amour.

[35 marks]

Possible content

- His relationship with Raymond Sintès

Meursault becomes Raymond's friend despite Raymond's violent abuse of his mistress. Meursault does not judge Raymond's behaviour, agreeing to write a letter for Raymond to lure his mistress back.

Meursault is invited to spend the day at the beach with Raymond and this leads eventually to Meursault committing the murder of the Arab.

- His relationship with Marie Cardona

Meursault is dominated by physical sensations in his relationship with Marie.

He agrees to marry her simply because she asks him, admitting that he does not love Marie.

He begins to think of her less and less whilst he is in prison.

- His relationship with his mother

Meursault displays little real love or affection for his mother.

He has rarely visited her in the old people's home.

He shows no grief when he attends for the funeral.

- His general attitude towards friendship and love

Meursault lives life in a detached way.

He is an outsider in society.

Friendship and love seem to have little importance in his life.

0 6

Françoise Sagan : *Bonjour Tristesse*

0 6 . 1

Examinez le rôle de Cyril et le rôle d'Elsa dans *Bonjour Tristesse*.

Vous pouvez utiliser les points suivants :

- l'importance des deux personnages dans l'histoire
- les rapports entre Cyril et Cécile
- les rapports entre Elsa et Raymond
- les rapports entre Elsa et Cécile.

[35 marks]

Possible content

- The importance of the two characters in the story

They are willingly treated in a superficial way by Raymond and Cécile.
They are equally as self-centred as Raymond and Cécile.
They are supporting characters in Raymond and Cécile's plans.

- The relationship between Cyril and Cécile

Their relationship is purely for self-gratification.
Cécile manipulates Cyril to bring about Anne's downfall.
Cécile and Cyril's relationship mirrors that of Elsa and Raymond.

- The relationship between Elsa and Raymond

Their relationship is a superficial one.
Elsa and Raymond have a *laissez-faire* attitude to their relationship with Cécile.
Elsa feels Anne is a threat to her relationship with Raymond.

- The relationship between Elsa and Cécile

They conspire to get rid of Anne.
Cécile prefers Elsa to Anne.
Elsa is considered as a friend and not a parent.

06.2

Examinez l'attitude de Cécile envers son père et les hommes du même âge que lui.

Vous pouvez utiliser les points suivants :

- l'attitude de Cécile envers son père et ses rapports avec les femmes
- l'attitude de Cécile envers Raymond comme père
- comment Raymond influence les attitudes de Cécile
- l'attitude de Cécile envers les hommes du même âge que Raymond.

[35 marks]

Possible content

- Cécile's attitude towards her father and his relationships with women

Cécile does not question Raymond's hedonistic and superficial lifestyle.

Cécile sees Elsa as the perfect match for her father.

Cécile sees Anne as a matriarchal figure and considers her as a threat to her relationship with Raymond.

- Cécile's attitude towards Raymond as a father

Cécile views herself as an equal and not a daughter.

Cécile likes the freedom her father's lack of boundaries creates.

Raymond does not have a strong parental influence on Cécile.

- How Raymond influences Cécile's attitude

Cécile's failure at school is due in part to Raymond's *laissez-faire* attitude.

Cécile's attitude to love and relationships mirrors that of her father.

Cécile has a hedonistic and superficial attitude to life.

- Cécile's attitude to men the same age as Raymond

Cécile prefers the company of men her father's age.

Cécile believes that men of her father's age treat her with the gentleness of a father or a lover.

In social situations, Cécile considers herself as a companion and not as a daughter.

0 7

Claire Etcherelli : *Elise ou la vraie vie*

0 7

1

Examinez l'attitude d'Elise envers sa vie à Bordeaux.

Vous pouvez utiliser les points suivants :

- les rapports entre Elise et sa famille
- l'attitude d'Elise envers sa belle-sœur
- le rôle d'Henri et son influence sur Lucien
- la vie à Bordeaux vis-à-vis de la « vraie vie ».

[35 marks]

Possible content

- The relationship between Elise and her family

Elise is expected to defuse the tensions between Lucien and their grandmother. The grandmother is critical of Elise for always taking Lucien's side. Lucien manipulates his sister for his own ends.

