

Examiners' Report  
January 2013

GCE French 6FR02 01

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service. See the ResultsPlus section below on how to get these details if you don't have them already.

## ResultsPlus

### Giving you insight to inform next steps

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and Edexcel national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

### Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education.

Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk).

January 2013

Publications Code US034499

All the material in this publication is copyright  
© Pearson Education Ltd 2013

## Introduction

Over 700 candidates sat this paper, which is the last January session for Unit 2 of the GCE 2008 Specification. This paper was set in accordance with the Specification guidance, and adhered to the format of all previous Unit 2 papers. Centres received compact discs or accessed mp3 files, which contained four passages, whose total running time was less than four minutes. The total time allocated to this paper was 2 hours 30 minutes, with candidates having access to the recording for the first 45 minutes only. All questions were compulsory, and the vast majority of candidates attempted all questions, with widely varying outcomes. There were excellent performances which suggest teachers' familiarity with the requirements, attention to points highlighted in Examiner's Reports, and most especially to the comments given to specific questions in the more recent Results Plus reports. This paper was marked to exactly the same principles as 6FR02 in all its four previous sessions.

The passages sought to encompass topics from within the General Topic Areas and of relevance to the candidates as far as possible, from a variety of sources, not just France. 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 an anti-nuclear protest in France, seeking straightforward, factual information from the passage. In response to Passage 2, about reduced passive smoking in Switzerland, candidates selected four correct statements from eight. Q3, based on Passage 3 about an event in Valenciennes, giving information about professions involving music gender, 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 French people nowadays have less regard for food than in the past. From Passage 5, on house husbands, 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 pricing in school canteens in France, 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 on young people of eating food in the street. The questions were in French, amounting to 10 marks, and 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 language learning, why they do or do not enjoy doing so, whether it should be compulsory, and what other subjects they perceive as especially valuable. Up to 15 marks were on offer for both Content and Language, making Q8 worth 30 marks. 70 marks in total are available for 6FR02.

## Assessment Principles

In Q1, only 1 mark was available 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, six crosses, including four correct ones, would attract 2 marks in total.

In Q3, if the response selected was not completely transcribed correctly, but could clearly not be confused with another item in the pool, it still earned the mark. Thus *le grand publique* or *de la region* 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.

As hitherto in this unit, Examiners assessed responses in Q4, Q6, and Q7 in the order that elements were presented by the candidates, and considered no more elements than the number of marks available. In this session, no part was worth more than 2 marks. Thus for instance, in a 2 mark question, only the first two elements scored. Repeating or re-working

the question, or preambles to an acceptable response, did not count as elements in the response, and latitude was extended to candidates where possible. While harmless additions do not cause credit to be withheld, it is possible that others can seriously compromise responses.

Q8

Bullet 1: the full bullet needs explicit if cursory mention of one's own country, whereas a partial bullet is earned if only generalised. *Ici* was acceptable for one's own country.

Bullet 2: one main motivation needed to be given, and an enumeration alone gained a partial bullet. The response could be personalised.

Bullet 3: gained a partial bullet if only the argument that everyone should have the chance to study a language was proposed, with a conditional notion and personalised response needed for full bullet. Developments could not be specifically relevant to constituencies other than *lycéens*. Negative answers with development could score fully.

Bullet 4: Again, a personalised response with future notion was needed for the full bullet, and general views that certain subjects are useful gained a partial bullet point.

A word has a space either side of it, and was counted, generously where possible, as presented by the candidate. 220 words enforced, reading then to the end of the sense group, not necessarily the sentence. *Il y a* in any tense is one word, as are proper nouns, such as Monsieur Jan Walton and his or any job title. The salutation and valediction were outside of the word count.

For Q8, the following guidance was found to be useful and workable for the Content (C) mark in all previous sessions.

- C13-15 requires a direct response to all four bullet points
- C10-12 requires at least a partial or oblique response to all four bullet points
- 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
- C-6 is the maximum where two bullet points have been omitted, but again, less might be awarded
- Content and Language must both score, or neither scores, but C-1 and L-15 is theoretically possible, and *vice versa*
- This letter task required a salutation or valediction, with inappropriate registers tolerated, or else the response forfeited one content mark.

## Question 4

This question type is familiar to candidates, and is being treated increasingly well. This question was tackled better than in previous years. Faulty transcriptions rendering communication impossible are often the cause of lost credit, especially involving flawed lifts. All question parts are worth 1 or 2 marks. It is worth repeating that targeted, not oblique lifts from the passage can score in Q4. It is not necessary *per se* to reword phrases from the passage. Many candidates gained some credit in most parts, and some scores of 7 or 8 were in evidence. Less able candidates attempted phonetic transcriptions, which were flawed, had little meaning or did not make grammatical sense. This prevailed in Q4b and Q4c where *les dates de limite de vente* provided much scope for error. Some tended to write excessively, hoping to include the correct information. Candidates are reminded of the order of elements rule (please refer to the Introduction). Q4 was expected to be the most challenging listening question, and responses gained credit provided that they communicated unambiguously. Candidates are always encouraged to listen to the whole passage first before attempting the questions, as this provides the important overview of the sense of the passage. It also suggests the order of the question parts, as they are asked sequentially, according to the passage. Checking time before the listening source is removed after 45 minutes is strongly encouraged.

4 Dans ce passage, il s'agit de la tendance croissante en France de ne pas respecter la nourriture.

Répondez aux questions **en français**.

