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Examiners' Report June 2010

GCE French 6FR04 Paper 1

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Introduction

This was the first year in which this unit, the A2 writing paper, was sat. Candidates were required to complete three exercises, a short translation from English into French, a general essay in French and a Research Based Essay (RBE). The exercises had to be completed in two and a half hours, there was no widespread evidence to suggest that candidates had trouble completing the paper in the time allowed.

A wide level of achievement was found in all three exercises and in the paper as a whole, although the greatest range was seen in Section C. Some disquiet had been expressed in advance of the paper being sat on the possibility of adhering to the upper word limit in the (RBE). In fact, the vast majority successfully managed to keep their essay to within 270 words, excluding direct quotations, titles and proper nouns. Quite a few of these essays did have considerable amounts of material crossed out, suggesting that the work had been pared down.

Unfortunately a number of essays had to be given no credit. This was mostly because what was offered had absolutely nothing to do with a French-speaking community. For example, in the geographical area discussions of the environment of Manchester and China were seen. The 1960s music festival at Woodstock was used as an historical event as were several on the Second World War which solely concerned Germany. In the first and third areas some purely general, discursive essays were written which did not once mention a francophone context. Examiners had not anticipated a rather strange approach in which a candidate had studied one area but preferred to answer the question set in another. Some candidates had studied a book or a film but chose to discuss the importance of an event within the work and put them down as Q3b essays. If taken as the latter the essays were worth nothing but examiners treated them as attempts at Q3d and salvaged some marks for the piece, although little of the material could be seen as relevant.

Question 1

The transfer of meaning exercise consisted of a short passage of about 80 words of English to be translated into French. The piece of English was divided into 30 discrete boxes each worth one point and the eventual total was divided by 3 to give an overall mark out of 10. Marks were rounded both up and down, thus a score of 14, 15 and 16 all yielded an eventual 5.

The language offered in each box had to be completely correct for the point to be gained. The only exception concerned some accents which were not deemed to be syntactically essential and where the addition or absence of an accent did not alter the meaning. These items were legislated for individually in the Mark Scheme. Although there were different, acceptable ways of rendering some items, the French given had to be a faithful rendering of the English. Quite a number of candidates, some of them very competent ones, altered the meaning of the original or paraphrased it in some way and this does not gain credit. It is impossible to make each box of equal demand. Some marks could be gained for single words or short expressions (*facile*, *immédiatement*, *du travail*) but others were more substantial (*ils ont été arrêtés*, *les autorités se sont rendu compte*).

Unlike in the equivalent exercise in the previous specification, there was no stimulus passage to help candidates. Because of this the lexis was straightforward and most candidates were not floundering because of a lack of vocabulary. However, some basic items were rather surprisingly quite often found to be difficult. These included *wife*, very commonly given as *marie*, *factory*, for which many invented anglicisms were offered and *boat*. Spelling was usually satisfactory, although some words did prove troublesome, these included *étranger*, *guerre*, *colonies* and particularly *autorités* and *communaute*. A variety of grammatical features, all taken from

both the AS and A2 Grammar Lists (Specification Pg 79 - 82) was tested. These ranged from the relatively straightforward in such things as basic genders and agreements and the correct selection and formation of the two main past tenses to highly sophisticated features of the language such as the position of the adjective 'anciennes', a Perfect passive and several examples requiring detailed knowledge of the agreement of past participles. It is not surprising that this led to wide differentiation and the whole mark range was encountered, although there were only tiny numbers on the two most extreme scores. Overall the performances were quite encouraging, most candidates showed that they could transfer the meaning of an unseen piece of English with acceptable accuracy.

This translation was very acceptable, it gained 17 raw marks which converted into a final score of 6 out of 10.

SECTION A: TRANSLATION

Question 1

Translate the following passage into French.

Although the situation is now different, it has never been easy to be an immigrant in a foreign country. My grandparents came here soon after the war from one of our former colonies. When they left the boat, they were immediately arrested. However, after a while the authorities realised that they had the necessary documents and freed them. My grandfather found work in a factory and he succeeded in learning the language but for his wife it was harder to become integrated into the local community.

Bien que la situation soit maintenant différente, il n'a jamais été facile d'être immigré dans un pays étranger. Mes grand-parents sont venus ici bientôt après la guerre d'un de nos anciens colonies. Quand ils ont quitté la ^{gare} ~~bateau~~, ils ont ~~été~~ ^{quelques jours} ~~tout à fait~~ été ^{tout à fait} arrêtés. Cependant, après, les autorités ont reconnu qu'ils avaient les documents nécessaires et ils ont les ^{laissé} ~~laisser~~ partir. Mon grand-père a trouvé le travail dans un usine et il a réussi à apprendre le langage mais par sa femme, il était plus difficile de ~~devenir~~ ^{s'intégrer} intégré dans le communauté local.

