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Examiners' Report January 2011

GCE French 6FR02 01

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Introduction

Overall, performance edged up across the candidature this series, again including some excellent performances. The passages sought to encompass topics of current interest from a variety of French-speaking cultures and contexts. The first four passages were spoken, the latter four were written.

Passage 1, relating to Q1, was a multiple choice exercise worth 4 marks, concerning a cyclone in La Reunion, seeking straightforward, factual information from the passage. In response to Passage 2, about a Belgian mayor's initiative to reduce noise levels in his local area, candidates selected four correct statements from eight. Q3, based on Passage 3 about gender inequalities in the workplace, was a cloze exercise worth 4 marks, where candidates selected from a pool of eight items. Q4, where 8 marks were available, requiring responses in French, was based on Passage 4, concerning how ski resorts were coping with unusually low snow fall.

From Passage 5, where potential models commented on the selection procedure which they had undergone, each of five statements had to be correctly attributed to one of four people, for a total of 5 marks. Passage 6 addressed the topic of sex education in secondary schools, and required no inference, but transfer of meaning into English. Five questions worth 1 mark each, were answered in English for a total of 5 marks. Passage 7 concerned the impact of an ageing population and, therefore, an ageing and relatively shrinking number of general practitioners. Questions in French, amounting to 10 marks, required short responses in French. Passage 8 provided the stimulus for the written response of up to 220 words on young people's attitudes towards alcohol, why they do or do not partake, and both the impact of alcohol in the future, and other influences, on young people's lives. Up to 15 marks were on offer for both Content and Language, making Q8 worth 30 marks. 70 marks into total are available for 6FR02.

Assessment Principles

In Q1, only 0 or 1 was scored for each of four multiple choice parts. In Q2, four crosses were required to denote the four correct statements. One mark was withheld for each cross offered in excess of four: for example, five crosses, including four correct ones, would attract 3 marks in total. In Q3, if the response selected was not wholly correctly transcribed, but could clearly not be confused with another item in the pool, it earned the mark. Thus *la majority* or *inferior* gained 1 mark. In Q5, 1 mark was scored for each statement correctly attributed to a young person. By assimilation with Q3, if more than five crosses were proffered in response to a given statement, credit was withheld: one mark withheld for each cross written, in excess of five in total.

Question 4

This question was the most challenging of the listening questions, as it required candidates to listen to the longest passage of the four and to produce responses in French. As ever for Q4 with this specification, comprehension only was assessed, and candidates did not lose credit for faulty grammar, unless it impeded communication, for instance, by rendering the response incomprehensible, nonsensical or in English words. For Q4, Q6 and Q7, examiners adhere to a number of **marking principles**, which are unchanged through the four sessions of the unit, and which are well worth candidates and teachers noting. I have placed them in this introduction for Q4, but the principles apply equally to Q6 and Q7. Lifting from the passage is not *per se* forbidden, but lifts must be very accurate and targeted. Very often, a lift is oblique or deficient, so does not score.

1. Order of elements. Only as many elements as there are marks are considered. Therefore, in a one mark part, only the first element is considered, even if the second element is correct. Preambles and re-working of the question do not count. An element beyond the number considered may still vitiate.
2. Discrete elements. Where two marks are available, we try to award the individual marks discretely. This means that 1 mark is also available in a 2 mark part, not just 0 or 2. If there are 2 elements offered and one is correct and the other not, the correct element scores, only if the incorrect element is plausible within context, and does not vitiate.
3. Answers in the wrong language cannot score, as they are incomprehensible. *artificial* was an example of such a misspelling. In Q6, *responsable* was not accepted, as this is the French spelling where English was sought.
4. Mis-spellings are tolerated in essential parts of the answer, as long as they are not ambiguous or in the wrong language. Hence a mis-spelling which forms another French word is ambiguous and rejected.
5. All existent verb forms are tolerated, including infinitives, unless a specific tense is required. Where a past participle is acting as an adjective, a verbal form is not accepted, as it is the wrong part of speech.
6. Sequential error. Where an error is made, and repeated, credit is withheld once only. If an error is made, but a different error made each time, credit is withheld each time.
7. Crossed out work which is legible and where no alternative is offered, is to be marked.

This candidate has gained some credit, but has not demonstrated an overall mastery of the sense of the passage, and flawed language has rendered some content incomprehensible. 2 marks out of 8 was not an uncommon score, but some attention to marking principles would assist. Lifting should only be undertaken with extreme care.

