

Examiners' Report
June 2013

GCE French 6FR02 01

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Introduction

Over 4500 candidates sat this paper, which is now available in the June series only. This paper was set in accordance with the GCE 2008 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 just over 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 some excellent performances which suggest teachers' awareness of the demands of the paper, attention to points emphasised in Results Plus Examiner's Reports, and where a commentary and tips are given to specific questions. This paper was marked to exactly the same principles as 6FR02 in all its previous sessions. The passages drew on topics from the General Topic Areas and of relevance, and hopefully interest, to the candidates as far as possible, from a variety of sources, including outside 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 international folk festival in Switzerland, seeking straightforward, factual information from the passage. In response to Passage 2, about the lack of driving examiners in la Creuse, a rural French département, candidates selected four correct statements from eight. Q3, based on Passage 3 about inculcating healthy eating habits, 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 students struggle to find accommodation while at university. From Passage 5, on ways to help the environment in our daily lives, each of five statements had to be correctly attributed to one of four people, for a total of 5 marks. Passage 6 addressed the issue of how to get fit for the summer, 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 unemployment issues in Québec. 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 reliance or otherwise of technology such as the television, computer or mobile telephone. Up to 15 marks were available for Content and Language respectively, making Q8 worth 30 marks. 70 marks in total are available for 6FR02.

Question 4

This question type is familiar to candidates, and is being undertaken competently by a good number of candidates. For various reasons which will be elucidated, performance was slightly lower on some recent sessions. Faulty transcriptions rendering communication impossible will often prevent a candidate from gaining credit, especially involving flawed lifts or words which the candidate tried to replicate in written form, but without apparent comprehension. English words crept into a large number of responses, and thus could not be credited. All question parts are worth 1 or 2 marks. Some lifts were targeted so were able to score. It is not necessary *per se* to reword phrases from the passage. Many candidates gained some credit in most parts. Less able candidates attempted phonetic transcriptions, which were flawed, had little meaning or did not make grammatical sense. This prevailed in Q4b, Q4d and Q4f where 'la caution', 's'il ne reçoit une bourse' and 'ils demandent un de ses documents' (itself rejected) all posed significant difficulties in their rendition.

This Q4 proved to be slightly more challenging than in previous sessions. It was not that the demand was particularly greater, but that a number of examining principles, which are highlighted in previous reports, came into play.

Répondez aux questions en français.

(a) Qui risque de se retrouver à la rue en octobre ? (1)

~~pas été~~ ~~Beaucoup~~ ~~beaucoup~~ d'étudiants

(b) Que peut faire un parent qui veut aider son enfant à trouver un logement ? (2)

~~what can a parent do that would help find a place to stay~~
- Il peut avancer la caution
- garantir les paiements

(c) Depuis hier, que peut faire un étudiant sans caution ? (1)

~~responsabilité étudiant - qui aura à cause de l'étudiant de se faire avancer l'argent tout de suite~~
~~since yesterday, what did a student do without a deposit?~~
avoir un passeport logement étudiant - ceci permettra à tous les étudiants de se faire avancer l'argent nécessaire

(d) Dans quelles circonstances un étudiant a-t-il moins de possibilités d'obtenir une chambre universitaire ? (2)

~~within circumstances would a student have less possibilities to get a student room?~~
- si l'étudiant reçoit une bourse
- si l'étudiant a déjà fait deux ans d'étude

(e) Que devrait faire un étudiant s'il logeait chez une personne âgée ? (1)

~~what must a student do if he stayed with an old person?~~
l'étudiant devrait être présent le soir

(f) Que font 62 % des agences ? (1)

~~what do 62% of agencies do?~~
ils demandent l'un des documents suivants - lettre d'employeur / un cheque de réservation ou une autorisation de prépaiement automatique de loyer (Total for Question 4 = 8 marks)

This candidate gained an above average score for Q4. There is consistent scoring, but a closer focus on the detail of the question would have been helpful. This is obviously a comprehension question, so candidates cannot gain marks for faulty grammar and the incorrect use of tenses, pronouns and parts of speech etc when it renders the key information incomprehensible. Thus in b) where 'un parent' is in the question, 'ils peuvent garantir...' is tolerated.

a) This is true, but too vague, and as the focus of the passage and the question is on 'logement', there needs to be reference to those without accommodation. 'les étudiants qui n'ont pas de parents pour payer le logement' may not be true, so was rejected.

b) Like all of the two mark parts in this session's paper, marks were awarded discretely, so an incorrect first element does not invalidate a correct second element, provided that it is plausible within context and not contradictory. The first element here scores, but the second does not: 'payments' is English spelling. However the second element does not spoil the first element, so 1 discrete mark is gained. An example of contradiction or vitiation would be if the answer were: il peut avancer la caution, il ne paie pas la caution. 'garantir' is a difficult word to spell, and if the word is recognisable, one letter out is tolerated, provided that this spelling error is not in the ending. As mentioned in the general principles, the verb form must exist for credit to be accessed in an essential part. Any tense is acceptable if not precluded by the formulation of the question, thus here past tenses do not score. In this instance 'garantir' is one letter out, but has an existent ending, so would be accepted. The second element here is rejected due to the English spelling of 'payments'. The formulation of the question also requires a verbal sense so 'paiement de la caution' is oblique and unsuccessful. Although 'payer la caution' was acceptable as close enough for 'avancer la caution', candidates needed to be aware of the difference between 'avancer' and 'garantir' thus 'donner le paiement' was rejected.

c) The English spelling of 'passport' frustrated many candidates. If this was correctly conveyed, there needed also to be understanding that this was a new initiative, which only existed since the day before. This candidate would have scored but for the misspelling of 'payment'. A verb such as 'avoir' sufficed to convey 'recevoir'. 'passeport logement' was needed or reference to government funds, as 'passeport' is ambiguous, and 'demander l'aide du gouvernement' is true, but not new from the day before. 'se faire avancer l'argent par le passeport logement' is an acceptable manipulated lift, but grammatical care is needed: 'ce faire avancer...' is ambiguous for 'se faire avancer...'