- Elise's attitude towards her sister-in-law

Elise is jealous of her because of the attention Lucien pays her. She is critical of Marie-Louise's attempts to remain attractive to Lucien, by reading the beauty tips in her newspapers. She welcomes the gradual estrangement between Marie-Louise and Lucien.

- Henri's role and his influence on Lucien

Henri represents a life beyond the confines of Bordeaux. Elise is somewhat in awe of his political awareness and aspirations. She is jealous of the hold Henri has on Lucien.

- Life in Bordeaux in relation to *la vraie vie*

Elise is persuaded by her brother that there is a better life than this. Her concept of *la vraie vie* is naïve, and her experience of it eventually is a bitter disappointment. Her experience later in Paris will, at times, make her miss the life she had in Bordeaux.

07.2

Examinez les conditions de travail à l'usine pour les ouvriers et les ouvrières.

Vous pouvez utiliser les points suivants :

- le travail à la chaîne et ses effets
- la routine quotidienne
- les règlements
- les rapports entre ouvriers et ouvrières.

[35 marks]

Possible content

- Work on the production line and its effects

The work is physically and mentally demanding and exhausting.

Noise levels and the cramped conditions inside the cars make the work virtually intolerable.

There is no respite and the pace of work expected is one that workers cannot possibly keep up with.

- The daily routine

The journey to work is itself tiring.

There are few breaks during the working day.

On returning home, exhaustion means the need to sleep immediately and personal hygiene takes second place.

- The rules

Bonuses depend upon the impossible pace of work and these are invariably lost.

Workers have to get permission to leave the production line.

When workers are sick, the supervisors show little sympathy but treat the workers with suspicion.

- Relationships between male and female workers

Solidarity between the male workers, especially the Arabs, in the face of the difficult conditions.

Female workers show a 'make the most of it' attitude and some are flirtatious.

Male workers are seen to be very chauvinistic in the way they react when female workers come into the factory.

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

Examinez l'importance du thème de la famille dans le roman.

Vous pouvez utiliser les points suivants :

- l'importance de Monsieur et de Madame Joffo
- l'importance des frères aînés de Jo et Maurice
- l'importance de la soeur de Jo et Maurice
- l'importance du rapport fraternel entre Jo et Maurice.

[35 marks]**Possible content**

- The importance of Monsieur and Madame Joffo

The Joffo parents demonstrate a deep sense of loss as the family is separated and they share the joy of being reunited for more than a year in Nice.

At the end of the novel there is sadness that Monsieur Joffo has become a victim of the Holocaust.

Madame Joffo's birthday allows the family a real celebration.

- The importance of the older brothers of Jo and Maurice

Henri and Albert provide support and a place to stay for Jo and Maurice in Menton.

Henri wastes no time in going to the transit camp when his parents have been arrested.

Albert assumes the role of father to Jo and Maurice, ensuring that they are enrolled in school in Menton.

- The importance of Jo and Maurice's sister

Rosette provides temporary shelter for her younger brothers in Ainay-le-Vieil.

She is very aware that there is a Nazi collaborator and informer in the village and urges her brothers to leave.

She ensures that they have what they need for their continued journey, providing extra food and socks.

- The importance of the family relationship between Jo and Maurice

There is a profound love between the two brothers.

Jo and Maurice share both the good times and the bad times together.

Maurice assumes a protective role towards his younger brother, which is particularly evident during their captivity in the Excelsior Hotel.

0 8 . 2 Examinez l'importance des personnages féminins dans *Un sac de billes*.

Vous pouvez utiliser les points suivants :

- l'importance de Madame Joffo
- l'importance de Mademoiselle Hauser
- l'importance de Rosette, la soeur de Jo et Maurice
- l'importance de Françoise Mancelier.

[35 marks]

Possible content

- The importance of Madame Joffo

She offers constant maternal affection and care for her sons.

She is the first member of the family to become concerned by the increased German presence in Paris.

She is fortunate to survive the German occupation and welcomes Jo home when he returns to Paris.

- The importance of Mademoiselle Hauser

She acts as a nurse for Jo when he suffers from meningitis at the Excelsior Hotel.

She brings Jo books to read and develops a real affection for Jo.