Passage 4 – Manque de neige à la montagne pour les vacances de Noël

4 Dans ce passage, il s'agit du manque de neige qui touche certaines stations de ski françaises pendant les vacances de Noël. Répondez aux questions **en français**.

(a) En ce qui concerne les réservations, qu'est-ce qui est surprenant cette année ?

(1)

le nombre des touristes

(b) Qu'est-ce qu'on a fait pour combattre le manque de neige ?

(1)

ils utilisent le neige artificiel

(c) En période de neige normale, pourquoi y a-t-il moins d'accidents ?

(2)

- Parce qu'il n'y a pas ~~beaucoup~~ beaucoup de personnes
- le neige artificiel est plus difficile pour ski

(d) Pourquoi les skieurs ne pourront-ils pas accéder à toutes les pistes cette année ?

(2)

- Parce que beaucoup des stations de ski restent fermer
- Il n'y a pas assez de neige

(e) Quand les vacanciers ne skient pas, comment passent-ils leur temps ?

(2)

- Ils faissent d'autres choses pour garder la forme



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Examiner Comments

- (a) The number of tourists cannot score, as it is meaningless in this context, and does not target the reservation situation.
- (b) Many candidates scored here. An active verb and a French spelling of *artificiel* were sought.
- (c) The candidate has reverted to an English spelling of artificial. The first element does not make much sense in the context, and the question part seeks a response from the angle of normal snowfall.
- (d) *fermer* is preferred, when the past participle form is being used adjectivally. There should be a distinction between the ski resort and the ski slopes or pistes.
- (e) A plausible active verb was needed to accompany the specified activity, but *ils faissent* is not an existent verb form, so cannot score.



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Examiner Tip

This candidate has apparently heard much of the correct information, but has not referred closely enough to the demands of the question parts.

- (a) reservations must be targeted, not the number of tourists or drivers. It is worth watching out for the impact of lifting: references to pour Noel could vitiate, if it then appeared that Christmas was the reason for the reservation.
- (b) *utiliser* or a similar verb was required. The question is in the past tense, so future and conditional tense responses, though not uncommon, could not score. *il y de la neige artificielle* does not respond to what has been done. The question part must be targeted.
- (c) The focus of the response, as in (b), is critical, and many candidates transcribed what they heard, answering from the artificial snow angle, not the natural snow. The question parts should be scrutinised carefully, and checked again near the end of the 45 minutes with the listening source.
- (d) Check especially verb and their conjugations. The past participle, often used as an adjective, cannot be rewarded if spelled as the infinitive, which is the incorrect part of speech. Practice of transcribing short dictated phrases will assist in listening comprehension questions.
- (e) Revision of pre-AS grammar, including the conjugation of common irregular verbs avoids the loss of credit through non-existent verb forms. In a two mark part, candidates should ensure that both elements make sense: *faire*, even if correctly conjugated, would not necessarily communicate successfully: *ils font des saunas*.

This is a successful response. Answers are succinct but relevant, accurate language does not impede communication. Tenses are clear and they can sometimes be of importance in responding directly to a question part.

Passage 4 – Manque de neige à la montagne pour les vacances de Noël

4 Dans ce passage, il s'agit du manque de neige qui touche certaines stations de ski françaises pendant les vacances de Noël. Répondez aux questions **en français**.

(a) En ce qui concerne les réservations, qu'est-ce qui est surprenant cette année ?

(1)

Il y a encore plus des réservations que l'année dernière

(b) Qu'est-ce qu'on a fait pour combattre le manque de neige ?

(1)

Ils ont utilisé de la neige artificielle

(c) En période de neige normale, pourquoi y a-t-il moins d'accidents ?

(2)

La neige est moins dure et compacte, moins rapide, et il y a moins de gens sur la montagne.

(d) Pourquoi les skieurs ne pourront-ils pas accéder à toutes les pistes cette année ?

(2)

À cause de la manque de neige, une grande partie de les pistes sont fermées

(e) Quand les vacanciers ne skient pas, comment passent-ils leur temps ?

(2)

Ils font des randonnées, et les activités de remise en forme et le sauna



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Examiner Comments

(a) *dernier* does not agree, but this still communicates, and is a harmless addition, that is to say, that the information is not essential to the mark being gained. The spelling of reservations has been given the benefit of the doubt.

(b) Possibly fortunate to have had the preferred spelling of *artificielle* tolerated.

(c) Angle of response is correctly from the natural snow viewpoint. Two clear notions, hardness of snow and number of skiers on the pistes, were required.

(d) Two clear ideas needed: a certain proportion of pistes being open or closed. The candidate, as in (c) conveys the elements required in short, but clear responses.