(a) Pour un Français, quelle est la signification des sept kilos mentionnés dans ce passage ?

(1)

Chaque année, un Français jète sept kilos d'aliments.

(b) En ce qui concerne le frigo, que faut-il faire pour moins gaspiller ?

(1)

Il faudrait mieux gérer les dates de limites de vente pour pouvoir bien organiser le contenu du frigo.

(c) (i) Quelle sorte de produits sont en promotion dans les grandes surfaces ?

(1)

Les grandes surfaces mettent en promotion de grands lots de produits périssables, tels que la viande et les yaourts.

(ii) Pourquoi ces produits sont-ils en promotion ?

(1)

Ces produits sont proches de la limite de vente.

(d) Pourquoi ceux qui habitent à la campagne font-ils moins souvent les courses ?

(1)

Ils ont tendance à finir le contenu de leurs réfrigérateurs avant de refaire les courses.

(e) Qu'est-ce que les gens qui n'ont jamais connu la faim ont tendance à faire ?

(1)

Ceux qui n'ont pas connu la faim ont <sup>(+)</sup> plus de tendance à gaspiller.

(f) Citez les habitudes qu'on essaie de décourager dans certaines cantines.

(2)

On encourage les élèves à ne pas prendre trop de pain.

On leur demande s'ils veulent une grande ou une petite portion du plat principal.



This candidate has gained five out of eight marks for this question. Q4e and Q4f were challenging for some candidates.

(a) Two notions were required within the 1 mark part, being throwing food away, and annually. The seven kilograms were mentioned in the question so did not have to be explicit. With some tolerance, the general plural of *un Français* scored, as there could have been the ambiguity that the rest of the population is not involved, and where candidates clearly stated that seven kilos are thrown away countrywide. Unfortunately no credit could be given. Many unsuccessful answers omitted reference to *chaque année*. Others confused *jeter* with *jeté(e)* and as the wrong part of speech impeded communication, it was rejected.

(b) This candidate gained the 1 mark on offer, by conveying the notion of tidying up in the fridge: *ranger* alone was untargeted. Other candidates attempted to record *les dates de limite de vente* and there were many errors, leading to anglicisms and ambiguity: *limit, vent, vendre*.

(ci) This question part was the most successfully done in Q4. Extra items were often added harmlessly, but the order of elements matters, and an incorrect item given first means that other items presented later cannot score: *viande* provided the most common route to this mark.

(cii) This candidate has responded succinctly and well. Where candidates had already lost credit over misspelling of *limite* or *vente*, such errors would be treated sequentially here: *ils sont proches de leur date de limite* was fine, but *ils ont proche...* was ambiguous and although it could not score, was not infrequent.

(d) There were two ways of gaining this mark, and this candidate has gone for the more demanding route: mentioning of finishing up the fridge contents before. The *avant* notion was needed to complete the sense of the response, so this candidate has benefited from giving a full answer. The more popular route was stating the great distance to the supermarket. Without reference to the supermarket, the answer was incomplete, and the wrong types of shop were sometimes proffered: *le magasin du village* for *le supermarché*.

(e) *Gaspiller* was generally well spelled and retrieved, but responses, as here, did not always mention food, so were untargeted and vague. The question unlike Q4a which mentions seven kilos, required food to be included in the answer.

(f) This part discriminated well, as many candidates identified the correct part of the passage, but, like this candidate, chose to answer what was being encouraged, not what was being discouraged. *Prendre trop de pain* was more often gained than reference to portion control, but again, an understanding of the passage as a whole is worth spending a few moments to try to obtain: *prendre beaucoup de pain* was often erroneously proffered, but it is the excess and therefore wastage which is more of an issue than having a big appetite.



All relevant information must be conveyed for credit to be fully given, and similarly, care needs to be taken with extra information, which can run candidates out of elements. The confusion between *jeter* and *jetée* is frequent. Candidates should consider before writing the word how it would look with perhaps an -re verb: *la quantité jetée* sounds no different for the incorrect *la quantité jeter*, but substitution for *la quantité mordue* or *la quantité mordre* might help to clarify.

Practice with common near homophone is useful: in Q4b, *jeunes* was rejected as incorrect for *gens*. Verbs need attention in listening where common forms are similar: Q4cii *ils ont* and *ils sont*.

It is always worthwhile trying to gain an overview of the passage. This can assist with answers when the candidate is in doubt. Hence if the sense is that supermarkets are rather a long way away for better shopping needs, the proximity in Q4d needs not only to target the great distance to the supermarket, but would not possibly be talking about the distance to the village shop. One would not logically eat everything up before going to a local store for a few items perhaps.

Great care is needed with lifting, as it can lead to misspelling, and untargeted responses.

4 Dans ce passage, il s'agit de la tendance croissante en France de ne pas respecter la nourriture.

Répondez aux questions en français.

(a) Pour un Français, quelle est la signification des sept kilos mentionnés dans ce passage ?

mis des sept kilos de  
Chaque année, un Français ~~gaspille sept kilos~~ de la nourriture dans la poubelle. (1)

(b) En ce qui concerne le frigo, que faut-il faire pour moins gaspiller ?

Augmenter le date du vend de ~~certains~~ produits. (1)

(c) (i) Quelle sorte de produits sont en promotion dans les grandes surfaces ? <sup>supermarchés</sup>

La yaourt et la viande (1)

(ii) Pourquoi ces produits sont-ils en promotion ?