She tells Jo she is Jewish and later becomes a victim of the Holocaust.

- The importance of Rosette, Jo's and Maurice's sister

Rosette provides temporary shelter for her younger brothers in Ainay-le-Vieil where she lives with her husband.

She adopts a maternal and protective role in her younger brothers' lives, albeit temporarily.

She ensures that they have what they need for their continued journey in practical terms by providing extra food and socks.

- The importance of Françoise Mancelier

She is the daughter of the Nazi collaborator Ambroise Mancelier.

Jo spends the last few years of the occupation with this family.

Jo falls madly in love with Françoise but this love is entirely one-sided.

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

Examinez comment Doria réagit aux personnes qui essaient de l'aider.

Vous pouvez utiliser les points suivants :

- comment Doria réagit à Hamoudi
- comment Doria réagit à Monsieur Loiseau
- comment Doria réagit à Madame Burlaud
- comment Doria réagit à Nabil.

[35 marks]**Possible content**

- How Doria reacts to Hamoudi

Doria can confide in Hamoudi.

If Hamoudi were a little older she thinks he would be a good father.

Doria is often critical of Hamoudi and his attitude to women.

- How Doria reacts to Monsieur Loiseau

Doria feels the violence towards Monsieur Loiseau is serious and sympathises with his fear.

Doria thinks that he does not have any authority.

Doria feels as though he is unaware of the issue of illiteracy and how it affects everyone in the community.

- How Doria reacts to Madame Burlaud

Doria is initially sceptical of the need for psychological help.

Doria is often critical of her but appreciates her help.

Doria likes her because she is non-judgemental.

- How Doria reacts to Nabil

Doria is initially scornful of Nabil's help, calling him, "*Nabil le nul!*".

Doria changes her opinion of Nabil, thinking that he would be a good husband.

After a difficult start, the relationship between Nabil and Doria will probably become stronger.

0 9 . 2

Examinez comment l'attitude de Doria envers sa mère change au cours du roman.

Vous pouvez utiliser les points suivants :

- l'attitude de Doria au début du roman
- l'attitude de Doria envers l'éducation de sa mère
- l'attitude de Doria envers le travail de sa mère
- l'attitude de Doria à la fin du roman.

[35 marks]

Possible content

- Doria's attitude at the beginning of the novel

Doria hates her father for abandoning her and her mother.
Doria sees no future for her education and her job prospects.
Both Doria and her mother are dominated by the patriarchal values.

- Doria's attitude towards the education of her mother

Her mother's illiteracy stops her from fully integrating in France.
Doria feels as though she should help her mother with her literacy struggles.
Doria becomes more adamant that her literacy struggles should be dealt with.

- Doria's attitude to her mother's work

Doria is annoyed by how her mother is treated by her work supervisor.
Doria feels as though her mother cannot escape from her low-paid status.
Doria pities her mother for having no alternative to working low-paid jobs.

- Doria's attitude at the end of the novel

Doria feels the need to continue to support her mother.
As her attitude towards her mother becomes more positive, she is more positive about life generally.
She can see a future career for herself and a future life with her partner.

1 0**Philippe Grimbert : *Un secret*****1 0****. 1**Examinez comment Grimbert présente le thème de la famille dans *Un secret*.

Vous pouvez utiliser les points suivants :

- la famille du narrateur
- les effets du passé sur cette famille
- la famille de Maxime, Hannah et Simon
- les bons et les mauvais rapports familiaux.

[35 marks]**Possible content**

- The narrator's family

The narrator's family is seemingly dysfunctional with tense and strained relationships between the narrator and his father and between father and mother.

The narrator feels he is constantly disappointing his father.

To console himself in this situation, the narrator invents a brother.

- The effects of the past on this family

The narrator discovers a toy-dog in a trunk in the attic which he calls Sim.

This discovery and the name given to the dog clearly trouble his parents.

The past is surrounded by silence and secrecy, leaving the narrator to reconstruct an imaginary past life for his parents.

- The family of Maxime, Hannah and Simon

The strong relationship between Maxime and Simon and their physical similarities are in sharp contrast to the relationship between Maxime and the narrator.