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Examiner Comments

Maximum marks were gained for the first sentence. It was felt to be acceptable in French to omit the article before *immigre* in French. There is no 's' in the middle of *grands-parents* and thus this fails to score, as does the literal translation of *soon*. The Mark Scheme required a completely correct version of *apres* and in this case an incorrect accent costs the translation a point. Box 12 fails to gain credit because *un* is masculine but '*nos anciens colonies*' is given since the masculine form of *anciens* is a consequential error which has already had credit withheld. The candidate gets the form *nos* correct, it was very surprising how many candidates thought that the plural form of *notre* is *notres*. Putting *gare* for *boat* was presumably an unfortunate slip, as was probably '*tout a fait*' instead of *tout de suite*. Using *reconnaitre* for *realise*, however, is a rather more serious lexical mistake. The wrong subject pronoun is inserted in '*and freed them*' and the misplaced object pronoun is a second error in Box 21. *Le travail* with a definite article was not thought to render the English '*work*' properly. The candidate finishes strongly but spoils the overall effect by getting the gender of *communaute* wrong.

This translation gained 21 points, thus giving a very good overall score of 7 out of 10.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into French**.

Although the situation is now different, it has never been easy to be an immigrant in a foreign country. My grandparents came here soon after the war from one of our former colonies. When they left the boat, they were immediately arrested. However, after a while the authorities realised that they had the necessary documents and freed them. My grandfather found work in a factory and he succeeded in learning the language but for his wife it was harder to become integrated into the local community.

Bien que la situation soit maintenant différente,
~~il n'a jamais été~~
 n'est jamais facile d'être un immigré dans
 un pays étranger. Mes grands-parents sont
 venus ~~ici~~ peu après la guerre d'une de
 nos colonies ~~anciennes~~ ^{anciennes}. Quand ils sont partis
 du bateau, ils étaient tout de suite arrêtés.
 Cependant, après quelques temps, les ~~autorités~~ ^{autorités}
 se sont rendues compte ~~qu'ils~~ qu'ils avaient
 les documents nécessaires et elles les ont
 libérés. Mon grand-père a trouvé du travail

dans une usine et il a réussi à apprendre
la langue mais pour sa marié, ~~e'était~~ il
était plus dur de devenir intégrée dans
la communauté locale.



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Examiner Comments

This translation has a quite typical performance in that it scores highly at either end but finds the middle section of the passage a little less productive. In the first sentence only Box 4 is missed with the failure to give the Perfect Tense for 'it has never been easy'. In the second sentence it fails only to get the difficult feature involving the correct positioning of the adjective anciennes. The candidate does not give an acceptable rendering of 'left the boat' and in the passive construction fails to differentiate between the Perfect and Imperfect tenses. The candidate mistakenly made the past participle rendu agree, a very advanced piece of grammar being involved here. The Imperfect Tense is correctly used in 'they had' and the candidate, when inserting a subject pronoun in front of 'freed them', which was strictly not necessary, remembered to make it elles to fit with autorités and in this case is right to make the past participle libérées agree. The two mistakes in the last sentence were very common, the non-existent marié for wife and the anglicised version of 'become integrated'.

Question 2(a)

There were relatively few creative essays overall but of the three possibilities a reaction to the picture stimulus proved to be the most popular. Stories in response to the photograph of a rather dejected-looking man in a train were quite imaginatively done. Most candidates were able to construct a plausible account, although more reference could have been made to the train setting and the open lap-top. Some of the outcomes were not very convincing but most of the stories managed to retain the air of despondency expressed by the person in the picture.

The response on the following page scored 35 out of 45; 3 for accuracy, 12 for organisation and development, 7 for range and application of language and 13 for understanding and response.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 2 (a)

Question 2 (b)

Question 2 (c)

Question 2 (d)

Question 2 (e)

Question 2 (f)

Question 2 (g)

Voici l'homme le plus ennuyant aux monde.
Cheveux gris, costume ~~gris~~ gris, cravate grise
etc Il ressemble à n'importe lequel homme
de quarante ans qui voyage en train, qui
doit doit travailler en route. Mr tout le monde!

⑤ En fait ce n'est pas du tout le cas* - Il s'appelle
Henri St. Jacques est il est un espion! Son
couverture d'homme ordinaire marche très
bien et son personnage ennuyant n'attire pas
l'attention envers lui.

Il n'est pas l'espion genre 007, il travail
~~pas~~ dans l'industrie. Il va par tout dans
le monde ou il y a les grosse société de
construction ou bien production¹⁰⁰ et il vol
les idées, les plans, les secrets qui peuvent
soit nuire à l'économie de son pays ou
bien peuvent aider à piquer les contrats
énormes genres les constructions des avions,
bateaux etc.

A première vu on peut penser qu'il mene une

vie palpitante, mais non. Henri, malgré qu'il travail pour le bien de son pays, a des ~~serieux~~ regrets de temps à autres. Comme il travail beaucoup et il voyage en permanence, il n'a pas de vie familiale, pas de femme, ni enfants. Il a été obligé de tout couper avec ses parents pour peur d'avoir les repercussions.

190 Alors, comment je sais tout ça? Ben, je suis aussi ¹²⁰ dans l'espionnage et je suis assise juste en face de lui. Il ne sais pas que je sais tout ça sur lui. Il se doute de rien car moi aussi je ~~suis~~ j'ai la même image que lui mais en étant femme. Tailleur gris, cheveux plaqué et sévère, lunettes. Moi aussi j'ai quarante ans et je n'ai pas de famille.

On ferait une équipe de choc!

