 **FRENCH** Paper 2 Writing

**Delphine de Vigan : No et moi possible titles essays**

**[35 marks]**

**AS June 2019**

Examinez le thème des sans-abris dans *No et moi.*

Vous pouvez utiliser les points suivants :

 la vie des sans-abris et l’impact sur la vie de No

 comment la vie de No affecte Lou

 l’attitude des parents de Lou concernant le rapport entre Lou et No

 comment le rapport entre Lou et No affecte les rapports entre autres personnages.

**Possible content**

 Life on the streets and its impact on No’s life

No’s homelessness seriously affects her physical and mental health.

She finds it difficult to adapt to normal life, living with Lou’s family.

No struggles to cope with life on the streets, as there is little help for the homeless.

 How No’s life affects Lou

Lou decides to write a project on No’s homelessness.

Lou wants to change No’s life by inviting her into the family home, hoping that she will change.

Lou failing to change No’s life shows that she was naïve.

 Lou’s parents’ attitude about the relationship between Lou and No

Lou’s parents are very understanding of her concerns for No and agree to bring her into the family home.

They become the adoptive parents of No and she reacts positively.

Lou’s father understands that No cannot change, that she is a risk to the family and that ultimately, she must leave.

 How the relationship between Lou and No affects relationships between other characters

Monsieur Marin is impressed by Lou’s idealism and encourages her.

Lou’s concern for No and her idealism gain the respect of her classmates.

The relationship between Lou and No makes Lucas become more protective of Lou and leads to conflict between Lucas and No.

Examinez le thème de l’amitié dans *No et moi***.**

Vous pouvez utiliser les points suivants :

 Lou et No

 Lou et Lucas

 Lucas et No

 No et Loïc.

**Possible content**

 Lou and No

Lou befriends No as she believes she can change her life for the better.

Lou’s friendship initially has a positive effect on No, giving her a home and a job.

No leaves Lou and her family as she finds it difficult to adapt to a normal life.

 Lou and Lucas

Lucas understands Lou’s intelligence and her shyness.

Lucas is protective of Lou.

Lou falls in love with Lucas.

 Lucas and No

Lou introduces No to Lucas and Lucas tries to help by letting her stay at his home.

Lucas is at first protective of No and wants her to lead a normal life.

Lucas anger at No’s behaviour makes him violent towards her.

 No and Loïc.

No and Loïc met in an *internat éducatif.*

No treasures the letters she receives from Loïc.

Loïc and his life in Ireland offer No an escape from her life on the streets.

**AS June 2018**

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| Examinez les rapports entre No et les autres personnages dans **No et moi.**  Vous pouvez utiliser les points suivants :   les rapports entre No et Lou   les rapports entre No et les parents de Lou   les rapports entre No et Loïc   les rapports entre No et Lucas |
| Possible content   The relationship between No and Lou  No accepts Lou’s offer of friendship and to be part of her family in order to change her life.  No struggles with her relationship with Lou.  No finally abandons Lou stating that she will never be part of her family or her life.   The relationship between No and Lou’s parents  Lou’s parents become No’s adopted parents. |
| No does not accept the rules set down by Lou’s parents.  No finds it difficult to be part of Lou’s family and finally leaves.   The relationship between No and Loïc  No and Loïc met in an internat éducatif.  Loïc and No stay in contact after leaving the internat éducatif and she treasures his letters.  Loïc and his life in Ireland provide an escape from No’s desperate existence.   The relationship between No and Lucas  Lucas supports No, letting her stay in his parent’s apartment when she leaves Lou’s house.  Lucas is initially protective of No and wants her to have a normal life.  Lucas’ frustration with No’s behaviour results in his being violent towards her. |

Examinez les attitudes différentes envers l’éducation qui sont présentées dans le roman.

Vous pouvez utiliser les points suivants :

 le comportement de Lucas au collège

 le rôle de Monsieur Marin

 les camarades de classe de Lou

 le comportement de Lou au collège.

**Possible content**

 Lucas’ behaviour at college

Lucas is not motivated to do well in school and has an indifferent attitude to his education.

Lucas is sometimes intimidated by his teachers.

In spite of his apparent indifference to being in school, Lucas is perceptive and resilient.

 The role of Monsieur Marin

Monsieur Marin’s encouragement is the catalyst for Lou’s involvement with No.