Maxime's love for Hannah is compromised by the strength of feeling he has for Tania the very first time they meet.

Hannah, seemingly intentionally, has herself and Simon arrested when trying to cross the demarcation line, so that Maxime can build a life with Tania.

- Good and bad family relationships

The narrator experiences positive family ties with his grandparents, aunts and uncles. Relationships between sons and fathers seem to be inherently problematic (the narrator and Maxime; Maxime and his own father).

Perhaps it is significant that the narrator's most positive relationship with an adult is with someone outside the family (Louise).

1 0 . 2

Examinez l'attitude du narrateur envers ses études et le succès scolaire.

Vous pouvez utiliser les points suivants :

- les maladies du narrateur
- les effets de la faiblesse physique du narrateur
- les aspects positifs de l'éducation
- l'importance de la réussite dans ses études.

[35 marks]

Possible content

- The narrator's illnesses

The narrator's childhood is plagued by constant illnesses.

Visits to the doctor and medical examinations and treatments become the routine.

This contrasts sharply with both Maxime's and Tania's supreme physical fitness and prowess in sports.

- The effects of the narrator's physical weakness

He spends much of his time alone.

He is excluded from any physical activities in school.

He therefore concentrates on his studies.

- The positive aspects of his education

Studies are an area, the only area, in which the narrator can excel.

This excellence is formally recognised by the school.

Excellence of some sort seems to be the way to win over his father, Maxime.

- The importance of success in his studies

Academic success replaces the narrator's sense of inadequacy and worthlessness.

He uses it to persuade his father of his worth, though Maxime seems to be more impressed that his son got into a fight at school.

His success at school is a spring-board for a successful career later in life.

1 1

Delphine de Vigan : *No et moi*

1 1 . 1

Examinez les différences entre No et Lou.

Vous pouvez utiliser les points suivants :

- la scolarité
- les amis et les gens qui les entourent
- la famille
- le mode de vie.

[35 marks]

Possible content

- School-life

Lou is highly intelligent and successful in her studies.
School life provides her with security, stability and routine.
No has not benefitted from an education and its advantages.

- Friends and people around them

No has no opportunity to make friends because of the mistrust of life on the streets.
Lou has a close friend in Lucas.
The friendship between Lou and No has a different meaning for each of them.

- Family

No has been both physically and emotionally abandoned by her mother.
Lou has a loving relationship with her father and is close to her mother even if her mother shows little affection or love.
Lou desperately wants to 'fix' No's life by having her as part of the Bertignac family but this turns out to be impossible.

- Lifestyle

Lou has a safe and secure home-life though it is far from perfect.
No's life is full of uncertainty and her safety is under threat both from her own behaviour (drug and alcohol abuse) and the behaviour of others.
No's life is about survival but this is not the case for Lou.

1 1 . 2 Examinez la situation de la mère de Lou, Madame Bertignac.

Vous pouvez utiliser les points suivants :

- la perte de Thaïs, sa deuxième fille
- les conséquences de cette perte
- ses rapports avec sa fille et son mari
- la présence de No dans la famille.

[35 marks]

Possible content

- The loss of Thaïs, her second daughter

Lou's parents had tried for a long time to have a second child.
The birth of Thaïs brought much happiness to the family.
The grief Madame Bertignac feels on losing Thaïs is conveyed very strongly by Lou.

- The consequences of this loss

Madame Bertignac suffers from a severe and debilitating depression.
She is distant all the time as if in a parallel universe.
She sits in a chair from morning till night, does not communicate and seems to be unaware of what is going on around her.

- Her relationship with her daughter and husband

There is no longer any physical contact between mother and daughter, and Madame Bertignac effectively neglects Lou.
She shuts out her husband, who tries to hold the family together but often weeps secretly.
Lou suffers from the absence of maternal love and affection.

- No's presence in the family

Madame Bertignac makes the effort to get dressed when No first comes to the apartment.
She is the one best able to communicate with No and to get her to talk about herself, which Lou finds annoying.
No's presence allows Madame Bertignac's mental health to recover and she becomes more like the mother Lou remembers from before Thaïs died.

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

Examinez comment Truffaut présente le thème de l'enfance dans ce film.