(e) Three elements are offered for a 2 mark part, but the third element does not vitiate. *Faire le sauna* would not have been successful, but felicitously, it was placed third.



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Examiner Tip

In (a), (b), and (e), this candidate has been a little fortunate, and this example has been selected to show that while benefit of the doubt is extended, checking of spelling can avoid potentially unnecessary loss of credit. In (c) the candidate has attempted to transcribe much from the listening passage and in (e) the candidate offered three elements. It would be advisable to stick to the number of elements required, as carpet bombing can lead to vitiation. (d) has grammatical errors which have not impeded communication, but checking time might again have been useful.

Question 6

This five part question proved a successful discriminator. The three most common causes for lost credit were in Q6a, failure to qualify either the understanding or resultant responsible behaviour; in Q6c incorrect translations of *un dossier*, sometimes along with incorrect year groups; or Q6e, where *la grossesse* was confused with obesity, or a vague but generally undesirable or unsatisfactory situation, which did not specify pregnancy.

This question was answered with a high degree of success this session, although there were a number of pitfalls for unwary candidates. It is important in the English responses to ensure that French does not creep in, and that all relevant information is conveyed. As each part is worth 1 mark, only one element is considered in each part.

Passage 6

Un dossier pour mieux comprendre la sexualité

Le gouvernement a présenté hier son dossier éducation. Son but est de mieux expliquer la sexualité aux élèves, et de les amener à un comportement plus responsable.

Jusqu'à maintenant, au collège, les cours d'éducation sexuelle consistaient principalement en un seul chapitre du manuel de sciences naturelles. Il s'agissait surtout d'expliquer aux élèves le fonctionnement du corps humain dans le phénomène de la reproduction.

Aujourd'hui, le gouvernement a décidé d'aller plus loin. Un dossier contenant tout un assortiment de documents sur la sexualité va être distribué dans toutes les classes de 4^e et de 3^e en France.

Ce dossier répond aux questions qui seront indispensables aux élèves dans leur vie d'adulte ou d'adolescent : comment fonctionne notre corps pour donner naissance à un enfant ? Comment se protéger des maladies lors des relations sexuelles ? Comment éviter une grossesse que l'on n'a pas désirée ?

6 Read the above passage and answer the questions **in English**. Your answers must relate exclusively to the passage and convey **all the relevant information provided**.

(a) According to the first paragraph, what is the government's aim in providing better sex education?

(1)

teach separately and make them more responsible

(b) How was sex education previously taught?

taught as a natural science

(1)

~~About the human body and reproduction.~~

(c) Other than being taught sex education, how else will pupils be helped?

they were taught about human body and reproduction (1)

(d) What information will be given about sexually transmitted diseases?

(1)

they'll be given assorted documents

(e) According to the last sentence, which situation might young people learn to avoid?

(1)

getting pregnant.



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Examiner Comments

- (a) Two elements offered here for a 1 mark response, so the second notion, although correct, cannot score.
 (b) This response is too vague, and does not specify that sex education was merely a part of the courses or textbook.
 (c) The candidate does not seem to be following the order of detail of the passage closely. The distribution of a pack of information was sought here.
 (d) The information for (c) is offered here, but this part needs mention of the contents, not the format.
 (e) The unwanted aspect of pregnancy here is key, so again, the response is too vague.



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Examiner Tip

- As far as possible, candidates should aim at full and relevant responses. As soon as there is ambiguity or vagueness, scoring is less likely.
- a) The notion of separate teaching counts as an element but is spurious. The candidate should decide which the essential information is, and commit to that element.
 (b) Again, specific information is needed to score, and so clear details taken into good English from the passage are wanted. The details for the parts are in the order presented in the passage, so candidates should ensure that they draw their responses sequentially, too.
 (b) and (c) and (d) have been conflated. Close attention is needed to the terms of the question. 2 marks could have been gained with better targeting of the question.
 (e) *qui n'est pas desirée* was essential, and the candidate here, more than in any other passage and its questions, needs to convey all details. Understanding the context is also important, and is worth consideration at the start of each question. Is it likely that stopping pregnancy, rather than unwanted pregnancy, is an aim per se?

This is a fine response, possibly expressed at greater length than necessary. Candidates should aim to convey all relevant information, as in bold type in the rubric, but this does not mean full sentences per se. Clarity of expression is desirable.

Un dossier pour mieux comprendre la sexualité

Le gouvernement a présenté hier son dossier éducation. Son but est de mieux expliquer la sexualité aux élèves, et de les amener à un comportement plus responsable.