Ils sont un <sup>proche</sup> ~~avant~~ rapide leur limite du vend. (1)

(d) Pourquoi ceux qui habitent à la campagne font-ils moins souvent les courses ?

Ils ont plus des produits fraîche. (1)

(e) Qu'est-ce que les gens qui n'ont jamais connu la faim ont tendance à faire ?

Ce generation gaspille plus de produits et plus souvent, par contre leur grand-père. (1)

(f) Citez les habitudes qu'on essaie de décourager dans certaines cantines.

Beaucoup des cantines, <sup>choisir</sup> ~~encouragent~~ les enfants ne ~~peuvent~~ pas trop de finir et tout d'abord l'aliment. <sup>prendre</sup>  
Ils demandent si les enfants veulent un grand ou petit portion de ~~l'aliment~~. (2)



## ResultsPlus

Examiner Comments

This candidate scored 3 marks.

(a) *Mis dans la poubelle* is a quite acceptable way of conveying the notion of *jeté*. *Mis* is not a correctly formed perfect tense, but is an existent verb form so is tolerated, and the message is conveyed.

(b) This is irrelevant and not borne out by the passage. It also does not target the fridge, so even if the candidate is unsure, a guess should involve reference to the fridge.

(c) Either of these responses is correct, so the second element is a harmless addition.

(cii) This example is included as an attempt to transcribe but where there has not been consideration of the meaning: *ils sont un proche leur limite du vend* has much of the correct information, but is incorrectly presented.

(d) This is not in the passage and is a confusion, perhaps a guess. There needs to be mention of supermarkets or finishing up the contents of the fridge before.

(e) *Produit* is only just acceptable, and the candidate had the benefit of the doubt. We would have preferred *la nourriture* to be mentioned, but the sense is just conveyed here.

(f) This is a good example of the candidate writing down what is heard, in quite a communicative way, but the whole response is from the wrong angle. Logically, not taking excess bread would not be discouraged.

## Question 6

Full sentences were not required in this transfer of meaning question. Some candidates put themselves to unnecessary pains to do this, and others included so much information that the order of elements rule hampered their scores. Each part of Q6 is worth 1 mark, available for accurate and comprehensible retrieval of information from the passage. A large number of candidates managed to score 3 or 4 marks. Infelicitous or imprecise English was a significant factor in depressing scores, such as in Q6b, where free meals did not quite respond to how much parents paid; or in Q6e, where *une équipe d'animateurs* proved hard to convey. In Q6b again, there was confusion over the meaning of the various sums of money. In Q6d, it was not always clear who was cutting the meat. Almost all responded in English as required and there was little incidence of switching inadvertently to French for individual parts.

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) Following the Council's decision, on what does the price of a school lunch now depend?

(1)

On family wealth.

(b) How much might a child from a poorer family pay for a school lunch?

(1)

For free or a very low price.

(c) Why is the new pricing system of benefit to some pupils' health?

(1)

Lots of

Pupils get at least one balanced meal a day.

(d) Give **one** way in which canteen assistants help younger pupils.

(1)

The canteen assistants cut their meat.

(e) What happens immediately after the pupils have eaten?

(1)

They do activities.





## ResultsPlus

### Examiner Comments

This candidate gained 4 marks for Q6. It means that only one part eluded, and that was challenging for many candidates. This candidate has written succinctly, even laconically, which is fine, provided that all necessary information is conveyed.

(a) To score in this part there needed to be reference to both the family and its income. Therefore income or finances were too vague, and family situation did not get across the money aspect needed. Family wealth gets the notion across, and this scores.

(b) In this part some candidates conveyed the idea that the meal could be free, but that is not direct enough, when the response should be nothing. There was also some faults here with incorrect figures impinging: the poorer families pay a small amount, 2.71 Euros when this is actually the average cost charged, not the price they might pay.

(c) This part was well handled, and this candidate conveyed the notion correctly of a balanced meal, essentially including the regularity of once per day. Healthy would have been equally valid as balanced meal, but good meal had to be rejected, as a good meal could be substantial yet quite unhealthy. This could seem harsh but in a transfer of meaning question, English precision was sought.

(d) There was either the notion, as offered here, of meat being cut up, or that of new flavours being tasted. New tastes or flavours were fine, but new savours seemed to be a gallicism, and did not communicate sufficiently. They helped them to discover taste had to be rejected, as that was also ambiguous.

(e) This candidate has opted for a short and safe response which was acceptable. If candidates chose to identify who provided the activities, there needed to be a correct rendition of *une équipe d'animateurs*. Teachers, animators and actors were all examples of rejected teams of people, and invalidated otherwise correct answers.



## ResultsPlus

### Examiner Tip

All necessary information must be included. It is worth checking through, as responses which seem complete based on the question may be only partial when read as stand-alone answers.

There is a danger of trying to offer all information, rather than that which is specifically needed. For example, in Q6b, some candidates mentioned free food or low cost food. The latter is correct but cannot score because the first element is incorrect, and it is only a one mark response.

Candidates should ensure that their response targets the question, rather than simply provide the correct information. In Q6b, it is true that the meal can cost nothing, which is correct, but in answer to how much someone pays, free is rather oblique, so was rejected.

This is an English transfer of meaning question and *une équipe d'animateurs* proved difficult to convey for many candidates. Animators is quite different in English, so did not score. It is worth having a few minutes thinking away from the passage, to consider whether the English offered is natural or whether it conveys what is intended. The gallicism in Q6d to discover new 'savours' seemed an example of a candidate thinking in French, without enough regard for the English equivalent.