Vous pouvez utiliser les points suivants :

- l'enfance et la vie familiale
- l'enfance et la vie scolaire
- l'enfance et la liberté
- l'enfance et l'autorité.

[35 marks]**Possible content**

- Childhood and family life

Antoine has a strained relationship with both his mother, who never wanted him, and his step-father.

The outing to the cinema is a rare moment of harmony and happiness.

René's relationship with his parents is equally strained with a mother who is an alcoholic and a father who spends most of his time at his club.

- Childhood and school life

The teachers treat the pupils harshly, show little understanding of child psychology and present a curriculum that has little relevance.

Pupils are constantly criticised and insulted rather than nurtured and encouraged.

School gives out mixed messages – copying a poem from the blackboard is acceptable, copying an extract from Balzac in a composition is not.

- Childhood and freedom

Antoine's escape into Paris and his freedom with René are a welcome break from an otherwise dull routine.

The pupils in the PE class are desperate to escape and find their freedom.

There is an ambivalence about Antoine's escape and freedom at the end of the film.

- Childhood and authority

There is a lack of understanding of the needs of teenagers in both the police station and at the remand centre.

The regime at the remand centre is harsh with evidence of physical abuse.

Society imposes one size fits all solutions to deal with problematic young people.

1 2 . 2

Examinez les conséquences pour Antoine de ses actes impulsifs.

Vous pouvez utiliser les points suivants :

- la décision d'Antoine de faire l'école buissonnière
- l'excuse qu'il donne pour son absence
- sa décision de faire une fugue
- le vol de la machine à écrire.

[35 marks]**Possible content**

- Antoine's decision to play truant

Antoine forgets to write out the lines he has been given as punishment.

René persuades him to play truant to avoid further punishment.

It is while he is out in Paris that he sees his mother with her lover and thus discovers her infidelity.

- The excuse he gives for his absence

On impulse, Antoine gives his mother's death as the reason for his absence.

His belief that this lie will go unquestioned is extremely naïve.

Antoine's mother and step-father are called into school and Antoine is suspended.

- His decision to run away

What to Antoine are apparent solutions lead to further troubles and problems.

He is forced to spend the night in the print-works and is exposed to the dangers of night-life in the capital.

Were it not for René, Antoine at this point would be completely alone.

- The theft of the typewriter

That this decision is flawed is shown by the burden this object comes to represent. Ironically, returning the typewriter (perhaps the only wise decision Antoine makes) leads to his arrest.

This is the last straw for Antoine's parents; it becomes a turning-point in his young life and he is now completely alone.

1 3

Louis Malle : *Au revoir les enfants*

1 3

1

Examinez comment Julien Quentin change au cours de ce film.

Vous pouvez utiliser les points suivants :

- le départ de Julien de Paris
- ses rapports au collègue
- son attitude envers Jean Bonnet
- sa réaction à la fin du film.

[35 marks]

Possible content

- Julien's departure from Paris

Julien is seen to be a sensitive, even vulnerable, child.

He is very close to his mother and is teased for this by his brother François.

Close-ups on the train journey back to school, the desolate landscape outside and the sound track all evoke his sadness and desperation.

- His relationships at school

He is admired and respected by his peers.

He is very much the ringleader in his group of friends and classmates.

He is an intelligent and quite arrogant pupil.

- His attitude towards Jean Bonnet

Initially he is jealous of Jean Bonnet but also very curious.

The relationship, after a shaky start, becomes one of very close friendship.

He inadvertently betrays Jean by turning to look at him in class when Müller asks if there are any Jews there.

- His reaction at the end of the film

Julien has understood what life is like in occupied France for a Jewish boy.

The memory of the departing boys and priest the day they were arrested has remained with Julien throughout his life.

Julien has matured by the end of the film through his experience of friendship, the suffering and fear of others, grief, and perhaps guilt.

1 3 . 2

Examinez comment Malle présente ceux qui occupent la France et contrôlent les Français dans ce film.

Vous pouvez utiliser les points suivants :

- les soldats allemands
- la Gestapo
- les officiers allemands
- la Milice française.

[35 marks]**Possible content**

- The German soldiers

They are portrayed generally in a fairly positive light, especially the Catholic Bavarian soldiers who come to the school for confession.