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Examiner Comments

This was felt to be a very imaginative response to the task within the specified word count. There might have been more reference to the train situation and the laptop but the description of the man was thought to fit the scenario very well. The man's apparent sadness could have been emphasised but it is plausibly explained. The development at the end, when the author of the piece is said to be present but out of view and is described as a mirror image of the central figure is an unexpected, original feature which is likely to capture the reader's interest. There could perhaps have been a more precise outcome. The range of vocabulary and structure is very adequate, although there are a couple of lexical errors and some anglicisms. The weakest feature is the accuracy. There are not a series of gross mistakes but consistent misspellings, some of which compromised the verb forms.

Question 2(b)

There were very few responses to this question. The best examples managed to develop, a little, the atmosphere of mystery and apprehension suggested by the stimulus but relatively few succeeded in evoking tension and suspense in a convincing way. Relatively few made much mention of the main road or anything on it as referred to in the original passage. There were quite a number of fanciful, highly unlikely scenarios and few of the accounts provided a satisfactory outcome.

Question 2(c)

The journalistic piece of writing did not attract many candidates this year but most of the essays seen did manage to capture an appropriate tone with suitably 'punchy', objective accounts, interspersed with interviews with those involved. A few went too deeply into the family background rather than writing about the event itself. There were some rather unlikely explanations as to where the young man had spent the year he was missing, in many accounts he ended up homeless on the streets. There was no justification for pronouncing him to be dead, as occasionally happened.

Question 2(d)

In general, the discursive titles were much more popular than the creative tasks. Responses were spread fairly evenly across all four possible questions but 2d attracted marginally more interest than the others.

Perhaps because of the need to treat both sport and the arts, most essays had a naturally discursive approach. Only the best candidates dealt in any detail with the idea inherent in the word favoriser in the title, for example, there were few references to possible government funding. Most essays treated the question from an individual's viewpoint and were content to list the relative merits and drawbacks of sport and the arts. The latter could at least involve the elderly, it was often claimed. The least impressive essays were somewhat banal and rambling accounts of the candidate's likes and dislikes and some turned the whole exercise into a discussion of obesity. In general, sport received slightly more approval than the arts although many essays found them to be of equal value. One essay spent all the available space trying to prove that dance was both a sport and an art and was, therefore, worthy of a great deal of support.

This response gained 29 out of 45; 3 for accuracy, 10 for organisation and development, 6 for range and application of language and 10 for understanding and response.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:

Question 2 (a) ☒

Question 2 (b) ☒

Question 2 (c) ☒

Question 2 (d) ~~☒~~

Question 2 (e) ☒

Question 2 (f) ☒

Question 2 (g) ☒

~~Selon moi on devrait essayer de découvrir~~

~~selon moi le plus utile activités que on doit on~~
essayer

Certes il y a les gens qui préféreraient aller aux galeries d'art au lieu de regarder un match de foot, toutefois beaucoup de un grand nombre de personnes croit que le sport est plus important de l'art. Selon moi, ces vues diverses sont souvent ~~à cause~~ créé pendant l'enfance par les intérêts des parents.

→ Il faut que les jeunes passent le sport parce ~~qu'en~~ que l'exercice est très bonne pour la santé donc il y a un argument que le sport est ~~est~~ plus vital pour les enfants que les arts. A mes yeux on devrait s'amuser pour se ~~rep~~ reposer et je crois que le sport est une bonne mode ^{de} faire ça. Il y a un aspect ~~de~~ de 'l'équipe' dans le sport que n'existe pas dans l'art et donc le sport peut enseigner des leçons sociales ^{aux} ~~à~~ les gens qui participent.

→ Les arts offrent une autre dimension à notre société. ~~Et~~ les théâtres et les musées sont les bâtiments qui donnent les villes ses personnalités et sans ces

choses, plusieurs lieux perdrait leur identité. Sans doute il y a ~~moins~~ plus d'être apprenu des galeries d'art ~~ou~~ de visiter un musée, que de regarder le ~~beuhnton~~ ~~par exemple~~, sur la télévision, ~~par exemple~~. On doit aussi penser de les gens plus âgés qui ~~peut-être~~ ~~est~~ ne peuvent pas faire le sport à cause de leur âge et maintenant veulent une vie plus lente, donc les galeries d'art sont très important pour ces gens. A conclure, il est difficile de choisir entre le sport ou les arts et donc, à mon avis, on ne devrait pas favoriser un ou l'autre.


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Examiner Comments

This piece of work is sound but not spectacular. It treats both the arts and sport and can properly be described as discursive but it does not deal very directly with the idea of favoriser. Several points are made in favour of sport but none are developed very convincingly. The first idea about arts centres enhancing towns might be lost on a French person but the second half of the essay recovers to make a couple of viable points. The essay starts rather abruptly and the last sentence in the first paragraph is not totally clear. After that the shape of the essay is quite obvious and there is a discernible thread running through it. A short conclusion brings the essay to a balanced ending.

At 246 words the piece is of an acceptable length, another sentence could have been added to develop one of the ideas more fully. The language forms are somewhat flawed but there is no widespread inaccuracy and only a small number of major errors. Communication is not impaired by incorrect forms. The syntax is a little clumsy and anglicised, the range of vocabulary and structures is sufficient to convey meaning but there is little natural fluency.