Jusqu'à maintenant, au collège, les cours d'éducation sexuelle consistaient principalement en un seul chapitre du manuel de sciences naturelles. Il s'agissait surtout d'expliquer aux élèves le fonctionnement du corps humain dans le phénomène de la reproduction.

Aujourd'hui, le gouvernement a décidé d'aller plus loin. Un dossier contenant tout un assortiment de documents sur la sexualité va être distribué dans toutes les classes de 4^e et de 3^e en France.

Ce dossier répond aux questions qui seront indispensables aux élèves dans leur vie d'adulte ou d'adolescent : comment fonctionne notre corps pour donner naissance à un enfant ? Comment se protéger des maladies lors des relations sexuelles ? Comment éviter une grossesse que l'on n'a pas désirée ?

6 Read the above passage and answer the questions **in English**. Your answers must relate exclusively to the passage and convey **all the relevant information provided**.

(a) According to the first paragraph, what is the government's aim in providing better sex education?

(1)

Le government's aim is to better explain sexuality to pupils and to encourage more responsible behaviour.

(b) How was sex education previously taught?

(1)

Sex education lessons consisted of one single chapter the biology text book.

(c) Other than being taught sex education, how else will pupils be helped?

(1)

A folder containing a variety of documents concerning sexuality will be distributed in all classes for 2 year groups.

(d) What information will be given about sexually transmitted diseases?

How to ~~pr~~ protect oneself from contracting sexually transmitted diseases.

(e) According to the last sentence, which situation might young people learn to avoid?

(1)

They might learn to ~~avoid~~ ^{avoid} an unwanted pregnancy.



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Examiner Comments

This candidate deserves to have gained full credit.

- (a) Both scoring elements are offered here, either would have scored.
- (b) The missing 'in' before biology textbook seems tolerable. The notion of a single part of the course is conveyed sufficiently.
- (c) The candidate scores, but only saves the mark by stating that all pupils in only two year groups receive the pack.
- (d) and (e) show an understanding, and ability to convey in English the correctly pinpointed information in the passage.



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Examiner Tip

- (a) The initial 'le' is tolerated, as government and the remainder of the sentence is in English. Especially strong candidates, perhaps thinking in French, must check through, to eradicate French from Q6. *responsible* was frequent, and could not score, as a French spelling.
- (b) Similarly, a moment or two even of checking would have spotted the missing preposition. A less charitable view could have been that the whole sentence made no sense.
- (c) Too much information can vitiate. The question part targets what the help is, rather than the year group of the recipients, and much vitiation involved the unnecessary mention of Years 10 and 11, which are not 3e and 4e.
- (e) unwanted is the key adjective. Reworking of the question does not constitute an element, but it is not necessary. 'unwanted pregnancy' tout court would have scored.

Question 7

This question produced a wide range of responses. With this reading question, lifting is possible, but tends to be unsuccessful, as focused responses are sought, and not always yielded by a lift.

This candidate gained very good credit, and has tried, with some success, to use notions from the passage, and then manipulate them.

7 Répondez **en français** aux questions suivantes, en utilisant le plus possible vos propres mots.

(a) Quel est le rapport entre l'augmentation rapide de la population et le nombre de médecins ?

(2)

L'augmentation de la population est plus vite que celle du nombre des médecins, et donc le nombre de médecins par rapport aux gens baisse.

(b) Qu'est-ce qui se passera bientôt à cause du « papy-boom » ?

à la fois (2)

Beaucoup de médecins perdront leur retraite, et donc il y aura moins de médecins qui travaillent.

(c) Qu'est-ce qui a aggravé le problème du manque de médecins à partir des années 70 ?

(2)

Une limite sur le nombre d'étudiants de médecin, baissant de 8.600 à 3.500 aujourd'hui. Moins de 4.000 étudiants étaient admis chaque année dans les années 90.

(d) Pourquoi la période nécessaire pour former un médecin est-elle un problème ?

(1)

Il est très longue, et décourageant les étudiants.

(e) Pourquoi le problème est-il moins grave dans les régions ensoleillées ?

(2)

Parce que les médecins retraités qui reprennent leur travail choisissent de travailler dans ~~les~~ ^{des} régions ensoleillées.

(f) Selon le docteur Irène Kahn-Bansaude, comment pourrait-on encourager plus de jeunes médecins à considérer la médecine générale ?