They find Julien and Jean in the forest after the treasure hunt and bring them back to the school.

They joke about being called the Bosch.

- The Gestapo

There is a sharp contrast in the way Doctor Müller is portrayed.

He is ruthless in his pursuit of Jews and is damning in his attitude towards France.

He makes no allowances in the way he treats the young boys in the school when the boys and priest are arrested.

- The German officers

The scene in the restaurant shows the *Wehrmacht* officers as drunk, somewhat rowdy and flirtatious towards Madame Quentin.

There is about them the arrogance of the occupying force that is very much in control. They are critical and dismissive towards the militia.

- The French militia

They are portrayed in a similar way to the Gestapo in that they are unforgiving and intolerant.

They are unscrupulous and have no qualms about carrying out the orders of the Vichy government.

They react badly to the humiliation suffered at the hands of the German officers and vow to have their revenge on Monsieur Meyer.

1 4

Mathieu Kassovitz : *La Haine*

1 4 . 1

Examinez les aspects négatifs de la vie en banlieue que Kassovitz souligne dans ce film.

Vous pouvez utiliser les points suivants :

- les conditions de vie dans la cité des Muguets
- les attitudes et le comportement de la police
- la violence
- le manque d'optimisme chez les banlieusards.

[35 marks]

Possible content

- Conditions of life in *la cité des Muguets*

Grey dilapidated living spaces; graffiti.

Families living in cramped conditions.

Widespread drug use and petty crime and lack of employment.

- The attitudes and behaviour of the police

Aggressive attitudes and violent and racist behaviour towards the inhabitants of the *banlieue*.

A sense of mistrust in the forces of order means even those officers, like Samir, who try to help are ignored.

The shock Saïd feels at the very different behaviour of the policemen in Paris who are respectful and polite towards him.

- Violence

The three protagonists seem unable to avoid conflict and arguments amongst themselves.

Vinz adopts the demeanour of a gangster and constantly threatens to use the gun he has found.

The three are unable to remain civil towards others for any extended period of time.

- The lack of ambition and hope of those who live in the *banlieue*

There is a general lack of ambition and hope in the *banlieue*.

Hubert feels trapped in a hopeless situation.

The film ends on a pessimistic note: Vinz is dead, Hubert is in a Mexican standoff, and Saïd simply closes his eyes.

1 4 . 2

Examinez comment Kassovitz présente le thème de l'autorité dans ce film.

Vous pouvez utiliser les points suivants :

- l'autorité de la police dans la banlieue
- la réaction des banlieusards à cette autorité
- l'autorité de la police dans le centre de Paris
- le manque d'une influence paternelle pour les trois protagonistes.

[35 marks]

Possible content

- The authority of the police in the *banlieue*

The police in the *banlieue* are generally antagonistic and react violently towards those who live there.

Abdel is in a coma and eventually dies as a result of a « *bavure policière* ».

Samir – the plain clothes officer is an exception and appears to be genuine in his offers to help the protagonists.

- The reaction of those who live in the *banlieue* towards this authority

The rioters at the beginning of the film point out the inequalities that exist in the conflict between them.

The police in the *banlieue* are mistrusted even when, like Samir, they try to help.

The inhabitants of the *banlieue* constantly taunt and antagonise the police.

- The authority of the police in the centre of Paris

The police officers in the street offer a sharp contrast to other representations of the police in the film.

The officers who arrest Hubert and Saïd are racist and violent in their mistreatment of the two protagonists.

Their behaviour sickens and appals the young trainee officer who is present during the interrogation.

- The lack of any paternal influence for the three protagonists

Vinz lives in chaotic and cramped surroundings dominated by his grandmother.

Hubert's mother scrapes a living sewing with no husband and at least one son in prison.

Saïd's brother assumes the role of the head of the family – although he has little real influence over Saïd's actions and behaviour.

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

Examinez comment les participants du programme Erasmus profitent de cette expérience.

Vous pouvez utiliser les points suivants :

- les compétences linguistiques des participants
- leurs connaissances culturelles
- l'amitié et l'amour
- l'indépendance.

