

FEEDBACK SHEET - ENTRE LES MURS - ESSAY 1 :

Essay title : Examinez jusqu'à quel point Mr Marin est lui-même responsable des difficultés qu'il éprouve ?

<p>Critical and analytical response (AO4)</p> <p>15/20</p>	<p>Range of grammatical structures and vocabulary (AO3)</p> <p>15/20</p>	<p>Accuracy of language (A03)</p> <p>8/10</p>	<p>GLOBAL GRADE</p> <p>38/50</p> <p>B+</p>
<p><b>EDEXCEL CRITERIA</b></p> <p>Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work.</p> <p><b>MY FEEDBACK</b></p> <p>Create more opportunities to quote the book.</p> <p><b>INTRODUCTION</b></p> <p>Very good introduction. Very well structured as you set the context, recycle the essay title and at the end you are telling the reader/ examiner clearly that you are going to have two parts : one about Mr Marin being himself responsible and the second about the responsibility of the educational system. However, I think that maybe you could have been a little more specific about what in "sa façon d'enseigner" (as you wrote) is creating problems for himself (his language ? his lack of discipline routine ? ...). The same for the educational system. By the way, is it the responsibility of the French educational system as a whole or this particular school specifically ?</p> <p><b>DEVELOPMENT</b></p> <p><b>FEEDBACK 1 :</b></p> <p>Well done for reminding the reader/ the examiner what this coming part is going to be about. Another potential way to do it is to start your paragraph by writing :  <i>"Analysons (pour commencer / maintenant) comment le manque de discipline est la cause des difficultés que Mr Marin rencontre ..."</i></p>	<p><b>EDEXCEL CRITERIA</b></p> <ul style="list-style-type: none"> <li>● Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay.</li> <li>● Frequently varied use of vocabulary, resulting in regular variation of expression.</li> </ul> <p><b>Please read the feedback I wrote on your essay. Merci !!</b></p>	<p><b>EDEXCEL CRITERIA</b></p> <ul style="list-style-type: none"> <li>● Accurate language throughout, resulting in consistently coherent writing.</li> <li>● Any errors do not hinder clarity of communication.</li> </ul> <p><b>MY FEEDBACK</b></p> <p>Main type of mistakes : Agreement mistakes</p> <p><b>Please read the feedback I wrote on your essay. Merci !!</b></p>	

**FEEDBACK 2 :**

You missed an opportunity to quote the book here and you could have been more specific by mentioning how the girls behaved and where the scene took place.

**FEEDBACK 3 :**

Again you missed an opportunity to quote the book here. What did Souleymane say to “defend the girls” ? In addition, you could have mentioned the reasons why the confrontation between Mr Marin and Souleymane started which is when Esméralda said “hé Souleymane, hier il t’a trop insulté”.

**FEEDBACK 4 :**

I would add the word “également” here like so : “les échecs s’étendent **ÉGALEMENT** ... “

**FEEDBACK 5 :**

Was this the right “move/conversation” ? No of course !! And you should have mentioned this and carry on by writing that the right conversation to have would have been a debate about “homosexuality”, then expanding the debate to “les valeurs républicaines “ such as “ la démocratie, la liberté d’expression et la tolérance”. And then you could have mentioned that by doing this Mr Marin could have “mettre en oeuvre” Laurent Cantet’s vision of the school as “un lieu où on apprend à réfléchir et à discuter”.

**FEEDBACK 6 :**

Well done for linking the “current situation” to another one. But you could have done it in a more effective way by seizing the opportunity to quote the book here. Indeed, instead of saying “son discours ... sur la perte de temps”, you could have quoted Mr Marin saying : “**On perd un quart d’heure sur une heure. Je sais pas si vous vous rendez compte ce que ça fait un quart d’heure de perdu sur une heure ! À raison de 25 heures par semaine et presque 30 semaines dans l’année, ça fait des milliers**

***de minutes qu'on perd.***” OUF !! That was the entire quote !! ;)

**FEEDBACK 7 :**

Who said that to who ? And where ?

There you :

**Citation :**

Pas gentil, fais attention à lui, pas gentil du tout ...

**Personnage :** Olivier le professeur de physique

**Scène :** Le tout premier jour dans la salle des professeurs pendant une conversation entre Olivier et le prof d'histoire-géo Frédéric.

**FEEDBACK 8 :**

You could have developed this part a little more by saying that during “une réunion des profs” about “la discipline” the discussion cuts short and they move to “*une question essentielle et très sensible...la machine à café*” seizing the opportunity to quote the book.

**CONCLUSION :**

**FEEDBACK 9 :**

Which ones again ? Please mention one last time which ones ? Grazie mille !!