(1)

il faut enlever le poids d'administration fait par les médecins

(Total for Question 7 = 10 marks)



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- (a) The key idea is that both population and the number of doctors is rising, but that the latter is rising too slowly. The candidate has conveyed this, but the erroneous notion of fewer doctors was suggested.
- (b) Key notions were lots of doctors, soon to be retiring, which this candidate has conveyed explicitly.
- (c) The candidate has the correct idea, but the incorrect spelling of medicine, rather than doctor.
- (d) Communicated and scored.
- (e) A clear response, the candidate avoided the generally unsuccessful but tempting lift.
- (f) Clumsily expressed, but this proved to be a challenging part, and communication was achieved.

(a) The context of the passage, as with Q4, is useful to comprehend at the outset, as then responses to certain parts become more obvious than others. The passage concerns large scale retirements, but 'moins' never suggests fewer doctors. A close reading of the passage, perhaps returning to it later at different times in the examination could be gainful, as a large number of candidates seemed to seize hastily on the 'fewer' idea. There is no comparison.

(b). As in Q4a regarding Christmas, the response must have the correct focus. The reason many doctors will soon retire is that they are of a similar age, not because the retirement age is 65. A lift from the passage, including *cessant*, did not make sense as a lift, nor did it mention doctors. Checking through afterwards would spot this kind of error.

(c) Check spellings in the passage and questions. The question clearly relates to doctors, whereas the passage refers to medicine, which the candidate must have read in order to have retrieved the correct information. This copying error has wasted 1 mark.

(d) The masculine pronoun was tolerated, but would bear attention, as it could cause ambiguity, hence lost credit.

Candidates often struggle with the notion that all French nouns have genders, rather than simply neuter, and it is worth highlighting this.

(e) The problem of *retraiter*, rather as *fermer* in Q4, emerged here, and emphasises the need for spelling to be accurate over verb and past participle forms, including some sense of the grammatical role being played by the given word.

(f) The expression is not particularly natural, but there has been an attempt to manipulate and use words other than from the text. There is no intention of forcing candidates to rework every word, but sometimes, especially with more able candidates, reworking can be more fruitful and natural, so worth devoting some time to doing perhaps.

Spelling is important, and errors of words from the passage or questions are especially unnecessary. Candidates should scan the passage and questions, and indeed, look if they wish elsewhere in the paper for clues as to correct spellings and lexical items. The spelling of doctor and medicine were problematic here, and led to lost credit through ambiguity or the wrong language. Candidates often do not spell consistently, but sticking to one version of a given word means that it loses credit once, but only once, as it is treated as a sequential error. Different errors lose credit each time.

Question 8

In Q8, examiners read to the end of the sense group, (which may not be the end of the sentence) after 220 words is reached. *Il y a* in any tense, and any proper nouns, including *le Ministre de la Sante*, count as one word each. There are 30 marks in total available for Q8, 15 for Content (C) and 15 for Language (L). Candidates and teachers should therefore be aware that Q8 alone not only constitutes a large proportion of 6FR02 (30/70 marks), but of the AS as a whole. Those candidates whose grammatical skills are good showed themselves well able to access the L13-15 box in this question, while those whose grammar was less secure could still score in the top Content box, even if the Language mark was some way behind. Very few candidates scored particularly poorly, and there was increasing evidence of candidates answering all the bullet points directly and within the word limit. The following principles applied to Q8 marking:

- i. C13-15 requires a direct response to all four bullet points. Although a title was desirable, as part of an authentic article, it was not a prerequisite for scores to be awarded in the top box.
- ii. C10-12 requires at least a partial or oblique response to each of the four bullet points
- iii. C7-9 is where three bullet points are addressed, directly or partially. C-9 is the maximum where one bullet point is omitted, but less might be awarded. This box was often awarded where candidates had indeed addressed all bullet points, but the fourth was only tackled after the 220 words were exhausted.
- iv. C-6 is the maximum where two bullet points have been omitted, but again, less might be awarded; C-3 is the maximum where one bullet is addressed.
- v. C and L must both score, or neither scores, but C-1 and L-15 is theoretically possible, and vice versa.

The responses to the question showed a good understanding and level of familiarity with the material. The mean score exceeded 20 marks, which would imply, assuming for instance C-10 and L10, that all or nearly of the bullet points were addressed, at least to some extent, and that language, which sometimes faulty, were good rather than satisfactory. It is worth noting that somewhat unimaginative and pedestrian responses will still score reasonably well, and the well worn path of peer pressure in alcohol consumption, supposed indifference to future health issues, likely higher levels of future binge drinking and illness, and drug taking or smoking tobacco abounded. Candidates should consider taking a more original approach, to display a wider range of Content and Language.

It was felt that Content marks reflected a generally sound grasp of the GTA. However, teachers and candidates might like to note comments from examiners regarding Language.