[35 marks]**Possible content**

- The participants' linguistic skills

Only Xavier and Isabelle take learning and speaking Spanish seriously. The scripted messages by the phone suggest a lack of willingness to take language learning seriously.

Xavier has to negotiate in Spanish with the landlord on behalf of all the flatmates.

- Their cultural knowledge

Xavier makes a real effort to immerse himself (and Ann-Sophie) in Spanish culture. Isabelle follows lessons in flamenco.

Culture, for the others, seems to consist of clubbing, drinking and drugs.

- Friendship and love

There is a genuine camaraderie and solidarity between the flatmates.

The ups and downs, the highs and lows of love and life are shared.

At the close of the film, Xavier seems almost to have taken something of the characters of all those he has met in Barcelona.

- Independence

This is most apparent in the way Xavier's character develops.

He is in Barcelona initially to improve his career prospects and because he has been told to do this.

In the end, he has gained the independence of spirit to reject what others have decided he should do in favour of pursuing his own dreams to be a writer.

1 5 . 2 Examinez le rôle que joue Isabelle dans ce film.

Vous pouvez utiliser les points suivants :

- la présence d'Isabelle à la faculté
- sa présence dans l'appartement
- ses rapports avec Xavier
- sa sexualité.

[35 marks]

Possible content

- Isabelle's presence at the university

She shows a real interest in and commitment to her studies.

She is the spokesperson for the class in requesting the lecture be delivered in Spanish and not Catalan.

It is through the university classes that she makes Xavier's acquaintance and becomes his friend.

- Her presence in the apartment

The increased rent means the flatmates need to find another tenant and Xavier suggests Isabelle.

She is the last person to be invited to live in the apartment.

She is clearly well liked by the boys in the apartment but Wendy and Soledad initially seem a little jealous of her.

- Her relationship with Xavier

Xavier hopes for a sexual relationship with Isabelle but she is a lesbian and wants a friendship with Xavier.

She is instrumental in developing Xavier's understanding of women and in helping him mature.

She and Xavier have a deep, mutual understanding and affinity and they share their relationship problems with each other.

- Her sexuality

The fact that she is a lesbian contributes to the modernity of the film.

Her relationships are presented as being as fraught and problematic as heterosexual relationships.

Her sexuality and Wendy's prudish attitude to it are a source of humour in the scene when there is the power-cut.

1 6

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

1 6 . 1

Examinez les similarités et les différences entre Mathilde et Tina.

Vous pouvez utiliser les points suivants :

- la personnalité des deux personnages
- leurs motivations
- leur comportement
- leur contribution au film.

[35 marks]

Possible content

- The personality of the two characters

Both women are courageous and determined and both display intensely strong will. Mathilde is lawful and diligent in her quest for the truth. Tina is vengeful and ruthless and is prepared to adopt violent means to achieve her ends.

- Their motivation

Both are driven by the injustice that has been done to their respective partners. Mathilde seeks to learn the truth of what actually happened at Bingo Crépuscule in the belief that Manech is still alive. Tina seeks revenge on each person who is responsible for the death of Ange and is prepared to die by execution for her crimes of retribution.

- Their behaviour

Both women are relentless in their pursuit of the truth. Tina acts alone and adopts violent methods to achieve retribution for the death of Ange. Mathilde remains tireless in her investigations, employing others to assist her.

- Their contribution to the film

Mathilde's search for Manech is the driving force behind the plot of the film. Tina drives one of the subplots of the film providing contrast for Mathilde's methods and motivation in the search for truth. Tina's relationship with Ange provides a contrast with that of Mathilde and Manech which is very different in nature.

1 6 . 2

Examinez comment Jeunet présente l'amour entre Mathilde et Manech au cours du film.

Vous pouvez utiliser les points suivants :

- l'amour entre Mathilde et Manech avant la guerre
- l'amour entre Mathilde et Manech pendant la guerre
- l'amour de Mathilde pour Manech après la guerre
- l'amour entre Mathilde et Manech à la fin du film.

[35 marks]

Possible content

- The love between Mathilde and Manech before the war

Mathilde and Manech become childhood sweethearts soon after Manech expresses initial concern for her when he sees her struggling to walk.