d) This part suffered especially from untargeted lifts, and therefore unfortunately, this candidate did not score. The candidate has correctly included the 'si' notion, absence of which would have caused the loss of 1 mark. The targeted answer was from the opposite angle, ie students without a grant and without two years behind them, the latter concept needing logically to be in a past tense to score. 'bourse' was sometimes spelt 'bouse' so was ambiguous. 'recevoir' was often incorrectly conjugated. Negation was not well handled, with either particle often missing. 's'il l'étudiant n'a pas fait de études' was not uncommon, thus underlining the need to revise simple numbers and to distinguish them: 'de, des, deux, d'eux' were all found, and 'deux ans' was essential here, as those without any years behind them were in a different position.

e) This candidate has correctly conveyed the notion of being there in the evening. 'le soir' was essential, save for tolerance of 'il reste chez eux' as getting the idea across. 'rester à la maison' or 'rentrer le soir' did not seem specific enough. Disjunctive pronouns were not always successful, though 'chez il(s)' was tolerated. 'chez soi' was not, as it is too vague. There were again a number of lifts where the angle was strictly incorrect or 'faire' was not addressed: 'l'étudiant est demandé de passer le soir à la maison' just scored.

f) 'ils demandent un des documents...' was often transcribed inaccurately, and it is worth considering the grammatical role of each word in the sentence, in order that the response is comprehensible. 1 mark was earned here as the enumeration of possible items gave 'une lettre de l'employeur' first, which is correct. 'une lettre de l'employer' is ambiguous and is the wrong part of speech 'employer' so did not score. Neither was 'ils demandent le document OR les documents' as there has not been a specified document at this stage. There needed to be a verb, but this could be 'chercher' or 'vouloir' or any plausible equivalent for 'demander'. Ingeniously, and fortuitously for some 'ils demandent un des ses documents' was permissible, as logically following the question in e), whereas 'ils demandent un des ces documents' had no antecedent, so was rejected.



Checking time is very important, and it is not clear that all candidates allocate this near the end of the 45 minutes during which time they have access to the listening passages. Checking through at the end is not likely to be as effective, as the candidates will not at the point have access to the stimulus material.

Some teachers discuss the report with candidates, so that areas of repeated strength or development are emphasised. The fact that English words are rejected in Q4 should be borne in mind to avoid incomprehensible responses.

Beware of lifting from the passage. As stated each session, while it is not forbidden, the response often requires some manipulation of the passage, and candidates should think carefully before lifting.

Revision of possessive adjectives and disjunctive pronouns is worthwhile. 'chez il' and 'son' for 'leur' and vice versa abounded.

With average handwriting, the line or lines available should be largely sufficient for the response. A candidate could well question whether the response is incorrect or inadequately targeted when, as in f) three times the allocated space is needed.

This candidate has scored very well, and has gained 7 marks, much above the average performance on Q4. There is a clear understanding of the passage as a whole, and answers are well targeted in French which is not ambiguous.

Répondez aux questions **en français**.

(a) Qui risque de se retrouver à la rue en octobre ?

(1)

Les étudiants universitaires

(b) Que peut faire un parent qui veut aider son enfant à trouver un logement ?

(2)

Avancer la caution et donc garantir le paiement.

(c) Depuis hier, que peut faire un étudiant sans caution ?

(1)

Il peut se faire avancer l'argent par le fond 'passeport logement étudiant'.

(d) Dans quelles circonstances un étudiant a-t-il moins de possibilités d'obtenir une chambre universitaire ?

(2)

S'il n'a pas obtenu une bourse ou il n'a pas déjà fait deux ans d'études à l'université.

(e) Que devrait faire un étudiant s'il logeait chez une personne âgée ?

(1)

Il ~~de~~ devrait être présent le soir.

(f) Que font 62 % des agences ?

(1)

Demandent un document ~~à entre lesquels~~



See the first Q4 script for further details. This candidate has made very few errors, and failed to gain marks on Q4a alone. This is an example of succinct responses gaining credit, as they are targeted and complete.

- a) This is too vague, as those 'étudiant universitaires' who already have accommodation arranged are not in danger of homelessness
- b) 'donc' helps the sentence to flow better. Infinitive forms of the verb are acceptable here, and 'payement' is correctly spelt, as would be 'paiement'.
- c) This response is a partial lift, but with the manipulation needed to gain the 1 mark. The reflexive verb form is accurate, and 'passeport' is correctly spelt, with the necessary appendage of 'logement'.
- d) 'à' has the incorrect accent but this does not impede communication. All tenses are acceptable referring to the grant, but regarding the study to date, a past tense is needed, and given here. Negation is correctly formed. 2 marks scored.
- e) 'être présent le soir' conveys the information sufficiently, but the addition of 'il devrait' is harmless. 'chez lui' or 'chez eux' are other ways of scoring, but are not needed as well.
- f) It would have been preferable for there to be a pronoun or noun with the verb, but the response follows on logically and comprehensibly from the question. 'un document' was accepted, whereas 'le document' is too specific and does not.

This example is included to show how easily marks can be gained or lost through inattention to detail, the question or sufficient communication.

(a) Qui risque de se retrouver à la rue en octobre ?	(1)
C'est difficile de trouver du logement.	
(b) Que peut faire un parent qui veut aider son enfant à trouver un logement ?	(2)
Ils peuvent avancer la cosion et garantir les payments.	
(c) Depuis hier, que peut faire un étudiant sans caution ?	(1)
Ils peuvent retrouver à l'universitaire l'universitaire.	
(d) Dans quelles circonstances un étudiant a-t-il moins de possibilités d'obtenir une chambre universitaire ?	(2)
Si on n'a pas beaucoup d'argent ou si on ne garantit pas le paiement.	
(e) Que devrait faire un étudiant s'il logeait chez une personne âgée ?	(1)
On devrait le sûr brief en échange de loier.	
(f) Que font 62 % des agences ?	(1)
Ils demandent voir le document.	



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Examiner Comments

Please see the detailed response to the first Q4 script.