Monsieur Marin is an imposing teacher for Lou.

He encourages her to be herself even after what happened between Lou and No.

 Lou’s classmates

Lou’s classmates, particularly the girls, intimidate her.

As a result of her feeling intimidated, Lou isolates herself from others in the class.

Lou feels more accepted by her classmates after they applaud her for her presentation on homelessness.

 Lou’s behaviour at college

Lou is intelligent and precocious, yet shy and insecure.

A psychologist, Mme Cortanze, helps Lou deal with her insecurities.

Lou becomes more confident in school as she progresses through the academic year.

**AS June 2017**

Examinez comment les rapports entre Lou et les autres personnages ont un effet sur son comportement.

Vous pouvez utiliser les points suivants :

• ses rapports avec ses parents

• ses rapports avec No

• ses rapports avec ses camarades de classe

• ses rapports avec Lucas.

**Possible content**

Lou’s parents create a dysfunctional family group. Lou feels insecure because of this.

Lou understands her parents’ anguish over the death of her sister.

Lou looks to others to provide support that she feels is missing.

Lou admires her parents for accepting No into the family home.

Lou feels that she and No have had similar experiences and have similar relationships with their parents. Lou feels a strong connection to her because of this.

Lou’s relationship with No goes beyond being based purely on a school project.

Lou tries to change No’s life for the better.

Lou leaves home as she feels she cannot abandon No.

Lou is reluctant to be more outgoing in spite of being asked by her classmates.

Lou feels intimidated by her classmates as she is not as developed both physically and emotionally.

Lou’s classmates are impressed by her project on homelessness and Lou becomes more confident as a result.

Lou becomes more popular with her classmates as her friendship with Lucas develops.

Lou falls in love with Lucas.

Lou feels a connection with Lucas as his family is just as dysfunctional as hers.

Lou is attracted to Lucas as he protects her and acts as her guardian.

Lou feels that Lucas is as isolated as she is at school.

Examinez comment les actions des adultes influencent les personnages dans **No et Moi**.

Vous pouvez utiliser les points suivants :

• comment les actions de ses parents influencent Lou

• comment No se comporte à cause des actions des adultes

• comment Lucas se comporte à cause des actions des adultes

• l’influence de Monsieur Marin.

**Possible content**

Her parents’ behaviour has a negative effect on Lou’s self-esteem.

Although Lou argues with her parents, she understands the difficulty of being a parent.

Her parents asking No to leave the family home makes Lou not want to abandon her.

Lou’s parents know that she is intelligent and let her be her own person.

No’s homelessness is due to the negative influence of her parents.

Lou’s parents become No’s adoptive parents as she begins to change her life.

No cannot accept the rules of Lou’s parents’ family home.

In spite of the help that Lou’s parents give, No finds it hard to accept their support and ultimately leaves.

Lucas is tough and resilient due to the fact that he is distanced from his parents.

Lucas is more worldly wise due to him being distanced from his parents.

Lucas understands Lou’s isolation from her parents and therefore acts as a guardian to her.

Lucas often feels humiliated by teachers in his school and is rebellious and insolent as a result.

Monsieur Marin is a strong and intimidating character to both Lou and Lucas.

In spite of intimidating Lou, he knows she is intelligent and encourages her to pursue her interests.

Monsieur Marin’s support leads to Lou becoming deeply involved with No.

Monsieur Marin still encourages Lou to be the person she is even after the trauma of her friendship with No.

**AS Specimen paper Set 1**

Examinez le rôle de Lucas dans la vie de Lou et comment il influence les rapports entre Lou et No.

Vous pouvez utiliser les points suivants :

 l’attrait qui existe entre Lucas et Lou

 comment leurs rapports se développent

 comment il aide Lou et No

 l’attitude de Lucas envers No à la fin.

**Possible content**:

• The attraction

Huge eyes; always a smile for No from the day they first met.

Open shirt, jeans too big, barefooted in his trainers.

Physical appearance reflects his temperament – looks as though nothing about life scares him.

For No he is handsome – even from a distance.

• How relationship develops

Time spent together at school; Lucas’s nickname for Lou is Pepite; becomes protective towards her.

Lou is falling in love with Lucas but is scared she doesn’t know how to kiss.