Manech carries Mathilde up to the lighthouse – he declares his love by writing MMM (« *Manech aime Mathilde* »), which becomes a coded symbol of their relationship throughout the film.

The memory of making love for the first time will stay with Manech throughout the war.

- The love between Mathilde and Manech during the war

The love between Mathilde and Manech is sustained throughout the war years.

Despite his trauma, Mathilde is still very much in Manech's thoughts and he carves MMM on the tree in No Man's Land.

Mathilde refuses to believe the notification of Manech's death.

- Mathilde's love for Manech after the war

Mathilde maintains her belief that Manech is still alive.

Mathilde's love for Manech sustains her throughout her search.

Despite setbacks when the trail to find him goes cold, Mathilde refuses to give up on her love for him.

- The love between Mathilde and Manech at the end of the film

The strength of Mathilde's love has given her the strength to continue until she is able to discover his whereabouts.

Despite his amnesia, when Manech sees Mathilde there is some recognition and he repeats to her the question from when they first met.

This gives the audience a sense that his concern for her will perhaps be enough to spark his memories and rekindle his love.

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

Examinez les aspects positifs et négatifs des méthodes d'enseignement de Monsieur Marin.

Vous pouvez utiliser les points suivants :

- ce que vous trouvez positif dans ses méthodes
- l'effet de ses méthodes positives sur ses élèves
- ce que vous trouvez négatif dans ses méthodes
- l'effet de ses méthodes négatives sur ses élèves.

[35 marks]**Possible content**

- The positive aspects of Marin's methods

Marin makes a real effort to relate to each of his pupils.
He tries to be a trusted and approachable adult whilst remaining a disciplinarian.
He tries to make the curriculum more applicable to his students.

- The effect of his positive methods on his pupils

Marin's self-portrait task for the students allows the students to talk about their personal lives and aspirations and have a sense of pride in their work.
The atmosphere Marin creates in the classroom often allows purposeful work.
Marin adapts this approach for Souleymane who submits photographs of his family.

- The negative aspects of Marin's methods

Despite his best efforts Marin cannot remain calm and controlled in the midst of disruption.
Undermined by Esmeralda and Louise, he eventually refers to the two girls as *pétasses*.
Marin allows classroom disruption to go unchecked which leads, more often than not, to conflict and loud argument.

- The effect of the negative aspects of his methods on his pupils

Marin's failure to maintain the moral high ground leads to Esmeralda making a complaint to the headteacher.
His failure to maintain control in the classroom leads to a violent outburst by Souleymane and results in Koumba being injured.
Ultimately Souleymane is expelled from school.

1 7 . 2

Examinez comment Cantet présente la marginalisation dans ce film.

Vous pouvez utiliser les points suivants :

- la marginalisation des élèves dans une Zone d'Education Prioritaire
- la marginalisation particulière des élèves de Monsieur Marin
- comment la marginalisation influence les méthodes de Monsieur Marin
- comment la marginalisation affecte la vie des élèves en dehors du collège.

[35 marks]

Possible content

- General marginalisation of pupils in a Priority Education Zone

Several teachers have low expectations of the ethnically diverse students who attend the school.

An atmosphere generally lacking in empathy seems to pervade the ethos of the school. The decisions made about the curriculum do not take into account its relevance to the students from marginalised and challenging ethnic backgrounds.

- Specific marginalisation of pupils in M. Marin's class

The ethnic diversity of Marin's class causes almost constant racial tension, argument and conflict.

Wei's problems with the French language lead to nasty comments from others in the class.

There is an almost total lack of respect for the different cultures of students in the class.

- How the marginalisation of certain pupils influences M. Marin's methods

Marin attempts to make the curriculum more relevant for his students by offering opportunities for them to share their individual differences.

He tries to establish an atmosphere in his classroom of mutual respect where the students will at least listen to each others' views.

Marin is aware of Souleymane's limitations and the challenges he faces due to his ethnic background and family situation.

- How marginalisation affects the lives of pupils outside school

Many of the students in Marin's class face challenging home circumstances due to marginalisation as a result of their ethnicity.

Wei's mother is an illegal immigrant and faces deportation.

Souleymane's parents speak no French and he faces the prospect of being sent back to his village of origin in Mali when he is expelled from school.