Question 2(e)

In this task, which was second in popularity, many candidates could have read the question more carefully to get a better idea of its implications. The least impressive essays tended merely to list the latest technological products, to give their good and bad points and to say how inept their elders were at using them. Medical advances were said to be of particular use to the elderly who were presumably more likely to need them. This did not address the question directly. Better reactions looked at the effects of new technology on relationships, for example, of young people shutting themselves away in their rooms with computers and avoiding contact with older members of the family. Some quite touching, if perhaps condescending, comments were made about candidates showing their grandparents how to use a phone, a PC or an i-pod. Skype was often seen as an excellent vehicle for keeping people of different generations in contact. Quite a few candidates said that there were always divisions between the generations and new technology had no role in improving the situation or making it worse.

The response on the following page achieved 31 out of 45; 4 for accuracy, 10 for organisation and development, 7 for range and application of language and 10 for understanding and response.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:

Question 2 (a) ☒

Question 2 (b) ☒

Question 2 (c) ☒

Question 2 (d) ☒

Question 2 (e) ☒

Question 2 (f) ☒

Question 2 (g) ☒

pour

- les jeunes ne communiquent pas autant en personne - c'est tous les sites sociaux d'internet comme face book
- peut-être c'est difficile pour les personnes plus âgées de comprendre ~~...~~ comme l'ageisme, ils sont ainsi par

contre

- les plus âgés sont capable et d'utiliser la technologie comme les portables
- les jeux électronique comme le Wi-Fi sont utilisés par tout la famille
- c'est pas juste de présumer que les plus âgés ont un problème avec la technologie
- pas la technologie mais la culture

Je suis convaincue que c'est la culture des jeunes qui crée des divisions, pas la technologie, c'est pas un issue d'âge, mais un conflit des intérêts. Il faut admettre qu'il y a jusqu'à un certain point, mais de la communication entre des les plus âgés et les jeunes mais c'est pas le fin de divisions monde. Après tout, les plus âgés sont capable de utiliser la technologie.

Le monde est toujours en train de changer. Pour les jeunes, qui grandissent avec les nouvelles technologies ce n'est pas un problème; ils change avec le monde. Cependant, chez les plus âgés, les progrès technologique peuvent poser des problèmes. 2A.

Pour ma part, le plus grand problème causé par la technologie chez les personnes plus âgées, c'est l'incompréhension. Les études et les progrès dans le domaine des sciences, comme la génie génétique et les OGM, par exemple, pourraient être effrayant pour tous les ~~les~~ personnes, sans ~~cependant~~ pensant ~~à~~ leur âge. Le peur ~~est~~ est plus souvent trouvé entre les plus âgés et il peut causer ~~à~~ eux de refuser d'accepter les changes, ^{qui sont acceptable chez} les jeunes.

Néanmoins, ce n'est pas juste de présumer que les âgés ont un problème avec la technologie. Ils sont plus âgés. Ils ne sont pas incapable d'utiliser un portable, une télévision ou un iPod. Beaucoup de ~~des~~ personnes âgées ~~utilisent~~ regardent la télévision digitale ou surfer sur l'internet - il y a même une femme qui ont plus que 100 ans qui est un membre ~~du~~ du

site social facebook. L'internet et les sites comme ça sont très utile pour créer des liens entre les jeunes et leurs, par exemple, grands-parents, pas pour la création des divisions.

Je suis convaincue que c'est la culture des jeunes qui crée des divisions, pas la technologie. Ce n'est pas un question d'âge, mais un conflit des intérêts. Il faut admettre qu'il y a des divisions. Il y aura toujours les divisions, mais je ne pense pas que ce soit possible pour tous le monde d'être ~~ensemble~~ d'accord ~~à tout~~ ~~de~~ ~~qu'on~~ tous les temps.



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Examiner Comments

The essay is of suitable length. It takes a slightly different approach to the subject but is certainly discursive. It does not accept the idea that technology naturally causes divisions, indeed it denies the idea expressed by most candidates that older people simply cannot cope with new technology and seeks to prove that this is not so. The candidate is firmly of the opinion that it is youth culture which creates divisions but does not manage to show this in any convincing way. The essay could be accused of being a bit one-sided but it is quite well ordered. It has an introduction which lays out the subject, a middle which goes well into at least one side of the issue (without ignoring the other side) and a conclusion which also serves as a counter-balance to what has already been said. Ideas are quite well developed in the confines of the amount of material allowed. The language is fairly ambitious but the candidate does not always manage to pull off all the attempts at complexity; the accuracy of the forms tends to suffer and the structures break down in places. However, there is a reasonable range of vocabulary, much of which is appropriate to the subject matter.

Question 2(f)

This was the least popular of the four discursive titles but nevertheless quite a bit of interest was shown. It was also the question which gave rise to the greatest range of performance. A lot of candidates merely discussed whether one should be religious or not or spent a lot of time estimating whether it was true that religion had lost its importance. Relatively few linked religion to social questions. Many candidates fell back on pre-learned material from essays or oral discussions about the controversial head-dress debate. On the other hand there was some very good treatment on the subject of old values and good behaviour and equally some challenging thoughts on the role of religion in creating prejudice, intolerance, terrorism and war. There were a pleasing number of well-balanced essays which gave both the positive and negative effects of religion on society. It has to be said that the most widespread view was that we are better off without religion.