Lucas admires Lou’s intelligence; Lou is sensitive to the humiliation Lucas experiences in lessons**.**

• How he helps

Provides a space for No.

Doesn’t make any judgements about either Lou or No.

Is there for Lou when she needs him.

Can make apartment available for them as they require.

• Lucas’s influence on relationship between Lou and No

Takes care of No for Lou’s sake.

Wants to help Lou save No and return her to normal life.

His support and encouragement convince Lou that she can help No.

He is there for Lou at the end when No has abandoned her; hostile towards No.

Examinez les rapports entre Lou et ses parents.

Vous pouvez utiliser les points suivants :

 comment sont son père et sa mère

 comment le passé a affecté la vie de famille

 comment la présence de No change cette situation

 comment les parents traitent Lou.

**Possible content**:

• Relationship with father and mother

Lou is very isolated.

Mother is completely wrapped up in herself.

Father influenced by mother.

Dysfunctional as a family unit.

• The effect of the past

Lou’s parents had lost a child.

Details of this loss and its impact.

How mother dealt with it and how father dealt with it.

Consequences for mother and for Lou because of effect on family life.

• No’s arrival and impact

No’s arrival changes the whole dynamic within Lou’s household.

The detail of what this means, for example.

Explanation of why this is the case – does Lou’s mother become less preoccupied with self because she can become preoccupied with No?

Lou’s decision to run away with No.

Parents’ treatment of Lou

They don’t judge.

They allow Lou to make mistakes.

They have learned from the experience of taking No into their home.

Less wrapped up in themselves and thus more prepared to try and understand their daughter, Lou.

**AS Specimen paper Set 2**

Examinez la vie scolaire telle que Lou la connaît.

Vous pouvez utiliser les points suivants :

 son niveau d’intelligence

 ses rapports avec son prof

 ses rapports avec les autres élèves

 son exposé sur les sans-abri.

Examinez les similarités entre Lou et No.

Vous pouvez utiliser les points suivants :

 l’âge qu’elles ont et les goûts qu’elles partagent

 elles connaissent toutes les deux l’isolement et la solitude

 les rapports difficiles avec leur famille

 comment la vie a changé pour les deux filles depuis leur enfance.

Vous pouvez utiliser les points suivants :

• son niveau d’intelligence

• ses rapports avec son prof

• ses rapports avec les autres élèves

• son exposé sur les sans-abri.

**[35 marks]**

• Her level of intelligence

Highly intelligent and has been to special school because of this.

Lou’s view of the world and what goes on in her head.

How this sets her apart from others.

No real opportunity at school for Lou to be herself.

• Her relationship with her teacher

He recognises her high level of intelligence and tries to nurture this.

Encouraging about her work on her project about the homeless.

Lou becomes something of the teacher’s pet.

This further alienates her among pupils who generally lack motivation.

• Her relationship with other pupils

Strong friendship with Lucas.

Doesn’t fit in with other girls though they try to include her.

Lou’s lack of self-confidence hinders her social skills.

She is seen to be a bit of a swot.

• Her exposé about the homeless

Lou opts for this initially without really thinking it through.

It drives the relationship between herself and No in due course.

Has an impact on others in the class.

Helps build Lou’s self-confidence and self-esteem.

**Delphine de Vigan : No et moi**

Examinez les similarités entre Lou et No.

Vous pouvez utiliser les points suivants :

• l’âge qu’elles ont et les goûts qu’elles partagent

• elles connaissent toutes les deux l’isolement et la solitude

• les rapports difficiles avec leur famille

• comment la vie a changé pour les deux filles depuis leur enfance.

**[35 marks]**

• Their age and what they like

Both are roughly the same age, although No is more mature.

Interests that they share and how they view life.

• They both experience isolation and solitude

How and why they experience isolation.

How they deal with it.

How and why they experience loneliness.

How they deal with it.

• The difficult relationship with their families

Lou’s family situation.

No’s family situation.

Comparisons and contrasts.

• How life has changed for the girls since their childhood

What would No’s “happier times” have been.

What would Lou’s “happier times” have been.

Analysez comment les rapports entre le narrateur et ses parents changent au cours du roman.