Teachers clearly deserve great credit for the thoroughness with which candidates were prepared for this question. For instance, methods of introducing an opinion, such as *à mon avis*, *d'après moi*, *selon moi*, were well known and used, as were simple subjunctive constructions following *bien que* or *quoi que*. However, there were a number of weaknesses where simple grammar was concerned.

Verbs, their conjugation, and combination of singular subject and plural verb, were often faulty, even at a basic level, in otherwise quite successful candidates' responses: *ils boissent*, *ils boirent*, *ils ont ivres*, *ils bu*, *ils a bu*, *ils sont boive*, *ils savent*. Other prevalent errors involved *a/à*, *ou/où*; demonstrative adjectives: *cettes jeunes*; possessive adjectives: *ils ont des problèmes avec ses parents*; agreement of adjectives, perhaps most obviously in Q4 (see above): *la neige artificial/artificiels*, *tous le temps*, *les médecins retraité*, and genders of common words: *une médecin*, *le neige*.

It is interesting to note that, in many cases at least, the quality of the French in this essay question was better than that used in Q4 and Q7. It could be noted that knowledge of verbs was particularly weak: -er verbs, *pouvoir, vouloir, boire, avoir, être, aller* were especially noted for their faultiness.

Nearly all candidates had sufficient content about the subject of young people and alcohol, and many had been well prepared for this topic. A considerable number scored in the 10-12 box for both Content and Language. Very few candidates scored in the 4-6 mark range, or below. The bullet points were generally well treated, and there were many candidates who received at least partial credit for all four. A not insignificant minority continue to lose credit for bullet 4 as a result of passing 220 words, before the fourth bullet point has even been addressed. Bullet 1 was generally covered successfully: most candidates gave convincing reasons for young people starting to drink and getting addicted - school pressure, exam pressure, bad relations at home, anxiety about the future, quarrels with friends all were mentioned, as well as facilitating meeting new people and making a person feel a member of a group. Some candidates also cited teenagers who do not drink, and gave religion, wisdom, and fear of consequences as a result. It was not necessary to cite both sides of bullet 1 to gain full credit.

Bullet 2 was usually done only partially. Most candidates understood *conscients*, but a few did not. However, there was frequent failure to develop this point along the lines of *health*. A few did so only vaguely, but the most successful responses quoted examples of liver disease, cancers and addiction.

Bullet 3 was reasonably well done across the ability range; there was no consensus of opinion here; some candidates were optimistic that programmes of education on the subject would help to improve the problem. Some only partially fulfilled the requirement by writing *j'espère que* instead of *je pense que*, an aspiration more than an opinion.

Bullet 4 was well done, and sometimes imaginatively developed. Obesity, tobacco and drugs were the commonest items, with various medical conditions mentioned. The bullet allowed for the inclusion of more than one threat, and some candidates included several, successfully. Only a very few candidates failed to heed *À part l'alcool*.

This candidate has scored very well, and has responded to the task at a high level, both in terms of Content and Language. It is a good example of work which would just make the top box for Content and Language, and gives some indication of the level of accuracy, range, development and concepts expected at the bottom of the top descriptors.

Passage 8

Les collégiens abusent-ils de l'alcool ?

Alors qu'en France, on consomme deux fois moins d'alcool qu'il y a 30 ans, les jeunes sont plus nombreux à boire. Les produits alcoolisés sont présentés de façon à attirer les jeunes et il y a beaucoup de raisons pour lesquelles ils commencent à boire.

En vérité, l'alcool détruit le cerveau. Une étude montre que 47% des jeunes qui commencent à boire de l'alcool avant 14 ans deviennent dépendants plus tard.

8 Vous écrivez **un article** pour un magazine français pour expliquer ce que pensent les adolescents de l'alcool. Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- Pourquoi les jeunes boivent de l'alcool ou pas
- Si les jeunes sont conscients des dangers que l'alcool représente pour leur santé
- Comment vous voyez l'avenir en ce qui concerne les jeunes et l'alcool
- **À part l'alcool**, qu'est-ce qui menace la santé des jeunes

Les jeunes boivent la plus aux "boissons". Ils boivent l'alcool pour relaxer et pour réduire l'effet de la stress. D'ailleurs si les parents des jeunes boivent d'alcool, ses enfants accepteraient plus les boissons alcoolisées. La rôle d'alcool.

En revanche, ce n'est pas tous les jeunes qui boivent d'alcool, certains gens le détestent à cause des manque de contrôle, des effets sur la santé où peut-être la culture qui accompagne l'abus d'alcool.