Care is needed in English especially, with personal pronouns, such as 'they'. In the original French, gender often helps to avoid confusion, but in Q6, a number of candidates used 'they' to mean various things, and therefore left ambiguous responses. 'They' without indication could at different times in Q6 mean at least the schools, meals, canteen staff, families, pupils, activities etc.

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) Following the Council's decision, on what does the price of a school lunch now depend?

(1)

The price depends on the family's income.

(b) How much might a child from a poorer family pay for a school lunch?

(1)

They might pay around €2.15, less than the middle class families.

(c) Why is the new pricing system of benefit to some pupils' health?

(1)

It benefits to pupils as it enable them to have a balance diet every day.

(d) Give one way in which canteen assistants help younger pupils.

(1)

They help them to cut their meat.

(e) What happens immediately after the pupils have eaten?

(1)

There is a groupe of people that produce activities for them.



**ResultsPlus**

**Examiner Comments**

This candidate gained only 2 marks. This sample is included as it shows much correct understanding, but the way in which it is conveyed makes much of it unrewardable.



**ResultsPlus**

**Examiner Tip**

Please see the tips made for the first 6 sample

(a) The family income notion is successful

(b) The sum of money has been incorrectly given, even though the idea of paying less has been understood, so the sum is erroneous and means no score.

(c) A balanced diet is not achieved by a single meal, so this had to be rejected. It is an example of where perhaps an overview or checking could help, as one meal is unlikely to make the whole day's intake balanced.

(d) This is fine, and was a popular route to the mark.

(e) Producing activities is not appropriate in English, but the French spelling of *groupe* is an answer in the wrong language, so cannot score. This kind of small slip could be detected through attentive checking.

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) Following the Council's decision, on what does the price of a school lunch now depend? (1)

On the resources of the scholar's family

(b) How much might a child from a poorer family pay for a school lunch? (1)

They might pay nothing or a very low price

(c) Why is the new pricing system of benefit to some pupils' health? (1)

It allows they to have at least one balanced meal daily

(d) Give **one** way in which canteen assistants help younger pupils. (1)

They help younger pupils discover flavours

(e) What happens immediately after the pupils have eaten? (1)

They do some activities and go back to lessons.



## ResultsPlus Examiner Comments

This candidate's work is included as an example of a full scoring Q6 with quite brief yet accurate responses.

(a) 'Scholar' is a bit unusual but it conveys the sense, and resources are taken to be financial, with a little goodwill. Family situation is a response where it really has moved away from the financial notion.

(b) Both possible elements are offered, so there is no vitiation, as they are both correct.

(c) 'At least' was not required, but is correct, so harmless, and the daily notion is also present as required.

(d) 'Discovering flavours' was a less common answer than cutting up meat, but it scores.

(e) The fact of 'doing' the activities is the main point, as sought by the question part, so this completes the full house of 5 marks.



## ResultsPlus Examiner Tip

Please see tips from the first sample

## Question 7

This reading comprehension question follows the same format as used in all previous examination sessions. In the same way as Q4 for spoken language, Q7 seeks responses in French to the written word. In this session, no question part is worth more than 2 marks. Targeted lifts were accepted, though oblique ones were not. There were 10 marks on offer. Discrete marking in the 2 mark questions allowed candidates who had partially understood, to access some credit. It should be remembered that the discrete element rule aims to give credit where one element is correct, and the other is incorrect but plausible within context. Therefore an irrelevant or contradictory incorrect element could cost both marks. As mentioned before, it is worthwhile gaining a general comprehension of the context in the passage, as this then precludes extraneous and many incorrect answers.

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

(a) Selon le premier paragraphe, comment les jeunes pourraient-ils bénéficier de la street-food ?

(2)  
Le street-food peut-il aider à construire leurs propres identités et devenir autonomes.

(b) Les jeunes qui consomment le fast-food, que pensent-ils des plats traditionnels ?

(1)  
En général ils aiment aussi les plats traditionnels, surtout ceux de ces grand-mères.

(c) Qu'est-ce que les jeunes apprennent à faire en mangeant ensemble ? Donnez deux détails.

(2)  
Ils apprennent à gérer leur temps et à développer les relations sociaux avec les autres gens.

(d) Les jeunes, que peuvent-ils faire facilement grâce aux portions individuelles de street-food ?

(2)  
Ils peuvent transporter les aliments de n'importe où, et partager les aliments avec ses amis.

(e) « Celui qui se tient mal est tout de suite pointé du doigt. » Qu'est-ce que cela nous apprend sur la mentalité du groupe ?

(1)  
Ils réglent leurs propres comportements, et ceux de ses amis. Il y en a en générale un système de même-contrôle.

(f) Expliquez pourquoi les pizzas et les sandwiches contribuent à l'harmonie des générations.

(2)  
Ces aliments permet les jeunes à manger comme les adultes avec ses amis, et ensuite, devient adultes. Unis les enfants et les parents tous aiment ces aliments.

(Total for Question 7 = 10 marks)



## ResultsPlus

### Examiner Comments

This candidate has scored well and consistently, but there could be ways in which the last few marks, especially in the last parts, could have been accessed.

(a) This is taken rather too closely from the passage, but it was felt that the two ideas of gaining in identity and independence were conveyed.