- This is a correct piece of information and shows understanding of the passage. However the question part asks 'qui' and there is no mention of a person or group of persons affected.
- 'avancer' would be just acceptable, though odd looking, with benefit of the doubt, and the one letter out rule of thumb. However 'cosion' is a phonetic attempt which is too wide of the mark, and the second mark is forfeited through the English 'payments'. 'garantir' is tolerated, as explained earlier, since it is recognisable, and the morphology is correct.
- This sentence is meaningless and is a confusion of several elements, possibly heard but not understood.
- There is some understanding, but nothing worthy of credit. The 'si' notion has been conveyed, as has a paraphrase of 'recevoir une bourse' along with the negation of the passage, so this is an attempt at manipulation. However there is nothing close enough to the two years of study nor grant.
- The candidate might have picked up these errors through checking: 'on' has no clear reference, as 'l'étudiant' is mentioned in the question. Furthermore, 'on devrait...' needs an infinitive to complete its sense, and the response as presented is unfinished, so cannot score.
- 'le document' has no antecedent, so is rejected. 'demander voir' is tolerated, but unless the document is specified or left general as 'demander un document', no credit is earned.

Question 6

Full sentences were not required in this transfer of meaning question. Some candidates over-complicate their responses, and eclipse their work with extraneous information, such that the order of elements rule hampers their scores. Each part of Q6 is worth 1 mark, available for accurate and comprehensible retrieval of information from the passage. A small number of candidates managed to score 3 or 4 marks. Infelicitous or imprecise English was a significant factor in depressing scores, such as in Q6d, where activating the blood circulation is not quite the same as stimulating it; or in Q6e, where 'la tension artérielle' proved hard to convey. In Q6a, there was often incomplete information, with candidates preferring to cite the length of time given, rather than the full frequency. In Q6b, there was an inclination to write a lot with references to the slow run and also the acceleration afterwards, the latter of which vitiated. Almost all responded in English as required and there was little incidence of switching inadvertently to French for individual parts. The greatest issue was candidates offering the cognate from the French in the passage, in English, which was less effective than usual in this Q6.

This Q6 saw significant number candidates scoring under half marks. As with Q4, it is not that the question was difficult than in previous years by design, but that a number of issues affected candidates' performance. Equally, where candidates were mindful of writing in natural English and in conveying the information required, rather than lengthy sections of the passage, scores were high.

(a) According to the passage, how often should one go jogging?

(1)

One should go jogging three times a week.

(b) After the warm-up phase, what should take place?

(1)

Gentle run should take place after the warm-up phase.

(c) What is said to justify the advice to run at a speed which is personally comfortable?

(1)

It's not about racing against ~~the~~ time.

(d) How does cold water aid recovery after jogging?

(1)

Activates your circulatory system and your respiration system.

(e) Why is a massage recommended after exercise?

(1)

To decrease arterial tension and cardiac ~~off~~ rhythm.

(Total for Question 6 = 5 marks)



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Examiner Comments

This candidate has performed quite solidly. With perhaps a little more thought in d) and e) marks could have been gained, as the passage seems to have been understood.

- a) The two pieces of information are both here: 'three times' and 'per week'. Many candidates mentioned the fact that the jogging should last half an hour, which was treated as a harmless addition. Some candidates wrote 'three days per week' but this is not correct, as the sessions could all be in one day.
- b) 'doucement' was the key word for translation here, and in a number of its sense, it was successful: gently, slowly (here), lightly. However 'softly' does not work in English with 'courir', and the interpretation of walking quickly was not accepted either, as the point is to run, albeit slowly. There were frequent references to acceleration, but these related to a later part of both the activity and the passage, and invalidated the response.
- c) Examiners were indulgent of the wide range of possible renditions of the idiom that it is not a race against the clock. References to 'courses' and 'showing off' or 'showing' were rejected as misunderstandings of 'course' and 'montre'. 'It's not a question of beating the clock' or 'You should run at your own pace' were acceptable, and this part was successful for many candidates. This candidate has rather inelegantly, but adequately, conveyed the same sense for 1 mark.
- d) 'activer' was the greatest problem in this part, and was translated as 'to activate' by many candidates. This implies that the circulation had hitherto stopped, and therefore this candidate did not score. Many candidates also referred to helping respiration or breathing, which were harmless additions. There was frequent mention of cooling the legs, but this leads to aiding recovery, and is not the recovery itself. 'to stimulate' was ideal but 'to help' or 'to aid' with 'circulation' all scored.
- e) As in d), there was the temptation to translate literally 'la tension artérielle' when blood pressure or heart rate were sought. This candidate has indeed provided the correct detail 'cardiac rhythm' but in a 1 mark part, all alternatives for the answer must score, and 'to decrease arterial tension' does not. Question e) contrasts with d) in that e) requires the notion of reduction, whereas d) seeks the idea of increase. Thus 'regulates' or 'helps' blood pressure are too vague here.



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Examiner Tip

Ensure that the responses are clear and accurate in English. It is worth reading them through without reference to the passage, as then, if they do not make sense, they need to be re-considered.

Each part is worth one mark, and the order of elements rule is the same as in Q4 and Q7. Therefore candidates must take care to provide the single element which is sought, not longer, possibly harmful translations of the passage.

It is important that English is used throughout Q6. There were not many opportunities to misspell from similar French words this session, but it is worth generally being aware of French spellings which can creep in, and lose credit.

This candidate has scored well, and only missed gaining credit in one part. Answers are brief but full and clear.

(a) According to the passage, how often should one go jogging?	(1)
<i>3 times a week</i>	
(b) After the warm-up phase, what should take place?	(1)
<i>You should speed up progressively until you</i>	
(c) What is said to justify the advice to run at a speed which is personally comfortable?	(1)
<i>It's not supposed to be ^{a race.} against</i>	
(d) How does cold water aid recovery after jogging?	(1)
<i>It has a good effect on ^{blood circulation.} the circu</i>	
(e) Why is a massage recommended after exercise?	(1)
<i>It lowers your heart rate.</i>	



ResultsPlus Examiner Comments

Please see comments given in detail on the first Q6 script.

- a) Figures are acceptable for numbers. The two essential ideas are given: three times and weekly.
- b) The candidate has looked ahead too far in the passage, and has missed out the immediate next step after the warm-up, that is to say, the gentle run.
- c) Not being a race is an accurate enough rendition of the idiom for 1 mark.
- d) This is just acceptable, but 'to have a good effect' equates to 'helps', and there is no need to be more specific.
- e) This part needs great detail than d), as there has to be the sense of a reduction in heart rate. 'lowers' meets the case for 1 mark.



ResultsPlus Examiner Tip

This good candidate lost credit in b) for having retrieved the incorrect information. Where sequential events are involved, it is useful to get an overview of events. There is indeed a progressive acceleration, but between warm up and that comes the gentle run.