Les essais des gouvernements ^{ont amélioré} ~~ont amélioré~~ le niveau de connaissance ^{entre les jeunes} ~~des~~ des effets ^{de} d'alcool sur la santé. Bien que les jeunes sachent les dangers que l'alcool représente, ils ne pensent des dangers quand ils sortent. Ils croient que "il ne m'affectera jamais", mais ces sentiments sont ^{responsables} ~~responsables~~ pour ^{les} problèmes de la santé qui ces gens pourraient ~~avoir~~ souffrir.

Il y a ~~deux~~ vingt ans, ~~l'alcool était~~ les jeunes ne pourraient pas ~~boire~~ ^{boivent}

boire les mêmes quantités d'alcool qu'ils ^{peuvent} ~~peuvent~~ de nos jours. Cependant, malgré le fait qu'on aille plus aux bars et aux "bours" j'estime que le niveau d'alcoolisme va tomber. Après avoir augmenté le prix d'alcool, le ^{gouvernement} ~~gouvern~~ ne peuvent que ^{reduire} ~~diminuer~~ le montant des ^{bénéfices} ~~benefits~~ pour les étudiants, comme l'EMA, qui payent souvent pour ~~les~~ ~~boire~~ l'alcool. ~~et~~ ~~les~~ ~~regarder~~.

La tabagisme est ^{un autre} ~~un~~ ~~des~~ ~~problèmes~~ ~~le~~ ~~plus~~ ~~grand~~ pour les jeunes. ~~Et~~ C'est populaire entre les jeunes, mais c'est ~~tra~~ ~~pire~~ que l'alcool pour la santé et il coûte cher. ~~Heureusement~~, le gouvernement a ^{créé} ~~introduit~~ des lois pour réduire le niveau des gens qui ~~font~~ ~~des~~ ~~tab~~ ~~fument~~, comme ~~le~~ ~~l'intendit~~ ~~restriction~~ de la fumée dans les lieux publics.



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Examiner Comments

The candidate has not written a title. This could be expected in an article.

Bullet 1 is well addressed with a number of factors and some development offered: relaxation, stressful lives, parental example, then the counter-argument of non-drinkers not wishing to lose control.

Bullet 2 is rather general, and represents many responses this year. However, there is just enough to make the indifference seem to apply to possible health issues.

Bullet 3 is again rather limited, but the bullet point is directly addressed, with a prediction of higher alcohol prices.

Bullet 4 encompasses the canonical theme of smoking, but with some development, regarding government initiatives. The word count is reached after *qui fument*.



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Examiner Tip

A title was not deemed essential for an article, but it is good to practice including one, as it is part of the given register. In June 2010, a letter was required, and 1 mark for Content withheld if not furnished.

Bullet 1 - this does not require a response from both angles though many successful responses chose to do so. Candidates should check the implications on word count. Advice might be to divide the 220 words available carefully among the bullet points, allowing some words for an opening and closing sentence. While candidates writing word counts to help themselves should of course continue to do so, many counts are not accurate, and examiners do check.

Bullet 2 - often responses did not refer, even obliquely, to health. It is in the bullet point and candidates should try to deal with the bullet points explicitly.

Bullet points 2, 3 and 4 may seem rather superficially treated to allow the candidate to access C-13, but they are direct, if pedestrian, responses, and so count as full responses. This candidate just exceeded the word limit, but checking could have reduced the full response to bullet 1, thus bringing the whole response within 220 words.

The confusion of *ses parents* for their parents impedes communication, and revision of possessive adjectives is often useful. There are a few basic errors, such as *la tabagisme* and *ils croient que ils ne m'affectera jamais*. However, there are some good constructions, and little ambiguity. The published markscheme includes possible constructions worthy of credit. A little checking time could have perhaps eradicated some of these slips, and the candidate was perhaps fortunate that the final line fell beyond the word count.

This response gained a score of 20, earning C-10 and L-10, so this is a very representative candidate for this session. Many candidates attempted all bullet points within 220 words, but did not succeed in giving full responses to each one. It should be encouraging that quite straightforward responses merit decent, if not sparkling, scores.

Passage 8

Les collégiens abusent-ils de l'alcool ?

Alors qu'en France, on consomme deux fois moins d'alcool qu'il y a 30 ans, les jeunes sont plus nombreux à boire. Les produits alcoolisés sont présentés de façon à attirer les jeunes et il y a beaucoup de raisons pour lesquelles ils commencent à boire.