(b) This part was among the more successful, as liking traditional food was communicated in several straightforward ways. It was noted though that the lift was not accepted, and many attempted this unsuccessfully. This candidates did gain the mark though.

(c) *Gester* spoils an otherwise correct response for 2 marks, and it may be that in checking through, the candidate would have picked up this slip, and gained a further mark. Its first element though does not make sense, so cannot score. There were more ways of gaining the two marks here than the elements needed, so this was quite successful.

(d) This was also a generally successful part, and scored 2 marks for this candidate. The notion of sharing was especially well retrieved. The element relating to eating on the hoof was also treated sympathetically, as eating while moving or moving while eating were both accepted. It cannot be assumed that this latitude will always be extended, so precise answers should be offered if possible. This candidate has confused 'ses' with 'leurs' and it was tolerated.

(e) This part was not well done, and many candidates did not get the idea that pointing the finger, as in English, is a form of disapproval. This candidate approaches the answer in understanding that peer pressure is a form of self-regulation, as did others, but it is the specific idea of disapprobation which is, as frequently, lacking.

(f) This is an instance where candidates have lifted from the correct area of the text without discernment. Thus the final elements of this response about two generations sharing the same food is exactly what is sought, but has been invalidated by two incorrect elements first.



## ResultsPlus

### Examiner Tip

This candidate was fortunate to gain both marks in (a) given that *le street-food peut ils aider...* does not make unambiguous sense. In checking through, candidates would be well advised to ensure that even if sentences or phrases are simple, that they make as good grammatical sense as possible, so the message is not impeded.

(b) is an example of where care is always needed with lifts, and the rubric, while not insisting on the candidate's own words, encourages them.

(c) includes the phrase *à faire* in the question, and without a verbal notion, and a simple enumeration of the various activities, so if the response is oblique a mark would be forfeited. Candidates need to appreciate the exact requirement of the question, as a verbal idea was sought here, and could not immediately be supplied from the passage.

(d) The confusion of the various personal pronouns and adjectives is frequent, and if it occurs in an essential part, will lead to lost credit. This is an area of the programme of study well worth revising carefully, and it relates to the Q6 issue of vague personal pronouns such as 'they'.

(f) The order of elements seeks to reward targeted responses, and unhappily, this candidate places two incorrect elements before two correct ones in a two mark answer, so scores nothing in this part. As much focus on the question as possible will stretch scores.

(a) Selon le premier paragraphe, comment les jeunes pourraient-ils bénéficier de la street-food ?

(2)

La street-food jouerait un rôle bénéfique dans le développement de leur personnalité.

(b) Les jeunes qui consomment le fast-food, que pensent-ils des plats traditionnels ?

(1)

Ils ~~ont~~ aiment beaucoup les plats traditionnels par exemple les petits plats de leurs grands-mères.

(c) Qu'est-ce que les jeunes apprennent à faire en mangeant ensemble ? Donnez deux détails.

(2)

Ils apprennent les bonnes relations avec les autres et les bonnes stratégies d'achat.

(d) Les jeunes, que peuvent-ils faire facilement grâce aux portions individuelles de street-food ?

(2)

Ils peuvent partager la street-food entre ses amis et ils peuvent se transporter partout.

(e) « Celui qui se tient mal est tout de suite pointé du doigt. » Qu'est-ce que cela nous apprend sur la mentalité du groupe ?

(1)

Ils aiment le sentiment de convivialité.

(f) Expliquez pourquoi les pizzas et les sandwiches contribuent à l'harmonie des générations.

(2)

Ils sont intégrés dans les menus de la famille, car les parents aiment les pizzas et les sandwiches autant que les jeunes.

(Total for Question 7 = 10 marks)



## ResultsPlus

Examiner Comments

- (a) 1 mark but only one element is offered in a two mark part. It is worth hazarding a second idea.
- (b) A manipulated lift is offered which is acceptable, and scores.
- (c) This is an example of there being no account taken of a verbal notion, and there is simply a re-working of the question plus the activity, so one mark has been forfeited for the lack of verbal sense.
- (d) The candidate is in the right area but not quite correct in how the information is conveyed. Perhaps some reconsideration would have gained the second mark: eating on the move is missing as a concept.
- (e) This answer misses entirely the notion of disapproval.
- (f) This response contrasts with the first sample, as there is less information offered here, but the two correct elements offered are the first two, so 2 marks are awarded. This candidate has scored well gaining six marks.



## ResultsPlus

Examiner Tip

Please see tips for first sample

(a) Selon le premier paragraphe, comment les jeunes pourraient-ils bénéficier de la street-food ?

(2)

Ils ~~peuvent~~ pourraient développer leur identité qui pourrait aider la prise d'autonomie

(b) Les jeunes qui consomment le fast-food, que pensent-ils des plats traditionnels ?

(1)

Ils ~~apprécient~~ apprécient encore les repas traditionnels, particulièrement de leurs grand-mères.

(c) Qu'est-ce que les jeunes apprennent à faire en mangeant ensemble ? Donnez deux détails.

(2)

Ils apprennent comment ~~discuter~~ être avec les autres et parler sur le sujet de la gestion actuel.

(d) Les jeunes, que peuvent-ils faire facilement grâce aux portions individuelles de street-food ?

(2)

Ils peuvent ~~pour porter~~ porter et ~~partagent~~ partager la nourriture facilement.