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<p>Critical and analytical response (AO4)</p> <p>11/20</p>	<p>Range of grammatical structures and vocabulary (AO3)</p> <p>12/ 20</p>	<p>Accuracy of language (A03)</p> <p>6/10</p>	<p>GLOBAL GRADE</p> <p>30/50</p> <p>D+</p>
<p><b>EDEXCEL CRITERIA</b></p> <p>Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.</p> <p>Response is relevant to particular aspects of the question</p> <p><b>MY FEEDBACK</b></p> <p>Your essay is too short. You must have about 300 words or even less. So please make sure you get to, at the very least, 350 words otherwise you will be penalised by the exam board. And actually you are even penalising yourself because by being short on words you missed opportunities to quote the book as much as you could have by aiming for at least 350 words.</p> <p><b>INTRODUCTION</b></p> <p><b>FEEDBACK 1 :</b></p> <p>The introduction starts quite well as you set the context but then I feel like you are being too “brutal” because you seem to be answering the question or at least taking side too soon by saying “Mr Marin [est] un prof peu sérieux”. Please don’t do that and instead you could have carried on from “Laurent Cantet a créé le personnage de Mr Marin ...” and <b>recycle the essay title more clearly in your introduction</b> like so : “Mr Marin rencontre des difficultés avec ses étudiants...”. Then you had an attempt at showing the examiner/ teacher how many parts you intended to have in your essay. So well done for that. From reading your</p>	<p><b>EDEXCEL CRITERIA</b></p> <p>Some variation in the use of grammatical structures, including some examples of complex language.</p> <p><b>Please read the feedback I wrote on your essay. Merci !!</b></p>	<p><b>EDEXCEL CRITERIA</b></p> <p>Some accurate sequences of language resulting in some coherent writing.</p> <p>Errors occur that occasionally hinder clarity of communication.</p> <p><b>Please read the feedback I wrote on your essay. Merci !!</b></p>	

introduction it seems to me that you are going to have two parts. We'll see !! However, I feel like writing "faire des conflits" and "comment il est responsable" is a bit vague. Maybe you could have been a bit more specific and wrote something like (based on what I read in your "développement") : *Mr Marin rencontre des difficultés avec ses étudiants car **d'une part** le langage qu'il pratique avec ses élèves n'est pas du tout approprié pour un enseignant (ou digne d'un enseignant) et **d'autre part** il permet aux élèves de lui manquer de respect.*

*Le langage de Mr Marin et le manque de respect des élèves à son égard sont donc deux facteurs qui vont engendrer des conflits entre Mr Marin et ses étudiants et c'est ce que je vais démontrer dans ma rédaction."*

#### **FEEDBACK 2 :**

NOT "dans le film" BUT "dans la rédaction".

#### **DEVELOPMENT**

#### **FEEDBACK 3 :**

"Tout d'abord" is a good way to start your paragraph. Well done !! Another potential way to do this is to start your paragraph by writing : "*Analysons (pour commencer / maintenant) comment le manque de professionnalisme de Mr Marin ...*"

#### **FEEDBACK 4 :**

Good way to insert a quote in your paragraph . Well done !! But there are many other instances where Mr Marin uses inappropriate language in class. You should have mentioned some of them, such as when he says : "Votre boulot de délégué, c'est quoi ? de foutre le bordel entre moi et les élèves ? ... OR "...rire comme ça en plein conseil de classe, c'est ce que j'appelle une attitude de pétasse".

#### **FEEDBACK 5 :**

You could have expanded your analysis and seize the opportunity to quote the book twice by writing that Mr Marin has lost his students respect and that this is obvious, firstly, when Khoumba during the altercation says : "*lâche l'affaire, c'est bon j'ai dit*" and also when she leaves the

class after apologising saying “*Je le pensais pas*”. You could have added that she also questions Mr Marin’s professionalism (like you wrote yourself) when she wrote in her letter : “*Normalement dans un cours de français on doit parler de français et pas de sa grand-mère ou de sa soeur ...*”

**FEEDBACK 6 :**

You could have fit this quote in a better way. For instance you could have written : “... Souleymane quand il fait un commentaire à Mr Marin quand (il) lui a dit « *À ce qu’on dit vous aimez les hommes* ». You could carried on by writing that the right conversation to have would have been a debate about “homosexuality”, then expanding the debate to “les valeurs républicaines “ such as “ la démocratie, la liberté d’expression et la tolérance”. And then you could have mentioned that by doing this Mr Marin could have “mettre en oeuvre” Laurent Cantet’s vision of the school as “un lieu où on apprend à réfléchir et à discuter”.