En vérité, l'alcool détruit le cerveau. Une étude montre que 47% des jeunes qui commencent à boire de l'alcool avant 14 ans deviennent dépendants plus tard.

8 Vous écrivez **un article** pour un magazine français pour expliquer ce que pensent les adolescents de l'alcool. Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- Pourquoi les jeunes boivent de l'alcool ou pas
- Si les jeunes sont conscients des dangers que l'alcool représente pour leur santé
- Comment vous voyez l'avenir en ce qui concerne les jeunes et l'alcool
- **À part l'alcool**, qu'est-ce qui menace la santé des jeunes

De nos jours, les jeunes commencent à boire de l'alcool pour beaucoup de raisons. À mon avis, c'est la pression du group la cause la plus importante. Cependant, une autre cause c'est qu'il n'y a pas assez d'information sur les dangers de l'alcool présenté dans une manière intéressant pour les jeunes.

Il y a une semaine, j'étais au metro à côté de deux filles qui parlent de l'alcool, et elles ne savent aucune danger qu'il y a. Il aurait fallu que leurs mères les prennent et les parlent des problèmes avec commencer à ~~boire~~ boire si tôt.

À l'avenir, je pense qu'il y aura des problèmes très graves chez la société jeune. Il faut qu'on fasse

quelque chose avant que le problème augmente. Je suis sûre que si les gouvernements les plus affectés font des bons plans pour détruire le problème, et si les parents comprennent leur rôle dans la prévention de l'alcool entre les jeunes, le problème ~~se~~ ~~arrêtera~~ ^{s'arrêtera}. En outre, je suis convaincu que si les parents de ~~ces~~ ^{ces deux} filles avaient fait quelque chose, elles n'auraient pas fait partie du groupe si grand de jeunes qui boivent.

De l'autre côté, ~~je~~ il est important que je dise qu'il y a aussi le problème de tabagisme entre les jeunes qui menace les autres, ~~pas seulement~~ ^{pas seulement} ceux qui fument.

218 mots



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Examiner Comments

This candidate responds fully to bullet 1 and bullet 4, but is only partially successful in bullets 2 and 3. In bullet 1, peer pressure and ignorance are, in the context, fair reasons why young people drink. In bullet 2, there is mention of problems with drinking excessively but health is not even tangentially mentioned. For bullet 3 there are shadowy references to future problems, which remain rather undefined. In bullet 4, however, there is clear, if succinct, mention of smoking. There has been little content development and the response especially in bullet 3 is vague. This candidate has only just responded to all four bullet points, so would be at the bottom of the second Content box. In terms of Language, the syntax is rather Anglicised, and there are straightforward errors: *la presion, le group, j'etai, les meres les parlent, ceux qui fumment*. However, this box allows for the odd major error by implication, and the response is generally quite easy to follow and to understand. There are some advanced constructions, including *si* clauses and subjunctives, so this candidate is, on balance, good, rather than satisfactory for Language.



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Examiner Tip

The candidate should address the question more fully, and should then seek to develop. As health is mentioned in bullet 2, there should be specific health issues mentioned. As bullet 3 asks for details of the future, vagueness should be avoided and a specific prediction with justification given. Judging by some of the well-learned constructions, the tenses and opinions needed would have been within the range of this candidate. Tightening up on the conjugation of common verbs and their dependent prepositions would have much enhanced the Language mark. The piece could also benefit from an opening and closing sentence of contextualisation. This is not a requirement but would add some authenticity and shape, and has often seemed to help candidates' organisation.

Advice and Guidance

1. Grammatical accuracy and knowledge still eludes candidates of all abilities in Q8. Only in Q8 is language explicitly rewarded but poor language can compromise comprehension, and therefore, content marks. Pre-AS grammatical points merit revision.
2. Candidates should practise addressing all four bullet points directly and then developing them succinctly and relevantly. This will enhance Content marks, even when Language is comparatively insecure.
3. Candidates should familiarise themselves with the various marking principles mentioned in this Report. It is especially helpful to note the principles in Q4 and Q7.
4. Practice of non-verbal and non-productive question types in both listening (Q1, Q2 and Q3) and reading (Q5) is important, as such questions account for 17 marks.
5. In Q6 candidate must seek to respond in accurate English which conveys all relevant information, as per the rubric. Incomplete information will not succeed.
6. Allowing checking time within the 2 hours 30 minutes, especially for Q8, is strongly recommended. This includes checking listening responses before the 45 minutes with the listening stimulus are up.
7. Short phrases of dictation could enhance scores, especially in Q4.
8. Candidates should aim to understand the overall sense of the comprehension passages, to preclude implausible responses.

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