(e) « Celui qui se tient mal est tout de suite pointé du doigt. » Qu'est-ce que cela nous apprend sur la mentalité du groupe ?

(1)

Le bon comportement est encouragé dans ~~un~~ le groupe.

(f) Expliquez pourquoi les pizzas et les sandwichs contribuent à l'harmonie des générations.

(2)

Les familles mangent les pizzas et les sandwichs ensemble, ~~ce~~ c'est un moyen entre la nourriture moderne et la nourriture traditionnelle.



**ResultsPlus**

**Examiner Comments**

This candidate gained 9 marks. An excellent score, including success with the more challenging parts (e) and (f)

(a) Both elements are correctly presented, with the second being a logical extension of the first which does not impede the message at all.

(b) This is correctly conveyed with an accurate use of possessive adjectives.

(c) This is the same issue as in the second sample for Q7, in that there is no verbal element, so credit is withheld from the first element.

(d) The two scoring ideas are conveyed succinctly: carrying and sharing.

(e) This is a slightly inferential angle but deemed plausible in the context that finger pointing at bad behaviour means that good behaviour is encouraged, and with the benefit of the doubt, it scores.

(f) The notion of family seems to embrace the generations and leads to both elements scoring. This candidate has performed at a very high level.



**ResultsPlus**

**Examiner Tip**

See tips from first sample

(a) Selon le premier paragraphe, comment les jeunes pourraient-ils bénéficier de la street-food ?

(2)

Le street-food leur aide à développer leur identité.

(b) Les jeunes qui consomment le fast-food, que pensent-ils des plats traditionnels ?

(1)

ils aiment les plats traditionnels beaucoup.

(c) Qu'est-ce que les jeunes apprennent à faire en mangeant ensemble ? Donnez deux détails.

(2)

Par leur meilleur leurs habiletés d'achat et ~~se~~ à développer les relations avec les uns et les autres.

(d) Les jeunes, que peuvent-ils faire facilement grâce aux portions individuelles de street-food ?

(2)

Portage leur nourriture plus facilement, les adultes ~~faire leur food cart, adulte nous recherche~~ recherche est par parce que c'est d'être plus proche ~~ils se sont joints à eux~~ avec les uns et les autres.

(e) « Celui qui se tient mal est tout de suite pointé du doigt. » Qu'est-ce que cela nous apprend sur la mentalité du groupe ?

(1)

la mentalité du groupe est qu'ils ~~ont~~ <sup>ont</sup> le notion de convivialité et d'être ensemble.

(f) Expliquez pourquoi les pizzas et les sandwichs contribuent à l'harmonie des générations.

(2)

parce que c'est une manière de casse la barrière entre les générations, tout la famille aime le pizza ou une sandwich et se ~~est~~ <sup>est</sup> en commun ~~entra~~ <sup>entra</sup> développer. (Total for Question 7 = 10 marks)



**ResultsPlus**

**Examiner Comments**

Please see above in the context of more successfully undertaken Q7s



**ResultsPlus**

**Examiner Tip**

Please see first sample



## Question 8

Almost every candidate attempted this question, and many did so to good or very good effect. Technique is becoming noticeably better as the sessions pass. Candidates who answered entirely irrelevantly or incomprehensibly, thus scoring nothing, were very rare. The integration of young handicapped people in education and sports seemed to be well within the compass of most candidates, and would have been familiar from three of the four general topic areas. The word count of 220 words proved generally adequate, and candidates who exceeded the limit often did so because of verbose or repetitive responses. Excellent answers were accommodated well within the word count. While the majority of candidates responded at least in part to three bullet points, there were a number of areas where unwary candidates could easily respond incompletely or only tangentially, as pointed out in the summary for the paper, where there are details of the bullet points' requirements. Credit was not withheld from short length work, but it could be self-penalising, as the necessary development was possibly not achieved, and language variety could be limited. The most successful responses frequently dealt with the bullet points in the order in which they were presented, often devoting a paragraph to each, with an opening and concluding thought 'book-ending' the totality of the four paragraphs. The more successful responses tended to have a targeted response to begin each paragraph, and further details then developed the response. A letter was required so there was a reduction of one mark on Content where there was neither a salutation nor a valediction. *Problème, langue* (given in question), and *personne*, and agreement of adjectives. Disjunctive pronouns and pronoun objects were not always well-handled. Basically, nouns and their verbs and adjectives did not agree in many instances and sometimes rendered communication difficult. *Étudier* was often used, *faire* and *aller* were sometimes treated as regular verbs. It is well worth checking Q8 carefully, and ensuring that basic grammar from GCSE level or earlier is correct. It cannot be over-stated that straightforward, accurate language is generally better than attempts at more sophisticated constructions which are not always wholly convincing. Planning is also advisable, and while any plan or its absence is not assessed at all, planning can avoid excessive words and time being devoted to early bullet points, leaving not enough time or words for the last one(s).

Cher Monsieur Jan Walton,

~~À mon avis, je crois que il n'est <sup>pas</sup> nécessaire  
que les jeunes aillent~~

À mon avis, je crois que il y a plus  
de jeunes qui étudient une langue vivante ~~dans~~  
dans l'Angleterre. Par exemple, dans mon lycée, ~~il y~~  
~~à~~ plus que deux tiers des lycéens ~~prendre~~ prennent  
~~à~~ au moins une langue vivante. Cependant, ~~à~~ les  
nombres de jeunes qui étudient cette cours à diminuer  
que l'année dernière, ~~à~~ parmi les lycées, à <sup>possibilité</sup> ~~ce~~ de les  
~~de la réduction de l'un~~ ~~à~~ taux de réussite <sup>en</sup> ~~est~~ <sup>été</sup> élevé.