**FEEDBACK 7 :**

You missed an opportunity to quote the book here. You could have given examples where the students disrespect Mr Marin verbally (maybe as a consequence of his lack of professionalism or discipline). Here below is another example of verbal abuses targeting Mr Marin :

**Citation :** “*Le vieux prof qui sert à rien ... je te tutoies quand j’veux, si j’veux*”

**Personnage :** Souleymane

**Scène :** pendant une altercation avec les élèves en classe, après la scène où Mr marin a traité les filles de “pétasses”

**CONCLUSION :**

No conclusion !! You need one !!

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<p>Critical and analytical response (AO4)</p> <p>/ 20</p>	<p>Range of grammatical structures and vocabulary (AO3)</p> <p>/ 20</p>	<p>Accuracy of language (A03)</p> <p>/ 10</p>	<p>GLOBAL GRADE</p> <p>/50</p>
<p><b>EDEXCEL CRITERIA</b></p> <p><b>MY FEEDBACK</b></p> <p><b>FEEDBACK 1 :</b></p> <p>From the first look at your essay, I don't see a "proper" essay structure. I see one big block whereas there should be, at least, 3 distinct parts : an introduction, a development and a conclusion. The development itself is supposed to be composed of two parts (which is recommended).</p> <p>In addition, your essay is too short. You must have about 120 words or even less. So please make sure you get to, at the very least, 350 words otherwise you will be penalised by the exam board. And actually you are even penalising yourself because by being short on words you missed opportunities to quote the book as much as you could have by aiming for at least 350 words.</p> <p><b>INTRODUCTION</b></p> <p><b>LO SIENTO but this is <u>NOT</u> an introduction.</b></p> <p>You seem to be answering the question straight away. Please don't do that and instead set the context first. This could actually be "part 1" of your essay. So, imagine that the reader knows nothing about the movie next time. For instance, you could have written : "Mr Marin est professeur de français dans un collège en banlieue parisienne et il est le professeur principal d'une classe de 4eme ". Then, in the introduction, you should <b>recycle the essay title more clearly in your introduction</b> like so :<i>Mr Marin rencontre des difficultés avec ses étudiants car <b>d'une part</b> il n'applique aucune discipline dans sa salle de classe et <b>d'autre part</b> le langage qu'il pratique avec ses élèves n'est pas du tout approprié pour un enseignant / digne d'un enseignant. Le manque de discipline ainsi que le langage de Mr Marin sont donc deux facteurs qui vont engendrer des conflits entre Mr Marin et ses étudiants et</i></p>	<p><b>EDEXCEL CRITERIA</b></p> <p><b>Please read the feedback I wrote on your essay. Merci !!</b></p>	<p><b>EDEXCEL CRITERIA</b></p> <p><b>MY FEEDBACK</b></p> <p><b>Please read the feedback I wrote on your essay. Merci !!</b></p>	

c'est ce que nous allons démontrer dans les paragraphes suivants." NOW, here is a potential FULL introduction combining the two paragraphs I've written above: "Mr Marin est professeur de français dans un collège en banlieue parisienne et il est le professeur principal d'une classe de 4ème. Mr Marin rencontre des difficultés avec ses étudiants car **d'une part** il n'applique aucune discipline dans sa salle de classe et **d'autre part** le langage qu'il pratique avec ses élèves n'est pas du tout approprié pour un enseignant / digne d'un enseignant. Le manque de discipline ainsi que le langage de Mr Marin sont donc deux facteurs qui vont engendrer des conflits entre Mr Marin et ses étudiants et c'est ce que nous allons démontrer dans les paragraphes suivants." Now, thanks to the connectives, I mentioned clearly how many parts are going to be in the essay development.

After reading the "above potential introduction" I can tell that there are 2 parts, the following :

- The lack of a discipline routine OR lack of rules in Mr Marin's classroom.
- The inappropriate language "practiced" by Mr Marin with his students.

Which are two good choices BUT you must mention that in your introduction "briefly" without going into details. You should mention how many parts you are going to write in your essay and what these parts are going to be about. To clearly mention what you are going to talk about, you could give a "label/title" to every of these parts. And that's exactly what I did above.