Question 2(g)

This discursive title led to the least impressive work. This may partly have been caused by the fact that the word *actuel* in the title was not fully understood. Hardly any candidates discussed the school curriculum in relation to the modern world and there was virtually no consideration of whether what one learns at school is out of date or not. A few said that there should be more emphasis on technology. The expression *le monde actuel* was taken to mean the real world. Many candidates adopted a simplistic approach merely giving lists of school subjects, saying whether they liked them or not and perhaps giving a judgement on their relevance without giving any explanatory reasons. Some candidates even simply discussed whether it was a good idea to go to school or not. Many bland comments such as '*l'education est tres importante*' were made. Some essays became a discussion centred solely on the amount of exams young people are required to sit. Very few candidates got to the heart of the implications which had been intended.

Question 3(a)

A relatively small number of candidates answered the question on the geographical area and in general the standard of the responses were disappointing. Many candidates took virtually no notice of the question and wrote down anything they knew about the chosen location. Quite often candidates had learnt off an opening paragraph giving general details which presumably was meant to fit any task. In this case it rarely had anything to do with the environment. In those essays which did treat the environment there was a tendency to talk in very general terms about problems which could apply to anywhere in the developed world. Slightly better essays considered these problems with reference to the chosen area but rarely produced any telling evidence. Only the very best were able to give details of local schemes to combat environmental problems and then provide any evaluation of their success. Candidates are advised that they cannot simply talk superficially of a visit to a location in France, such an approach is unlikely to yield much reward. Substantial research must be undertaken and candidates must have real, in-depth knowledge to access the upper reaches of the first grid which carries most of the marks.

This essay achieved 27 out of 45; 8 for organisation and development, 6 for quality of language and 13 for reading, research and understanding.

Chosen question number:

Question 3 (a) Question 3 (b) Question 3 (c) Question 3 (d)

La Suisse française.

La pollution et les déchets sont des problèmes qui font beaucoup discuter dans la Suisse française.

En ce qui concerne la pollution, il y a encore du progrès à faire, mais les gens sont devenu ~~par~~ beaucoup plus sensible à ce sujet ces dernières années. Les voitures à gros cylindres sont mal vues dans les villes et les régions où ils ne sont pas vraiment nécessaires, et la taxe pour la plaque d'immatriculation est plus élevée que celle pour des voitures moins polluantes. Et dans certaines villes, une fois par an, est organisé une journée

sans voiture, où la circulation automobile est suspendue dans le centre ville et en échange les transport public est gratuit pour tout le monde ce jour-là. Ceci est un excellent moyen pour sensibiliser les automobilistes au problème de la pollution.

Egalement pour la consommation d'énergie, il y a des campagnes pour informer les gens sur les possibilités à réduire la pollution avec des petit gestes. Ceci peut être d'éteindre les lumières quand il n'y a plus besoin, ne pas laisser la télévision et autres appareils électroniques en veille et ne pas laisser les fenêtres ouverts trop

longtemps en hiver quand on chauffe.

En ce qui concerne la pollution d'entreprises de fabrication, il y a des lois sur les taux maximaux de pollution dans l'air et dans l'eau.

Les déchets domestiques sont généralement triés et le recyclage est très populaire. Une très grande partie des déchets peut en effet être recyclé, et pour ce faire la ville ou la commune met à disposition des containers pour verres, alu, huiles, piles, papier et carton et déchets végétaux. Dans certaines régions il faut même payer une taxe pour les sacs poubelles avec les déchets non ~~très~~ recyclable pour pousser les gens à trier pour moins payer.

Tout en tout, je pense que les gens en suisse ~~fran~~ française sont sensibles aux problèmes de la pollution et bien informé sur les moyen de la diminuer.

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Examiner Comments

The essay is a little too long but a cut-off just before the end does not materially affect the content. This is a difficult essay to assess. At first sight it is entirely on the subject of the environment and there is discussion of measures taken to combat problems. However, after one reference to a suitable geographical area at the beginning, there is no further link to the location. The essay is thus very general and could refer to just about anywhere on earth. If specific references and illustrations had been given no doubt it could have been very good. Therefore, the essay is difficult to assess on the first grid. It shows very good understanding of the question and its implications but almost no evidence of focussed reading and research. A compromise mark from the middle ground was thus awarded. The essay is then assessed on its merits for the other two areas and is well organised, the material follows a logical plan and is easy to read. The language is excellent, it is naturally fluent and has a high degree of accuracy.

Question 3(b)

A historical period was the second most popular area of study and some good work was seen in this section. Most candidates did select an event and evaluated its importance, thus answering the question closely. Some chose a whole period, such as the French Revolution or The Second World War, as the event and tried to analyse its importance within the context of the whole of French history. This did not lead to very focussed answers. The most popular period studied was the Occupation of France 1940-44 but there was some interesting work on the French Revolution, the age of Napoleon and the Front Populaire. The most commonly chosen event was the signing of the Armistice in 1940. The repercussions of this were well handled, although some rather conveniently took the Armistice as a catalyst for everything which happened subsequently and wrote in very general terms. Weaker candidates simply narrated historical events and failed to engage with the second part of the question. Facts and figures linked to the period studied are important as, without them, candidates cannot substantiate their ideas and thus access the highest parts of the assessment grids. In a small number of essays lack of historical knowledge and understanding was striking. Such essays tended to be full of unsubstantiated assertions and sweeping generalisations. Some answers revealed a serious lack of preparation and scholarship.

This response achieved 37 out of 45; 7 for organisation and development, 6 for quality of language and 24 for reading, research and understanding.