**A Level questions** **Delphine de Vigan : No et moi**  **[40 marks]**

Analysez les complexités des personnages principaux dans No et moi. [40 marks]

Possible content

• No’s homelessness is a result of her disruptive childhood and the negative influence of adults in her life.

• No is physically and emotionally fragile and relies on Lou for help.

• No attempts to change her life by accepting Lou’s offer to live with her, however, she finds it difficult to adapt.

• The difficulties No faces in adapting to a normal life force her to return to homelessness.

• Lou is above average intelligence for her age but is emotionally naïve.

• Lou is idealistic about the issue of homelessness, yet at the end of the novel, she understands that changing the life of a homeless person is difficult.

• The events surrounding Lou’s relationship with No help her to become less afraid of being herself.

• Although Lou argues with her parents she understands how difficult it is to be a parent.

• Lou’s parents asking No to leave the family home makes Lou question her loyalty to her parents and No.

• Lou’s parents understand that she is intelligent and idealistic but at the same time want to protect her.

• Lou’s family is dysfunctional and Lou looks to others to find support.

• The absence of Lucas’ parents makes him resilient, however, he does not feel supported by his teachers.

« Fragiles, vulnérables et marginalisées. » Dans quelle mesure ces trois mots décrivent-ils à la fois Lou et No ?

**Possible content**

Most will agree with the judgement but there will be general success in arguing the case for No:

Fragile and vulnerable because of how she lives on the streets

Because of her lack of income or employment or a roof over her head

Because of the insecurity of living conditions and also her alcoholism

Marginalised because she is homeless

There will be varying degrees of success in arguing the case for Lou:

Fragile and vulnerable because of her strained relationships at home, especially with her mother and because of the latter’s depression and mental illness

Fragile and vulnerable because of low self-esteem

Marginalised at school because of her intelligence

Lou has difficulty forming relationships with her peers

« Lou Bertignac est une jeune fille qui réfléchit beaucoup mais qui agit peu. » Dans quelle mesure est-ce que ce jugement est justifié ?

**Possible content**

Most will disagree and argue that Lou both reflects on life and acts

Actions will be more successfully dealt with in terms of evidence offered

Lou searching out a homeless person to talk to for her school project

Her befriending No and subsequent attempts to improve No’s life

Her talking to parents and getting their consent to offer No a home with them

Subsequent successes and failures in making No’s life better

Much evidence of Lou’s reflections in the novel – about her own situation, her intelligence, her schooling, her relationships with others

But more widely about Life and the Human Condition – apposite examples will be selected and used as evidence

Analysez comment Delphine de Vigan explore le thème de l’amitié dans ce roman.

**[40 marks]**

**Possible content**

* A number of strands to the theme of friendship; a number of friendships explored.

Between No and Lou – how the friendship begins with the school project about those living on the streets; how the friendship develops and what Lou discovers about No’s life and situation.

How Lou comes to depend on her meetings with No; how No fills a gap in Lou’s life in terms of her relationship with her parents.

* Contrasts in how the friendship is valued; Lou the more dependable and reliable; No lets her down on numerous occasions.

What the two expect of their friendship and why these expectations are different.

* Other friendships: between Lou and Lucas and what accounts for their relationship; how the two help each other.

Lou and school-friends; what these show of her personality and character.

« Lou et No s’entendent si bien parce que leurs vies sont similaires. » Dans quelle mesure êtes-vous d’accord avec ce jugement ?

**[40 marks]**

**Possible content**

The quotation is designed to prompt a ‘yes’ and ‘no’ response.

* The no response will probably be the more detailed:

Lou lives in a comfortable home with her parents; No is on the street and has nobody close to her.

Lou is well-fed and cared for even though her domestic life is far from ideal; No never knows where her next meal will be coming from.

Lou benefits from an education; she has a purpose in life afforded by her studies; No is receiving no education and has few prospects.

Lou is loved by her parents; No is estranged from her family.

Lou finds comfort in reading and studying; No is an alcoholic.

* Similarities include:

• Both are in a sense marginalised – No literally so as a homeless person forced to beg and live on the street; Lou because of her hyper-intelligence is something of a misfit; she has been to a special school for gifted pupils.

• Both live in a sort of silence or isolation – No because of her status as a beggar and Lou because of her mother’s mental illness as a result of losing a child.

Thus an empathy and understanding develops between the two girls, forming a strong bond.