#### **FEEDBACK 2 :**

You **missed an opportunity to quote the book** here. Indeed, you should have mentioned **the scene** in a more precise way which is when the students enter the class in a totally chaotic and undisciplined manner. Students jostle, talk loudly, shout, throw their bags across the classroom and compete for places. Mr. Marin tries to restore order but in pain, screaming (this is where **a quote comes into action**) : "Bien, bien, bien, bien, hé ! hé ! hé ! hé ! ho ! on se calme maintenant !! ... "On se calme maintenant !!"... "toi qui t'agites...!!" ... "les deux au fond y a une place devant y'en a un des deux qui se met devant." Then bring in **some analysis**... here : Marin's method has no impact on his students. No student seems

to be taking into account what Mr Marin is saying. Some students, like Esmeralda and Khumba, even dare to contradict Mr. Marin and challenge his authority, very probably because Mr Marin has a reputation of a lax teacher and this is highlighted when Khuomba says (like you wrote) : “On fait jamais une heure ...” or Esmearalda’s words when she says :”*pourquoi faut écrire nos noms... vous nous connaissez!!*”

**FEEDBACK 3 :**

Allowing students to give their opinions is not that bad and actually recommended but as long as there is a topic/theme being debated. It’s even Laurent Cantet’s vision of school as “*un lieu où on apprend à réfléchir et à discuter*”. But was there a theme debated here ? No of course !! And you could have mentioned that Mr Marin has the bad habit of letting himself be “diverted” from his lesson by the students, prolonging a discussion that has no relation to the lesson and throwing himself into controversy. In addition, you could have added that, on the contrary, whenever Mr Marin has an opportunity to develop a debate in class about a “serious” topic, he fails to do so like when Souleymane says “à ce qu’on dit, vous aimez les hommes”, instead of having a class debate about “homosexuality”, Mr Marin makes it about himself and no debate takes place which is a shame because Mr marin could have expanded the debate to “les valeurs républicaines “ such as “ la démocratie, la liberté d’expression et la tolérance”.

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Essay title : Examinez jusqu'à quel point Mr Marin est lui-même responsable des difficultés qu'il éprouve ?

<p>Critical and analytical response (AO4)</p> <p>13/ 20</p>	<p>Range of grammatical structures and vocabulary (AO3)</p> <p>11/ 20</p>	<p>Accuracy of language (A03)</p> <p>5/ 10</p>	<p>GLOBAL GRADE</p> <p>29/50</p> <p>D+</p>
<p><b>EDEXCEL CRITERIA</b></p> <p>Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.</p> <p><b>MY FEEDBACK</b></p> <p><b>INTRODUCTION</b></p> <p>I don't know what you are going to talk about. In the introduction you need to explain clearly what you are going to talk about and make sure the examiner knows how many parts you are going to have in your "main body". I mentioned that many times, so, refer to the document titled "<u>how to write an essay</u>" for more information OR on the previous feedback I gave you for this same essay.</p> <p><b>MAIN BODY</b></p> <p><b>FEEDBACK 1 :</b></p> <p>Please make sure you remind the reader/ the examiner what every part is going to be about. So, start each part of your essay with a sentence similar to what follows : <i>Analysons tout d'abord OR Analysons pour commencer comment le manque de discipline est la cause des difficultés que Mr Marin rencontre ...</i></p> <p>Then do the same principle for the either parts, example : <i>"Nous allons essayer de démontrer maintenant ..."</i>  <i>"Nous allons examiner dans le paragraphe suivant ..."</i></p> <p><b>FEEDBACK 2 :</b></p> <p>Good use of quotes.</p>	<p><b>EDEXCEL CRITERIA</b></p> <p>Some variation in the use of grammatical structures Some variation in use of vocabulary.</p> <p><b>Please read the feedback I wrote on your essay. Merci !!</b></p>	<p><b>EDEXCEL CRITERIA</b></p> <p>Some accurate sequences of language resulting in some coherent writing.</p> <p>Errors occur that occasionally hinder clarity of communication.</p> <p><b>MY FEEDBACK</b></p> <p><b>Please read the feedback I wrote on your essay. Merci !!</b></p>	

**FEEDBACK 3 :**

This is an extremely short analysis.

**FEEDBACK 4 :**

Don't say : "plus tard dans le film..." BUT mention the scene instead.

**CONCLUSION :**

Too short. In your conclusion you need to summarise in a more visible way what you talked about in your main body.

Overall, the main "issue" is that every one of your three parts are not clearly linked to a specific "theme" such as Mr Marin's language OR Mr Marin's lack of discipline OR a Mr Marin's tendency to plunge into time-consuming, useless, empty discussions with the students. All of which should be mentioned in the introduction to start with.