~~Cependant, je pense que~~ <sup>il faut que j'aille à ce sujet</sup> ~~est~~ <sup>en</sup> ~~pour~~ le cours  
<sup>car c'est très utile</sup> ~~très utile~~ et enrichissant mon connaissance. En plus,  
~~par~~ la motivation principale pour apprendre une langue  
vivante ~~est~~ <sup>car les</sup> ~~les~~ employeurs de nos jours voir pour la,  
~~une langue vivante~~ surtout si on a ~~des~~ un bonne note!  
Donc, je pense ~~à~~ si je le <sup>fait</sup> ~~faire~~, ~~cela me donnera un~~ <sup>je j'aurais un avantage</sup>  
~~à~~ quand je recherche pour un emploi.

Je crois que il n'est pas nécessaire que  
tous les <sup>lycéens</sup> ~~jeunes~~ aillent faire ~~la~~ <sup>une</sup> langue vivante  
parce que ~~à~~ tous le personne n'est pas le même. ~~Certains~~  
Certains ~~et~~ lycéens ~~à~~ ~~est~~ sont plus fort dans les la  
langue vivante, mais ~~à~~ ~~est~~ en ~~est~~ autre part, quelque <sup>personnes</sup> ~~personnes~~  
~~lycéens~~ Dans l'avenir ~~à~~ l'avenir, l'informatique ~~serai~~ <sup>ne sont pas</sup>

À l'avenir, l'informatique ~~serai~~ <sup>serai</sup> plus d'emploi  
~~très utile~~, car plus de chose la technologie  
se développera. Dans la ~~passé~~ <sup>plus utile</sup> ~~à~~ Si ~~donc~~ je ferais  
l'informatique, ce serai ~~très~~ <sup>très</sup> ~~à~~ <sup>la vie de</sup> ~~à~~ <sup>la vie de</sup> ~~à~~ tous le jours. Aussi, ~~à~~ l'avenir.

~~L'informatique dans~~ il y ~~avait~~ pas le secteur  
d'informatique ~~ici~~ devr<sup>ai</sup> très gros et il  
y ~~avait~~ ~~aussi~~ aura plus de travail et aussi  
la possibilité d'aller à l'étranger pour d'autres  
pays!

Cordialement,

Bob



## ResultsPlus

### Examiner Comments

The message is clear, though there are places in which the examiner has to think carefully about what the candidate is seeking to communicate. Overall though the points are conveyed and, for example, the idea of studying a language and motivation for this, is clear enough. The score of 13 for content means that all four bullet points have been fully addressed, and, referring to the introduction at the beginning of this report, there were a number of issues where less wary candidates have missed out. There are some quite significant grammatical weaknesses here which would be worth trying to resolve: *étudier*, future tense, verb control generally. However, the response is comprehensible overall, and there are some decent attempts at enhancement with the subjunctive, some dependent infinitives, *si* clauses and subordinate clauses. Language-7 reflects the fact that comprehension does not overall impede the message, but that there are quite considerable weaknesses at times. This candidate illustrates the possible mismatch between the Content and Language marks.



## ResultsPlus

### Examiner Tip

Ensure that the bullet points are addressed directly and developed if possible. This is especially important where candidates find grammar challenging: this candidate has an excellent Content score, despite only a modest Language one.

Aim at simple language which is correct rather than an artificial and over-ambitious construction which may actually hinder the message.

Stick to the bullet points and develop these roughly in equal measure. This candidate has dealt with all bullet points well and thus scores highly for Content.

Note the register required. A letter is indicated and given here. Merely writing *cordialement* avoided the 1 mark forfeit.

Word count must be respected, for while examiners are tolerant, 220 words and the end of the sense group is the limit.

Cher Monsieur Jan Walton,

De nos jours, dans mon pays je pense qu'il y a beaucoup de jeunes qui étudient une langue vivante, comme l'Allemande, ~~l'Allemande~~, l'Italienne, l'Espagnol et beaucoup plus. La majorité des jeunes aussi <sup>voyagent</sup> attend à l'étranger dans la certain pays de cette langue, pour gagner plus de l'expérience, et <sup>gagner</sup> un connaissance de cette cultures et traditions, et de rencontrer de gens dans différent pays.

La motivation principale pour les jeunes, est si les jeunes apprennent une langue vivante, ils ~~ont~~ auront un chance de travailler dans un autre pays, comme

l'Allemande, l'Inde, ~~Mexique~~, et beaucoup plus. C'est donne

l'occasion aux élèves de travailler dans un grande entreprise et ~~de~~ de <sup>voire</sup> voir les choses bien <sup>jolie</sup> ~~comme~~ comme la Taj Mahal.

À mon avis, je ~~crois~~ <sup>pensais</sup> ~~crois~~ que cette un bonne idée de ~~obliger~~ chaque parce que c'est donne la ~~chance~~ de plus de connaissance à chaque ~~jeun~~ élève, de la pays ~~et~~ de ca langue, et il y a beaucoup de travaille qui est associé avec un langue comme un professeur, <sup>ou translator,</sup> ~~un qui pour enseigner la langue~~ ou ~~un travail dans~~ ~~l'avion~~ dans autre pays.