This candidate has only gained 1 mark for Q6, so has a below average performance. Sadly, the candidate seems to have understood much of the passage, but has been imprecise in the English answers, some of which are incomplete. The rubric reminds candidates that all relevant information should be given.

(a) According to the passage, how often should one go jogging?	(1)
One should have three sessions of half an hour.	
(b) After the warm-up phase, what should take place?	(1)
Run slowly ^{lightly slowly} for 10 minutes.	
(c) What is said to justify the advice to run at a speed which is personally comfortable?	(1)
Its not about running a competition against the world.	
(d) How does cold water aid recovery after jogging?	(1)
It activates the blood circulation and the breathing.	
(e) Why is a massage recommended after exercise?	(1)
To let go of all the tension in your arteries and calm your heart beat.	
(Total for Question 6 = 5 marks)	



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Examiner Comments

Please see more details given in the first Q6 script.

a) Candidates mentioned the half hour detail in preference to translating 'hebdomadaire' which was key in this part, so this candidate could not score.

b) 'run slowly' is the notion needed, as it took place for ten minutes immediately after the warm up, so 1 mark scored.

c) 'tout le monde' was sometimes translated by 'all the world' in the case of some lesser able candidates, but does not demonstrate an accurate transfer of meaning, so there was no score here. The answer is rather ambiguous.

d) 'activer' has not been translated so that the meaning is clear enough.

e) 'to let go of' does not make much sense in context, and arterial tension is not the right English translation. Although the reference to 'heart beat' is close, the first element about arterial tension prevents credit from being gained in this part.

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. In this session, there were many good scores from candidates, and a distribution of scores across the range, pleasingly towards the higher end. Thus this comprehension was one of the more accessible Q7s in the specification's life. Marking principles are consistent with Q4, and once again, targeted and manipulated lifts are generally accessible. In Q7g, however, direct lifting was explicitly precluded by the question part's formulation.

This candidate has gained a very good score, dropping only 1 mark in a 10 mark question. The concept was well within the AS General Topic Areas, and many candidates therefore responded very well to the passage. Common sense was evident in some parts: in d) it was likely that Montréal has re-created fewer jobs than other areas given that in a) the unemployment rate is higher than elsewhere. If not definitely so, it gives the candidate some overall contextual sense when it comes to later parts. All 2 mark parts were marked discretely, which helped many candidates to access more credit.

(a) Comment est le taux de chômage à Montréal par rapport aux autres régions québécoises ?	(1)
<i>Le taux de chômage est bien plus élevé à Montréal que dans d'autres régions québécoises.</i>	
(b) Comment est-ce qu'on améliorera le plan de relance de l'emploi ?	(1)
<i>Pour améliorer le plan de relance de l'emploi le Québec investit 30 millions pour deux ans.</i>	
(c) Qu'est-ce qui manque souvent aux demandeurs d'emploi ?	(2)
<i>Il manque souvent des travailleurs ^{disponibles} avec compétences suffisante pour l'emploi car très souvent, les demandeurs d'emploi n'ont pas la formation requise pour les emplois qui s'ouvrent.</i>	
(d) Sans citer les chiffres, décrivez la situation à Montréal mentionnée dans le cinquième paragraphe.	(1)
<i>La situation à Montréal est n'a récupéré la moitié des emplois perdus tandis que la Québec a récupéré ^(tous).</i>	
(e) Pourquoi l'industrie pharmaceutique est-elle si importante en ce qui concerne le chômage à Montréal ?	(2)
<i>L'industrie pharmaceutique est très importante à Montréal et a souffert beaucoup de pertes d'emplois. Surtout, ce sont des emplois qui demandent de grande compétences.</i>	
(f) Comment essaiera-t-on d'aider les immigrés à trouver un emploi dès leur arrivée à Montréal ? Donnez un détail.	(1)
<i>Les immigrants seront pris en charge par une agence de travail jusqu'à ce</i>	

(g) Expliquez en vos propres mots le cercle vicieux dans lequel se retrouvent souvent les immigrés.

(2)

leur entrée sur le marché du travail.
Les immigrés se retrouvent souvent dans un cercle vicieux, car n'ayant pas les compétences requises, ils ne peuvent trouver de travail et sans travail il n'acquiert pas l'expérience qui est aussi nécessaire à trouver un emploi.
(Total for Question 7 = 10 marks)



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Examiner Comments

- a) This candidate has given a very full response for the 1 mark, when 'plus élevé' would have been enough. Reworkings of the question do not count as an element, but are unnecessary. The comparative element, however, was essential to score, or the notion of high unemployment at least: 'important' or 'haut'. The opposite angle could score: 'les autres régions ont moins de chômage' but this is not advisable, as it has to be explicitly stated, with any correct answer targeting the rate. There was much true information from elsewhere in the passage which was too vague to gain credit in a): 'Montréal est la plus touchée' or 'il y a plus de difficultés'.
- b) This was a successful part for many, and simply adding 'avec' to '30 million' met the case. This candidate has referred to the timeframe involved which is fine and harmless. Not acceptable were inclusions of an incorrect currency, such as Euros, nor of implication that jobs not dollars were involved: '30 millions postes seront créés.' 'une grande somme' or equivalents conveyed adequately the specific sum.
- c) Few candidates gained the 2 marks available, and where 1 mark was gained, it was often discretely for the 'manque de compétences'. The untargeted lift 'il y avait encore une différence...disponibles' abounded, but gained the second mark only. 'employeurs' was sometimes spelt incorrectly and ambiguously 'employer'. This candidate has manipulated the passage correctly, so that the target is the job market and the skills it seeks.
- d) Despite the rubric not to cite figures, references to 50% and the specific numbers involved were quite frequent. 'la moitié' but not 'la demie' was acceptable, though often misspelt, and often the sense of the response was the wrong direction: the focus needed to be on the jobs re-created, not those lost. Thus 'Montréal a perdu la moitié des emplois' is the wrong direction. 'Montréal n'a retrouvé que la moitié des emplois perdus' is the sense of an improving situation, as in that paragraph, albeit less impressive than Québec ville.
- e) The two notions here, both gained by the candidate, are the size of the Montréal pharmaceutical industry and the jobs lost in it, the latter concept being necessarily in the past tense, may well no longer be lost. 'important' in its secondary sense of large was acceptable in the first element: 'l'industrie pharmaceutique est très grande OR importante'. The second element had to focus on 'perte' or rendered 'beaucoup de postes perdus'. It also had to be clear which industry was being mentioned, so 'l'industrie' was too general and so lost 1 mark, while 'cette industrie' could be part of a correct answer.
- f) This was a successful part for many candidates with 'il sera aidé par l'agence du travail' most frequently offered. There was manipulation which scored, taken from the last two lines of paragraph seven relating to 'en leur donnant toute la formation nécessaire', but if the lift was wholesale and untargeted it was too vague to score: 'cet immigré ait toute la formation nécessaire.' This candidate has again offered more than necessary, but it is a harmless addition.
- g) As indicated in reference to a Q4 candidate, the number of lines available relates to the number of elements and therefore marks, and squeezing a third line in has not helped. There is a lack of clarity between 'compétence' and 'expérience' and therefore only the second element scores here: the lack of experience rather than incompetence causes difficulties in finding work. The second element of the vicious circle is accurately rendered for 1 mark. It is noted that the first part of the response is a preamble, as it re-works the question; that 'travail' is correctly given as a noun, not with the 'travaille' verbal spelling which would not score here; and that the candidate has manipulated the passage sufficiently to score.