Chosen question number:

Question 3 (a) Question 3 (b) Question 3 (c) Question 3 (d)

Plan

Intro: Le 22 juin 1940, Philippe Pétain a signé une armistice qui a permis aux allemands de contrôler une partie de la France. Bien que Pétain ait l'intention de devenir partenaire avec Hitler, après avoir scellé l'armistice, il a découvert que qu'Hitler n'avait aucune intention de se joindre avec Pétain. Ceci a mené

1st para. Social changes Sans la

- Le STO (sans leur gré, Pétain a envoyé des travailleurs français en Allemagne de travail)

- ~~Des~~ La manque de communication entre les zones.
la marque de démarcation
- La pénurie de la nourriture.

Economic changes

- Le valeur du franc en rapport avec celle de ~~deutsche~~ ^{deutschemark}
- Le chômage, cependant a baissé parce que les Allemands ont acheté ~~de~~ la nourriture.
- Le taux d'inflation a augmenté parce qu'il y avait moins de la nourriture et des matières premières.

Conclusion

- C'était important parce qu'il a déclenché 4 ans de collaboration avec les Allemands & ce que les Français ~~me~~ n'oublieront jamais.

Le 22 juin 1940, Philippe Pétain, qui était le président du Conseil à ce temps-là, a signé une ~~an~~ armistice qui a permis aux Allemands de contrôler une grande partie de la France. C'était vraiment important pour les Français ~~parce que~~ ^{car bien que} Pétain ~~avait~~ ^{avait} l'intention ^{de} ~~devenir~~ ^{de} ~~partenir~~ ^{de} avec Hitler, il a plus tard ~~découvert~~ ^{ont dû} qu'Hitler n'avait aucune ~~parce que~~ ^{parce que} ils ~~ont dû~~ ^{ont dû} embrasser les changements économiques et sociaux qui ont suivi le scellant de l'armistice.

~~Sans le gré~~ À cause de l'armistice, Pétain ~~est~~
 → se trouvait de plus en plus obligé de satisfaire aux
 exigences des Allemands. Donc, il a envoyé ^{un nombre de} ~~des~~ ~~français~~
~~français~~ Français de travailler

~~Pétain a voulu changer le pays pour le mieux. Donc, il~~
 a

Après avoir scellé l'armistice, Pétain a réalisé la
 Révolution Nationale par 'le redressement de la société'.
 Donc, il a envoyé dans lequel, il a créé le STO
 (Système du Travail Obligatoire), où un nombre de
 Français ~~ont~~ ^a été envoyé de travailler en Allemagne
 quand les Allemands ~~étaient~~ ^{luttaient} ailleus. C'était important
 parce que beaucoup de femmes étaient ~~seule~~ sans leur
 mari, et ça l'a rendu plus difficile pour ~~elles~~ elles car

elles ne pouvaient pas trouver le travail facilement et
~~elles~~ ^{quelques-unes} avaient des enfants. ~~à~~

Aussi, les Allemands ont contrôlé la communication
 entre tous les deux la zone occupée et la zone 'libre'.
 Donc, il était difficile ^{pour les français} ~~de~~ ~~envoyer~~ ~~des~~ ~~messages~~
 de communiquer avec les siens, ce qui a touché les rapports
 entre les familles.

Quant aux changements économiques, le taux d'inflation
 a augmenté ~~parce~~ à cause de ~~la~~ pénurie de
 la nourriture. Les ~~peu~~ prix ont augmenté et ~~se~~

~~Les sont~~ Ça a mené aux cartes de rationnement. La plupart de Français ²⁰ est à la zone-occupée ~~son~~ est devenue plus pauvre qu'avant. Aussi, les Allemands ont imposé un taux d'échange favorable pour que les Allemands puisse acheter des produits français ~~plus facilement~~ plus facilement.

~~L'armistice~~ Quand Pétain a signé l'armistice, il a ~~entraîné~~ conduit à 4 ans de collaboration avec les Allemands ce qui ^{totalemment} a changé la vie de Français. À cause de l'armistice, Pétain s'est trouvé de plus en plus obligé de satisfaire aux exigences des Allemands. C'est ça que les Français n'oublieront jamais.

(Total for Question 3 = 45 marks)

TOTAL FOR SECTION C = 45 MARKS

TOTAL FOR PAPER = 100 MARKS



ResultsPlus

Examiner Comments

This is a very satisfactory essay which does as required in an efficient, workmanlike way. A suitable event is chosen and clearly presented in the introduction. The candidate proceeds to discuss a few effects of the event which illustrate its importance and then concludes. No doubt more could have been said and more telling illustration could have been offered but within the confines of the word limit there is good coverage of the task. The essay is well ordered, although the linkages between the ideas are not very impressive, the successive use of the term aussi seems to suggest that the thoughts have been set down rather randomly as they occurred to the candidate. However, there is enough order and clarity for the essay to be quite highly credited. The language has a few blemishes but is more than adequate to convey the desired message.

Question 3(c)

Aspects of modern French speaking society proved to be the least popular area of study. A small number of candidates seemed to regard this as a soft option, did little research and thought they could answer from general knowledge. Essays produced with this approach were rarely worthy of much credit. Some very general essays were produced with little reference to any francophone context. The most fertile aspects selected included such things as immigration, problems in the suburbs, the rise of the Front National, the ban on the burqa, AIDS in francophone Africa and the death toll on French roads. A lot of detailed knowledge was shown but there was relatively little in-depth analysis of the impact on various parts of the population. Candidates are advised against studying a very narrow, single aspect of French life. They are reminded that the specification requires 'wide research into key current events and issues and their impact on society' (Specification P.43.)