La matière scolaire qui ~~va~~ sera la plus utile à l'avenir est la mathématiques, parce que toujours le gens devra faire la <sup>d'addition</sup> ~~calculations~~, dans la magasins pour payer pour <sup>leur</sup> ~~leurs~~ choses, qu'ils acheteront, ~~calculer~~ quand ils sortiront à voiture, il y a maths dans la distance, ils voyagera.

~~J'espère~~ qu'à l'avenir il est obligatoire d'étudier une ~~bonne~~ langue vivante.

cordialement Alicia.



## ResultsPlus

### Examiner Comments

This is an example of a modest candidate. Content and Language are both worth 8, which means the response can be understood overall but without great ease or good accuracy, and that three of the bullet points have been addressed in some way. The third bullet point is not addressed, as there is no mention of the candidate's view on compulsory language learning, and even bullet 1 is rather vague, since there is no focus on the candidate's country. There is some useful information of the topic generally, and some good ideas for bullet points 2 and 4. In terms of language, there are some basic flaws, and genders and number are often incorrect: *la pays, un connaissance la cultures*. There are sufficient such examples for 7-9 to be the likely mark band for Language. A better score would have been achieved by taking into account the full terms of the bullet points, so referring, for example, to the country of the candidate, to avoid a general response. Equally, more complex structures would not help so much as attending to basic issues of number and gender which could helpfully be practised through the year.



## ResultsPlus

### Examiner Tip

Please see tips for the first sample

Cher Monsieur Jan Walton,  
Dans mon pays, la majorité des jeunes avec un niveau d'éducation assez haut étudient une langue vivante. Cependant, dans les régions plus pauvres ces chiffres ~~étaient~~ <sup>sont</sup> notamment plus basse. Malgré cela, le nombre d'étudiants dans ces régions qui apprennent une langue vivante est en augmentation depuis ~~que~~ ~~environ~~ ~~deux~~ ~~ans~~ <sup>environ</sup> plusieurs années.

Selon moi la motivation principale <sup>pour apprendre une langue étrangère</sup> ~~des~~ <sup>parmi les</sup> jeunes est de communiquer avec plus de personnes dans le monde. Étant donné que de nos jours la globalisation permet aux gens de voyager partout dans le monde, cette motivation n'est pas vraiment surprenante. Bien que cela ne soit pas la motivation principale, <sup>beaucoup</sup> ~~beaucoup~~ de jeunes apprennent une langue vivante <sup>aussi</sup> pour avoir plus d'opportunités dans le monde du travail.

À mon avis il faudra installer une loi comme cela qui est proposée. Pourtant, je laisserais les lycéens choisir s'ils voudraient poursuivre une langue vivante après les

premières deux années du lycée.

Pour moi

« La mathématique sera la matière la plus importante à l'avenir, parce que j'ai envie d'étudier l'économie à l'université. Je travaillerai donc avec beaucoup de chiffres. De plus, j'utiliserai la mathématique souvent dans ma vie quotidienne pour faire plusieurs décisions, en concernant <sup>par exemple</sup> ma famille et la maison que j'aurai acheter ou louer.

Sincèrement

Alessio Shostak



**ResultsPlus**

**Examiner Comments**

This is not a faultless response in any way, as there are some accents missing. There are some unnaturally phrased responses and some anglicisms, but this illustrates that examiners will award full marks to work which, within the terms of the examinations and the length of the course, is excellent. This candidate gained 30 marks. All four bullet points are well addressed with some development, though it has to be said that the details and the language, while competent and accurate, are not the most advanced seen. However this is an example of a candidate whose control of the constructions deployed is excellent and whose development is logical. There is evidence of linking ideas and bullet points, and while this is not a prerequisite, it enhances the flow of the points made, couched as they are in accurate French. Clearly this is an excellent but not atypical candidate, and the highest marks are not the preserve of native speakers.



**ResultsPlus**

**Examiner Tip**

Please see earlier samples for tips

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice.

As advised in previous examiner reports, all candidates, but especially those targeting the higher grades, should ensure that basic grammatical knowledge is secure. Q8 has 15 marks explicitly for quality and range of language, and errors which impede communication may lead to less marks in Q4 and Q7.

Advanced grammatical constructions in Q8 are impressive, but particularly if used correctly and in the context of a good overall response. Basic and accurate grammar, such as singular subjects with singular verbs and use of correct verb forms are of more fundamental importance. Excessive ambition can obscure the message.

All candidates gain marks in Q8 by fully addressing each bullet point. A direct response to each, with some development is much preferable to a pre-learnt and possibly oblique response.

Candidates should consult this report and look at the commented examples and marking principles. For instance, it is worth knowing that any incorrect formation of key verbs will not gain marks. The importance of word count in Q8 is useful to note, and the order of elements rule is also important.

17 marks are on offer for non-verbal responses, so these question types should be practised. Listening practice could include some revision of numbers and different tenses.

Allowing checking time within the 2 hours 30 minutes, especially for Q8, is strongly recommended. This includes checking listening responses within the first 45 minutes.

Practice with short phrases of dictation would assist performance in the listening questions, especially Q4.

Candidates should exercise care where lifting directly from either the listening or reading passages. Targeted lifts are permissible, but very often lifts do not respond directly to the question or are transcribed too faultily from the listening passage to score.



## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code US034499 January 2013

For more information on Edexcel qualifications, please visit

[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Rewarding Learning