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Examiner Tip

More than ever with Q7, the longest passage in the paper, it is worth gaining an overview of the context, so that more logical answers can be offered.

Common sense does not provide all the answers but helps to understand the passage. in b), given the population of Québec, 30 million more jobs are unlikely to be created.

This is a good score, with 7 marks being earned. It is a good example of where a good, if not excellent candidate, can gain reasonable credit by deploying relevant information, perhaps gaining 1 or the 2 discrete marks in 2 mark parts.

(a) Comment est le taux de chômage à Montréal par rapport aux autres régions québécoises ?

(1)

Le taux de chômage à Montréal est plus grand que les autres régions québécoises

(b) Comment est-ce qu'on améliorera le plan de relance de l'emploi ?

(1)

Le gouvernement aide les chômeurs en améliorant ^{leurs} ~~leur~~ compétences professionnelles

(c) Qu'est-ce qui manque souvent aux demandeurs d'emploi ?

(2)

Les demandeurs d'emploi n'ont pas les compétences pour pouvoir faire les besoins du marché du travail.

(d) Sans citer les chiffres, décrivez la situation à Montréal mentionnée dans le cinquième paragraphe.

(1)

Montréal a retrouvé moins des emplois que Québec

(e) Pourquoi l'industrie pharmaceutique est-elle si importante en ce qui concerne le chômage à Montréal ?

(2)

L'industrie pharmaceutique ^{à Montréal} avait une panoplie de pertes d'emplois.

(f) Comment essaiera-t-on d'aider les immigrants à trouver un emploi dès leur arrivée à Montréal ? Donnez un détail.

(1)

on assure tout les immigrants ont toute la formation essentielle

(g) Expliquez en vos propres mots le cercle vicieux dans lequel se retrouvent souvent les immigrants.

(2)

sans ~~sa~~ expérience on ne peut pas recevoir un emploi, mais on ne peut pas ~~recevoir~~ ^{avoir} recevoir expérience si on n'a pas un emploi.

(Total for Question 7 = 10 marks)



Please see the more detailed information in the first Q7 script.

- a) 'plus grand' conveys the notion of 'plus haut' so scores.
- b) This may well be true, is too generalised, and there needs to be explicit reference to the sum of money now being invested. The candidate needed to find the information more closely from the beginning of paragraph two.
- c) The 'manque de compétences' is clear here for 1 mark, but 'faire les besoins du marché de travail' does not make enough sense to score.
- d) This simple response communicates the comparative situation clearly enough.
- e) This two mark part yields 1 mark for this candidate, as there is no mention of the size of industry, but there is reference to the number of jobs lost, and, correctly, in the past tense.
- f) There is a little manipulation here, sufficient for the response to target the question, and for 1 mark, state clearly how there is help for 'les immigrants'.
- g) This is quite close to the passage, but is again a manipulation, despite grammatical error, such that the vicious circle in both of its elements is sufficiently well described for 2 marks.

This is about half marks (6), so a modest but reasonable score, with some credit being gained in most parts.

(a) Comment est le taux de chômage à Montréal par rapport aux autres régions québécoises ? (1)
c'est plus sévère

(b) Comment est-ce qu'on améliorera le plan de relance de l'emploi ? (1)
en ajoutant une somme de 30 millions

(c) Qu'est-ce qui manque souvent aux demandeurs d'emploi ? (2)
les travailleurs disponibles n'ont pas les compétences pour l'emploi

(d) Sans citer les chiffres, décrivez la situation à Montréal mentionnée dans le cinquième paragraphe. (1)
Montréal n'a pas récupéré tous les emplois perdus

(e) Pourquoi l'industrie pharmaceutique est-elle si importante en ce qui concerne le chômage à Montréal ? (2)
parce qu'il y a eu beaucoup de pertes d'emplois

(f) Comment essaiera-t-on d'aider les immigrants à trouver un emploi dès leur arrivée à Montréal ? Donnez un détail. (1)
les immigrants auront les compétences du travail

(g) Expliquez en vos propres mots le cercle vicieux dans lequel se retrouvent souvent les immigrants. (2)
les immigrants n'ont pas l'expérience donc ils ne peuvent pas trouver l'emploi donc ils n'ont pas l'expérience



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Examiner Comments

Please see first Q7 for detailed commentary of general principles.

- a) 'sévère' is just acceptable in the context for 'haut'.
- b) 30 millions used in the correct context laconically, but the present participle works well.
- c) 1 mark for lack of skills.
- d) Right sense of failure to regain all the jobs, in contrast to Québec, so scores.
- e) One element correctly given, referring in the past tense to job losses.
- f) This is too generalised, as it does not mention the 'agence du travail' as needed for this mark.
- g) First half of the vicious circle is well explained, the second is not developed enough and is not explicit, so 1 mark only.