This response achieved 12 out of 45; 2 for organisation and development, 3 for quality of language and 7 for reading, research and understanding.

Chosen question number:

Question 3 (a) Question 3 (b) Question 3 (c) Question 3 (d)

La ~~television~~ ^{television} est un aspect de la société francophone contemporaine très importante. La télé aujourd'hui est très différente que la télé d'autrefois. Elle a une rôle aussi éducatif et amusante avec des avantages et des inconvénients.

Les avantages éducatifs de la télévision est la possibilité d'apprendre des choses pour les sports, d'arts ou l'histoire. Il y a beaucoup de chaînes pour ce type de programmes. Il y a aussi des chaînes pour la chasse et le pêche.

Les jeunes en France regarde de la

television plus souvent qu'ils va à l'école ou fait ses devoirs. Ce, est un problème causée par l'utilisation de la télévision. Un autre inconvénient est aussi que une nouveaux type des ~~shows~~ émissions

en France est populaire au jeune. La télé-réalité. Cet type de programme ~~est~~ ont de négative conséquences aux jeunes parce ~~que le jeune regard~~ ~~app~~ des ~~simples~~ ~~émissions~~ qu'ils ne font pas confiance à la vie privée de gens.

Les jeunes français sont très influencés par la télévision. De nos jours les jeunes ^{en France} utilisent pas seulement la télévision mais aussi une combinaison de TV-satellite et les lecteurs DVD.

Dans la société francophone tout le monde ~~aussi les jeunes et les personnes~~ ~~les plus~~ ~~âgés~~ ~~regarde~~ de la télévision avec des conséquences négatives ^{et positive} aussi. La télévision française a des images avec beaucoup de violence ou du sexe ou de la discrimination. Mais aussi, il y a la chance pour le monde de voir d'idées contemporaines comme le féminisme ou l'homosexualité.

La télévision en France est très importante dans la vie de ~~France~~ mais le monde peut l'utiliser en ~~pas~~ ~~mais~~ ~~ils~~ ~~peut~~ ^{pour} avoir plus de temps libre ~~pour~~ et faire d'autres choses aussi et pour communiquer avec d'autres gens.



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Examiner Comments

The essay is of a suitable length. The chosen subject matter is in itself too narrow and, moreover, is given very superficial treatment; bland statements and assertions being given which could apply to almost anywhere. A lack of specific references suggests limited reading and research. There is little order in the essay, random thoughts are expressed with no logical thread. No explicit consideration is given to the impact on society. The essay has little relevant direction and no impression of logical organisation and development is apparent. The language is comprehensible most of the time but it is limited in both lexis and structure, the manipulation of the language is flawed and gives no feeling of natural fluency.

This response achieved 29 out of 45; 5 for organisation and development, 5 for quality of language and 19 for reading, research and understanding.

Un aspect de la société francophone contemporaine ^{ce qui est important en ce qui concerne la population,} est l'immigration et manque d'intégration ce qui a mené aux émeutes à Paris 2005.

Pour commencer, après la Deuxième Guerre Mondiale, la France avait besoin de main d'oeuvre pour aider avec la reconstruction. Cet main-d'oeuvre consistait d'immigrés, surtout les Maghrébins et ^{les} Musulmans, et donc ils avaient besoin de logement. Dans les banlieues de Paris, les cités (HLM's) ^{bon marchés} étaient construits rapidement et facilement. Pourtant les mauvaises conditions étaient un problème, comme aujourd'hui ^{à cause de la surpopulation} Selon Mohammed ¹ « C'est ridicule! On déteste ces cités, mais on est condamnés à vivre ici. C'est le galère! Il n'y a pas de ^{travail} et les jeunes traînent dans les rues ». On voit clairement les « ghettos » ^{et problèmes} où la partie de la population défavorisée ^{vivent} dans le film « La Haine » ² Selon Said (un jeune Maghrébin) « C'est quoi ce truc de pou? L'école a bousé ma vie! S'ils avaient pris du temps pour nous prendre en main, je ne serais pas là aujourd'hui à déclaver des bouts de shits en risquant notre peau! » Cela montre clairement l'insécurité et manque d'intégration.

La situation s'aggravait quand Nicolas Sarkozy (ministre de l'Intérieur) a proclamé que les immigrés étaient « racaille » et qu'on devrait « nettoyer les rues avec un kärcher ». Il a introduit le « tolérance zéro » et il a envoyé le CRS pour contrôler les délinquants dans ces cités, mais ce n'était pas efficace, surtout après les deux morts des jeunes Maghrébins ce qui a apparu la faute de la police. Les délinquants ^{ont} en ont marre! Voilà, pourquoi pendant la nuit 28 octobre 2005 les émeutes ont commencées. « Je ne suis pas du tout étonné! » dit un émeutier ³ « Tout le monde nous traite comme le racaille et ils sont si racistes! La police est le

Bibliographie

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- ② "La Haine" ~~par~~ de Matthieu Kassavitz, 1995.
- ③ Émeutier dans Élan 2.
- ④ Selon un article dans L'Express, 2005.
- ⑤ Sondage sur www.egalitedechances.fr
- ⑥ Un article sur Internet 2005 (www.egaliteteetconciliation.fr)
- ⑦ Villepin - "plan espoir banlieue" et "HALDE"
- ⑧ Un article dans L'Express 2005.
- ⑨ Un article sur www.lesemeutesdeparis.fr.