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<p><b>EDEXCEL CRITERIA</b></p> <p>Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.</p> <p><b>MY FEEDBACK</b></p> <p>1 - From the first look at your essay, <b><u>I don't see a "proper" essay structure.</u></b> I see one big 3-page block and then another three pages. Whereas, there should be three distinct parts, clearly separated : 1 - an <b><u>introduction</u></b>, 2 - the <b><u>"main body"</u></b> which is itself supposed to be composed of two parts (which is recommended), and 3 - a <b><u>conclusion</u></b>.</p> <p>2 - Good attempt at giving analysis but scenes or quotes are hardly ever used which makes your essay very vague and <b><u>unstructured</u></b> and it sounds like <b><u>you are waffling a lot</u></b> without backing up with scenes and quotes what you are saying. In a word MORE QUOTES AND SCENES need to be added before making any analysis because the analysis is based on the quotes and scenes.</p> <p><b>INTRODUCTION</b></p> <p>I have no idea where the introduction starts and where it finishes or actually if there is an introduction, Is there one ? You seem to be mentioning the essay title at the very beginning which is good but then <b><u>you seem to be answering the question straight away.</u></b> Please don't do that !! <b><u>ALL YOU WROTE</u></b> in this first paragraph (except the first two lines) <b><u>is NOT an introduction.</u></b> It looks more like "a part" of the "main body" of the essay. So, follow these steps :</p>	<p><b>EDEXCEL CRITERIA</b></p> <p>Some variation in the use of grammatical structures</p> <p>Some variation in use of vocabulary.</p> <p><b>Please read the feedback I wrote on your essay. Merci !!</b></p>	<p><b>EDEXCEL CRITERIA</b></p> <p>Some accurate sequences of language resulting in some coherent writing.</p> <p>Errors occur that occasionally hinder clarity of communication.</p> <p><b>MY FEEDBACK</b></p> <p><b>Please read the feedback I wrote on your essay. Merci !!</b></p>	

1. You need to set the context
2. then recycle the essay title
3. Then explain clearly how many parts you are going to have using “connectives” (d’une part, d’autre part…) and “labels/ sub-titles…

So, imagine that the reader knows nothing about the movie next time. For instance, you could have written : “*Mr Marin est professeur de français dans un collège en banlieue parisienne et il est le professeur principal d’une classe de 4eme* ”. **I’ve just set the context, and now, in the introduction, you should recycle the essay title more**

**clearly in your introduction** like so :*Mr Marin rencontre des difficultés avec ses étudiants car **d’une part** il n’applique aucune discipline dans sa salle de classe et **d’autre part** le langage qu’il pratique avec ses élèves n’est pas du tout approprié pour un enseignant / digne d’un enseignant. Le manque de discipline ainsi que le langage de Mr Marin sont donc deux facteurs qui vont engendrer des conflits entre Mr Marin et ses étudiants et c’est ce que nous allons démontrer dans les paragraphes suivants.”* NOW, here is a potential

FULL introduction combining the two paragraphs I’ve written above: “*Mr Marin est professeur de français dans un collège en banlieue parisienne et il est le professeur principal d’une classe de 4ème. Mr Marin rencontre des difficultés avec ses étudiants car **d’une part** il n’applique aucune discipline dans sa salle de classe et **d’autre part** le langage qu’il pratique avec ses élèves n’est pas du tout approprié pour un enseignant / digne d’un enseignant. Le manque de discipline ainsi que le langage de Mr Marin sont donc deux facteurs qui vont engendrer des conflits entre Mr Marin et ses étudiants et c’est ce que nous allons démontrer dans les paragraphes suivants.”* Now, thanks to the connectives, I mentioned clearly how many parts are going to be in the essay development.

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**FEEDBACK 1 :** This sentence is “weirdly” built. It sounds like it is not finished.

**FEEDBACK 2 :** Who is Francois Villom” ??? Is that the name of the school ? If so, then **it’s not** !! Because the school is named :”Francoise **DOLTO**”

**FEEDBACK 3 :** Good way to fit in a quote BUT ...does Souleymane really say that ? I am not sure to be honest. Please don’t make up “stuff”. I gave you a 65-slide PPT with quotes and scenes. Please make sure you use it. Merci !!

**FEEDBACK 4 :** Is Souleymane really Senegalese ? I am not sure to be honest. **Il est MALIEN** Please don’t make up “stuff”. Merci !!

**FEEDBACK 5 :** give examples of scenes or quotes.

**FEEDBACK 6 :** this should be mentioned in your introduction.

**FEEDBACK 7 :** Please don't just drop a quote on your paragraph. Whenever you quote the book or film, don’t just drop it on your paper like “hair on a soup”. Instead use these two methods :

- Using a quote **by BLENDING it with your own sentence using speech marks**
- Using a quote **by incorporating it in your sentence using speech marks (“) and colons (:)**

Please refer to the document titled “how to write an essay” for more information.