Question 8

Very few candidates omitted this question, worth 30 of the total of 70 marks, and there were many excellent responses. Technique is good in the case of many, and a plan is sometimes used to very good effect. Most candidates understand the need to give direct responses to all of the four bullet point prompts. Where all four are not addressed, it is commonly due to excessive words being used, or where a substantially prelearnt essay is reproduced with unfortunately scant reference to the task. Candidates who answered entirely irrelevantly or incomprehensibly, thus scoring nothing, were very rare and agreement of adjectives were often incorrect: *une problème, le télé, le vie*. Disjunctive pronouns and pronoun objects were not always well-handled. In essence once again, nouns and their verbs and adjectives did not agree in many instances and sometimes rendered communication difficult. This is not gratuitous criticism, for it is well understood how much has to be covered in the AS course, but these are matters which when addressed, vastly enhance the marks gained.

The issue of technology and whether or not to live without it was clearly one relished by many candidates, and would have been familiar to many. The word count of 220 words proved generally adequate, and candidates who exceeded the limit often did so because of verbose, prelearnt or repetitive responses. Many first rate answers fell 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, as in previous sessions, might easily respond partially 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 giving some shape to totality of the letter which comprised the four paragraphs. The more successful responses tended to have a targeted answer 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.

This candidate is a very good example of one where the technique is good, and all bullet points have been addressed directly, thus the highest content band is accessible. Language does make comprehension difficult. There is inattention to register.

8 Vous écrivez **une lettre** à votre correspondant(e) luxembourgeois(e) qui participe à ce défi. Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

1. Si vous aimeriez passer dix jours sans écran
2. Si vous trouvez que l'écran a une influence plutôt négative sur les jeunes
3. Ce qu'on pourrait faire pour encourager les jeunes à découvrir d'autres activités
4. **À part la télé, l'ordinateur et le portable**, un appareil qui vous est indispensable

Je pense que ça sera très difficile de passer dix jours sans écran, parce que la télé, l'ordinateur et le portable et devenu partie de notre vie quotidienne. Mais j'aimerais bien essayer mais ça va être difficile car je pourrais pas contacter mes parents que ça soit pour

le demandé quand je doit rentrer ce que sa
soit urgente je ne ~~pourrai~~ pourrai pas les contacter.
je trouve que la télé et l'ordinateur
on une influence négative sur les jeunes car ils
peuvent voir quelle chose sur la télé et parce
que c'est acceptable de le faire parce ce que
ils on vu quelqu'un le faire sur le télé mais
en réalité ce n'est pas acceptable mais

les portable c'est le contraire je trouve que les
portable sont parfait par rése en contact avec
les amis et les parents mais parcontre il faut
faire attention parce ce que les jeunes peuvent
regarder la télé et aller sur l'internet avec
leurs portables.

Et mon avis les parents doivent encourager
leurs enfants a aller d'hors et faire d'autres
activités, par exemple allez en balade ou jouer
au foot dans le jardin.

Par moi mon mp3 m'est indispensable
j'adore écouter la musique, quand j'étais petite
mon père écoutait tout le temps la musique
donc c'est grâce a lui que j'ai ma
passion pour la musique.



This candidate could not gain 1 mark immediately for not explicitly following the requirement in this session for a letter. 'Cher ami' would have added 1 mark automatically.

This candidate has responded well enough to all bullet points, as described in the paper overview, to gain 13 marks for Content, which means this is a fully addressed response to all four bullet points. Greater detail and development would have moved the mark even higher.

Language lags greatly behind, and has been treated as below satisfactory. The programme of study for grammar is indicative only, but many elements on this list have not been handled successfully.

Bullet 1: Personal response to spending ten days without these items, not simply a response centred on the challenge, and some further detail.

Bullet 2: 'je trouve que' gives the required personal opinion, with the justification of copycat action by young people.

Bullet 3: This is only a full bullet with some goodwill, but if the 'devoir' use is treated as a conditional notion, then there is the idea of encouragement to play outdoors.

Bullet 4: MP3 mentioned with some reasons given, so a full bullet.

For language, though, there are significant weaknesses, even in the morphology of the present tense of 'avoir' and the infinitive of 'faire'. There is frequent lack of agreement in number and gender, and there is confusion between the phonetically identical past participle and infinitive. However the message is broadly conveyed, and despite some awkward corners, there are also some reasonably handled constructions. Overall, though, the language evidenced does not meet AS expectations of a satisfactory candidate.



Ensure that basic grammar is well learnt, and that it can be applied with confidence to a variety of essays and General Topic Areas.

Have in mind a number of constructions and appropriate vocabulary so that some if not all can be included in the Q8 response.

Plan if this is helpful, to ensure that all bullet points are covered within the wordcount.

Check the register required by the question.

Check the response, to see that every bullet point has been addressed directly and with some development.

This is an instance of a candidate whose language mark is satisfactory, but whose content mark is excellent. It is a script which should motivate candidates who are able to communicate ideas, given the clear Q8 structure, but for whom language is a challenge, to show that overall, a decent mark can be achieved.

Chère Lauren,

206 words

Peut-tu passer dix jours sans écran? Non. Moi aussi! ~~Parce que~~ ~~c'est~~
^{par exemple, par exemple} ~~très importante~~ → ~~Mon~~ portable est indispensable pour moi. Tous les jours, je
j'envoie ~~des~~ ~~textes~~ et beaucoup de texts, ~~et~~ en surfant ~~sur~~ le web sur
sur ma portable. Aussi, on peut contacter leurs amis qui habitent loin. Je ne peux pas
passer un jour sans ma portable! Imagine dix jours! Aussi, il faut ~~je~~ ajouter que ~~le~~
l'ordinateur est essentiel pour ^{mes} ~~ma~~ devoirs. (64)

À mon avis, en générale, l'écran impose une effet négative ~~sur~~ sur les
ados. ~~Beaucoup~~ Beaucoup de jeunes passent plus de temps sur l'ordinateur et donc
le taux d'obésité est ~~travaillant~~ ~~a~~ accru. Également, les influences du jeux vidéo
~~ont~~ ~~déjà~~ ~~des~~ ~~changer~~ ~~de~~ ~~facteur~~ changent ~~de~~ ~~facteur~~ les comportements des jeunes. Maintenant,
les jeunes ~~ne~~ ~~restent~~ ~~en~~ ~~solidarité~~.