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Examiner Comments

The essay is of a suitable length when the proper nouns and direct quotations are not counted. The concentration on immigration gives way mostly to a discussion of urban riots so that the focus of the essay is not absolutely clear. The candidate makes some sound points which are illustrated by mostly suitable quotations and references so that there is evidence of understanding of the current situation. There could have been a more direct and explicit attempt to assess the impact on society. At times the essay seems like a string of references with little connecting content but in general the organisation and development are adequate. The conclusion, for example, allows the references to speak for themselves. There are some errors in the language but it is certainly good enough to convey the message readily.

Question 3(d)

The literature and the arts area of study was by far the most popular with over two-thirds of the entry producing an essay in this field. Books and films were roughly equal in popularity. Fairly mainstream choices were made although there were a few less common selections. The most widespread works encountered were *La Haine*, *Au Revoir les Enfants*, *Le Dernier Metro* and *Amelie* amongst the films and *L'Etranger*, *Un Sac de Billes* and *l'Avare* in the list of books. *L'Etranger* engenders the widest range of achievement. Some essays on this book are full of intelligent perception and pertinent comment but the rambling, incoherent nature of other offerings suggests that quite a lot of candidates have understood very little of what they have been told and unfortunately appear out of their depth in dealing with such complex material.

Unfortunately, some candidates struggled to understand the phrase 'milieu social' in the title of the question and their essays did not focus on the setting of the work they had studied in spite of the fact that the Specification explicitly states on P.43 that students are expected to consider and demonstrate understanding of the 'social and cultural setting' of the work selected. Many essays merely related the plot and only contained a little implicit relevance to the question set. Examiners rewarded any relevant mention of setting. Fortunately, the majority of candidates did manage to engage with the question in a meaningful manner, the best responses reinforced and supported the candidate's ideas with well-chosen references.

The choice of text or film is crucial. Questions can legitimately be asked on four areas: character, setting, theme and style. Only works which have sufficient material for exploitation in these four areas should be chosen.

This response scored 20 out of 45; 5 for organisation and development, 4 for quality of language and 11 for reading, research and understanding.

«L'Etranger» est un roman d'un homme qui ne veut pas suivre les règles de société. Meursault est le porte-parole de Camus et le personnage principal dans «L'Etranger». Il raconte l'histoire dans le style d'un journal intime et il est donc au centre du complot. Il est possible qu'on ait plus d'empathie pour un personnage qui vous parle. Ainsi, Meursault montre son attitude de société et aussi les idées de Camus au moment du roman.

Meursault montre son attitude de nier l'importance les choses que la plupart des gens considèrent comme importantes. Par exemple, la tristesse, la promotion et le mariage.

« Aujourd'hui, maman est morte. Ou peut-être hier, je ne sais pas. »

Il semble qu'il est détaché et qu'il préfère décrire les choses plutôt que d'émotion.

Il n'est pas intéressé dans l'amour.

« Elle m'a demandé si je l'aurais. Je lui ai répondu que cela voulait rien dire. »

Il montre qu'il ne comprend pas les règles sociales dans un relation.

De même, il n'est pas intéressé dans la promotion.

« on ne changerait jamais de vie... la mienne ici ne

me déplaisait du tout. »

Encore, la plupart des gens ~~considèrent~~ ^{le considèrent} comme important.

Il montre clairement la philosophie de Camus au moment du roman. Beaucoup de philosophes au moment du roman, ^{ont} ~~ont~~ cru qu'il n'y a pas plus haut signification de vie que le monde physique, ils ont cru dans l'absurdisme.

Camus utilise beaucoup de descriptions de la chaleur, par exemple,

« Je sentais son grande souffle chaud sur mon visage »

Il signifie une atmosphère de haut tension et l'importance du monde physique. Ainsi, les règles de société n'est pas important ^{selon} ~~avant~~ à Meursault.

On peut voir clairement les idées de Camus et beaucoup de philosophes au ~~moment~~ moment du roman. L'absurdism est plus évident dans « Le Mythe de Sisyphée » mais aussi par le personnage de Meursault qui ne veut pas suivre les règles de société.

**ResultsPlus**

Examiner Comments

Without the proper nouns and direct quotations the essay is of a suitable length. This candidate would no doubt have preferred to have been asked a question about the personality and role of the central character. There is no explicit treatment of the question of setting, although a little can be inferred from what is said about Meursault's relations with the rest of conventional society. Some knowledge of the text is shown but when reading the generalities towards the end of the essay one is led to question some of the real understanding of what has been studied. Since the question has been largely ignored the essay cannot score highly on the first grid. In its own terms the essay has some patchy organisation and development and the language is good enough to be understood.

Grade Boundary

Grade	Max. Mark	A*	A	B	C	D	E	N	U
Raw boundary mark	100	75	66	57	48	39	30	21	0
Uniform boundary mark	130	117	104	91	78	65	52	39	0

a* is only used in conversion from raw to uniform marks. It is not a published unit grade.

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