Nous devons changer! Les jeunes doivent essayer et découvrir d'autres
activités comme la natation. ~~et~~ Si nous aimerons les jeunes pour changer dans
meilleur publicité est ~~est~~ ~~essentiel~~ essentiel. Il en va autrement, l'enseignement ^{dans} ~~sur~~ ~~les~~ ~~écoles~~
sera bénéficiaire ~~le~~ ~~gouvernement~~ La commune peut aider cette problème.

Sans aucune doute doute, ma MP3 est ~~le~~ ~~le~~ ~~plus~~ ~~important~~ ~~de~~
le plus important appareil pour moi. J'écoute les chansons sur le bus,
ma chambre etc. J'adore ça. C'est permis ~~par~~ ~~moi~~ pour détente. ~~et~~ ~~me~~
Quand j'étais plus jeune, je n'écouter pas les chansons. Mais maintenant, ~~est~~
~~est~~ ~~ma~~ ma MP3 est ~~le~~ l'outil ~~pour~~ pour détente.

Bonne nuit,
Bhavini x



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Examiner Comments

Please see detailed comments for the first Q8 script and in the paper summary.

Letter format used.

Bullet 1: personal response, referring to the challenging, but writing more generally, too.

Bullet 2: simple language but packed with ideas for the number of words used. It is noticed that both sides need not be given for the full bullet point.

Bullet 3: notion of encouragement through advertisement and better education about being active.

Bullet 4: MP3 as in the previous script, but with details of why it is so necessary for this candidate.

The language is solid and does not impede communication greatly, if at all. There are some errors such as 'cette problème', but also some more felicitous renditions, such as the present participle, the modal verb and its infinitive. It is rather pedestrian language, and would reach the next markband if some more advanced constructions from the AS programme of study or similar were evident.

A total of 22 marks of out 30 is sound.



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Examiner Tip

The examiner does not take the plan into account at all. It does not matter what format any plan takes, but this candidate has accessed an excellent Content mark within the wordcount, perhaps helped by a plan.

This is a less successful candidate who has not addressed all of the bullet points, and has addressed those which were addressed, partially. There is no letter format.

Le monde dans lequel nous vivons, a beaucoup de nouvelles technologies qui sont très distrayant pour les jeunes. ~~Je pense que~~ ~~ils~~ Je doute que n'importe puissent passer un jour sans leur portables ou leur ordinateurs. Ils sont utilisé par tout le monde.

Oui, j'aimerais passer dix jours sans écran. Pour moi, il est nécessaire que je puisse arrêter d'utiliser les écrans parce que ils me rend très paresseux. Au lieu de d'utiliser mon portable, je pourrais aller au parc avec mes frères ^{et} jouer la football. Cela me permet de perdre du poids et rester en bonne forme. ~~Mais~~ ~~ce n'est pas facile~~, j'admets qu'il sera très difficile. ~~parce que~~ je ~~ne~~ ~~peux~~ ~~pas~~ ~~arrêter~~ ~~de~~ ~~utiliser~~ ~~mon~~ ~~portable~~.

Maintenant, ~~il y a~~ ~~des~~ ~~écrans~~ ~~sur~~ ~~les~~ ~~portables~~ ~~et~~ ~~les~~ ~~télé~~ ~~phones~~ ~~qui~~ ~~ont~~ ~~devenus~~ ~~un~~ ~~grand~~ ~~problème~~ chez les ~~jeunes~~ jeunes.

En utilisant ces produits, les jeunes préfèrent rester à la maison ~~au~~ ~~lieu~~ ~~de~~ ~~aller~~ ~~au~~ ~~centre~~ ~~sportif~~ pour faire du sport. Ils ~~ne~~ ~~ont~~ ~~pas~~ ~~rendent~~ très paresseux. A cause de cela, beaucoup de jeunes sont devenant obèse. Il est grand temps que ^{leur parents} ~~les~~ ~~parents~~ passent assez pour empêcher cette problème.

Si nous avions ~~promu~~ ~~promouvoir~~ les sports avant, nous n'aurions pas eu un grand problème d'obésité aujourd'hui. Il est nécessaire que on puisse encourager aux jeunes ~~à~~ ~~faire~~ ~~du~~ ~~sport~~. Cela est la responsabilité de le enseignant ^{qui doivent} ~~à~~ ~~donner~~ ~~des~~ ~~conseils~~ ~~aux~~ ~~jeunes~~ à propos de comment ils puissent rester en bonne forme. Le gouvernement pourrait également ouvrir plus des centre sportifs et augmenter les heures d'EPS à l'école.

Aujourd'hui, à mon avis, d'argent est indispensable parce que nous ^{le} ~~ont~~ ~~très~~ ~~cher~~ ~~ici~~ ~~on~~ ~~utilise~~ ~~les~~ ~~pour~~ ~~20~~ ~~ans~~ ~~maintenant~~.

Je pense je devrais payer 12.20. Je suis étonné que le gouvernement ne fasse rien
à réduire la prix pour beaucoup de chose, spécialement quand il y a une
recession.



ResultsPlus Examiner Comments

Please see the more detailed commentary on the first Q8 script and in the paper summary.

Bullet 1: There is some reference to spending time without these items, and in fact there is quite a developed first paragraph, moving from the initiative to a personal view.

Bullet 2: This is a marginal case as to whether or not there has been a personal opinion. It is implicit at best, and candidates would be well advised to address the bullet point squarely, with an explicit personal view as one is sought. Nevertheless, comments made are valid.

Bullet 3: The desire to shoehorn varied tenses here does impede the message and whether there are new initiatives which should be brought in or not, but the response is relevant.

Bullet 4: Even with goodwill, 'argent' is not an 'appareil' in the modern sense, and had to be rejected. Its development therefore, was also not taken into account for Content, as there can only be credit for development, once the bullet point has been deemed fully awarded.

The Language mark may seem generous in comparison to the second Q8 script, but while there are more errors, there is also more enterprise, and there is a balance to be struck between playing safe and over-ambition. However here the verbs are quite faulty in places.

This candidate would probably merit squarely in the middle of the Content band 7-9, as there was some information on all of the three first bullet points, but some in clarity on views on the screen or what could be done to encourage young people in bullet point three. However 1 mark could have been gained if the candidate had not ignored the letter format reducing the Content mark to 7.



ResultsPlus Examiner Tip

Pay attention to the register required.

Paper Summary

In Q1, only 1 mark was available for each of four multiple choice parts.

Candidates of all abilities gained the maximum of 4 marks, with 62% success at least in every part. In Q1iii, the mention of 'être beaucoup sur la scène' was not well grasped by all, thus B was a commonly chosen distractor. In Q1iv, some candidates appeared to assume that the future tense referred to the fact that the event was about to begin, so chose C, whereas in fact the closing ceremony was about to take place.

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, seven crosses, including four correct ones, would gain 1 mark 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. Just as in Q2, if crosses were placed in excess of the number permitted, in this case a total of five, one mark was withheld for each cross written, in excess of five. This was rare in Q2 and Q5 alike.

The general performance across the candidature was good to excellent in Q2 and Q3. Most candidates only dropped 1 mark for Q2. This was frequently due to offering H in lieu of E. As far as possible, candidates are advised to consider the context of the whole passage, rather than to regard listening as a word by word exercise, thus the overall sense becomes clearer. Care is needed with understanding the precise terms of each prompt, for a number of candidates offered A and C, whereas they are unlikely both to be correct. Equally, in Q3, while this is not intended to be a purely grammatical exercise, common sense and reference to topics in the programme of grammar study will preclude many incorrect possibilities. Thus 'parfait' for Q3a was impossible, as a masculine plural noun was needed, and attention to this narrowed the answer down to two possibilities only. Q3b was slightly less successful with only around half of the responses correct. Grammatically, the response had to be masculine singular, and 'une solution idéale' is rendered in the response 'parfait'. 'économique' fitted grammatically, but the sense of the passage is not financial. Q3c was correct in almost all cases, and the choice was again between two possibilities which had to be feminine singular. Common sense helped three-quarters of candidates to the correct response, for although 'fortifie' was a grammatically accurate distractor, ingesting cold items is not a well known strengthener. Clearly, comprehension of the passage is primary, but an awareness of plausibility gained through general topic work will assist scores in Q3.

In Q5, 1 mark was scored for each statement correctly attributed to a young person. A significant number of candidates gained the mark in every part of Q6. Candidates needed to think carefully in Q5i as to what the 'plaisirs' were, and in Q5ii what 'du bien ou du mauvais' signified. The other three parts were very successful, showing that the environment is a topic area well within the scope of the vast majority of candidates.

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 and many recent ones, no part was worth more than 2 marks. Thus for instance, in a 1 mark question, only the first element scored. Repeating or re-working the question, or preambles to an acceptable response, did not count as elements in the response. While harmless additions do not cause credit to be withheld, it is possible that others may harm responses.

Q8 Bullet 1: Although the prompt ideally required a conditional notion in the letter, it was not required for the full bullet point. However some development to justify the opinion given was needed, and elaborate responses which amounted to no more than a simple 'oui' or 'non' gained partial credit. The stimulus related to the challenge in Luxembourg of spending ten days without various pieces of equipment, but the candidate needed to give a personal response about spending ten days in a similar way, not about taking part in this specific

challenge. Responses centred wholly on the challenge were only partially successful.

Bullet 2: The response needed to be personalised, and the bullet was partially gained if there was an enumeration of opinions without this personal response, as required by the prompt. A number of candidates used words up gainlessly by trying to give developed information on both sides of the argument. Either side with justification is perfectly sufficient, given the prompt. Some very good answers succinctly dealt with both, and intimated a personal preference. 'je pense que' or equivalent sufficed for the response to count as personalised.

Bullet 3: On this occasion, in contrast to bullet 1, a conditional notion was sought, as possible future initiatives were at hand, though development was not required. A personalised response was acceptable, but not necessary, thus government or school initiatives, suitably couched, scored. There needed to be some sense of positive encouragement to reflect 'encourager' in the prompt, and candidates who simply stated the possible without encouragement were partially rewarded.

Bullet 4: Apart from the three items mentioned, all other 'appareil' were accepted, however close to those three they were, however unlikely. PS3, iPods, bicycles, cameras (by assimilation with the prompt) all featured and could gain full credit. White goods were sometimes proffered. Credit could not be given if there was no explicit 'appareil', thus while a camera was perfectly acceptable, photography with no mention of the camera was too vague. It is still not unknown for candidates to focus on one of the precluded items in this type of response, and care should be taken that an unadapted, pre-learnt response is not at odds with the requirement.

'il y a' in any tense is one word, as are proper nouns, names or titles, though this was not of great impact in this Q8. Any address and date etc as part of a letter format, plus the salutation and valediction are outside of the word count. The aim in Q8 is for the candidates to write a plausible response to the four bullet points as a letter, not as four separate responses to four questions in a reading comprehension.

A word has a space either side of it, and was counted as presented by the candidate. However examiners continue to read only to the end of the sense group, not necessarily the sentence after 220 words. Thus often very good but excessively long responses receive no credit for say the fourth bullet point, if entirely beyond the 220 word limit.

For Q8, the following guidance holds good for the Content (C) mark from 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 or three 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 lost one content mark.

Based on their performance on this paper, candidates are offered the following advice which is consistent with advice in previous sessions:

- As advised in previous Examiner's Reports, all candidates, but especially those targeting the higher grades, should ensure that they have a solid grounding in grammatical

concepts, especially those in the programme of Study. Q8 has 15 marks for quality and range of language. In Q4 and Q7, comprehension is key but is often compromised by grammatical inaccuracy. 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, is equally if not more important. Similarly, the gender of quite basic words could be gainfully revised: le télé, la problème, la jour were in evidence. The stimulus gives not only possible points du départ, but also clues to genders and spellings of words which may arise. Excessive ambition may lead to ambiguity. Good, natural linking enhances Q8 responses greatly. Non-existent verb forms cannot be credited if essential, and verbs, adjectives and adverbs are frequently confused leading to incomprehensible responses.

- 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 response which may not be fully relevant.
- 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 (mentioned above).
- 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 need careful preparation.
- Listening practise could include some revision of numbers and different tenses. Care is needed with attempts at transcribing lifts from the passage, as the sense and grammar involved need checking.
- Allowing checking time within the 2 hours 30 minutes, especially for Q8 for which many successful candidates write a plan, which is strongly recommended. This includes checking listening responses within the first 45 minutes.
- Q6 requires transfer of meaning into English, and it is important to check responses to ensure that the English is natural, and that is full but not extraneous information.

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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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