

Examiners' Report  
June 2015

GCE French 6FR02 01

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## Introduction

As was the case from 2014, GCE French Unit 2 6FR02 is available in the June series only. It was set consistent with the GCE 2008 Specification guidance, and adhered to the format of all previous Unit 2 papers. 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 are compulsory, and the vast majority of candidates attempted all questions, obtaining, as in previous sessions, a broad range of marks.

There were some excellent performances which suggest teachers' awareness of the demands of the paper and attention to points emphasised in Results Plus Examiner's Reports, where commentary and tips are given to specific questions.

This paper was marked to the same principles as 6FR02 in all its previous sessions. The passages drew on the General Topic Areas, as published in the specification. The first four passages were spoken, the latter four were written. The paper is worth a total of 70 marks.

In this paper, Passage 1 of Section A (listening comprehension), was a multiple choice exercise worth 4 marks, concerning how to keep warm in cold weather, seeking factual information from the passage. In response to Passage 2, about a new cable car linking two Swiss ski resorts, candidates selected four correct statements from eight. Passage 3, about an initiative to clean up beaches, lakes and rivers, was a cloze exercise worth 4 marks, where candidates selected from a pool of eight items.

In Section B (Reading comprehension) Q4, where 8 marks were available, required responses in French, and was based on an extract concerning young people's use of solariums in French-speaking Switzerland. For Q5, based on young people's attitudes to homework, each of five statements had to be correctly attributed to one of four people, for a total of 5 marks. Q6 discussed the introduction of video cameras in Brussels, 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. Q7 concerned the impact of French customers on businesses on the Belgian border. The questions were in French, amounting to 10 marks, and required short responses in French.

In Section C (Written response), Q8 provided the stimulus for the written response of up to 220 words on the ways in which sports features in the schools and loves of young people. Up to 15 marks were available for Content and Language respectively, making Q8 worth 30 marks.

### **Question 1**

In Q1, each of the four multiple choice parts was worth a mark. Candidates of all abilities gained the maximum of 4 marks.

In Q1(i), incorrect answers may have emerged from general knowledge rather than reference to the passage. Q1(ii), the time of day was not well grasped by all, leading to the wrong meal being selected. Q1(iii) was the most successful part of Q1, where candidates perhaps benefitted from the coincidence of the passage and general knowledge that heat is lost through the head.

### **Question 2**

In Q2, four crosses were required to denote the four correct statements. One mark was withheld for each cross offered in excess of four: for example, five crosses, including four correct ones, would gain 3 marks in total. The general performance across the candidature was strong in Q2.

Most candidates only dropped 1 mark for Q2. This was frequently due to offering C or E in lieu of F or H. 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 example a number of candidates offered D and E, whereas they are unlikely both to be correct. A and B are so similar that candidates could suspect that the superlative or its absence is being tested.

### **Question 3 (a)**

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, so in (a) and (b), '*salles*' and '*international*' respectively were rewarded.

Q3a was the most challenging part. A wide range of distractors were selected, thus grammar alone was not sufficient to gain the marks. However grammatical accuracy can helpfully guide candidates. Q3c was the most accessible responses for the majority of candidates.

Equally, in Q3, while this is not intended as a grammatical exercise, common sense and reference to topics in the programme of grammar study will preclude many incorrect possibilities. Thus Q3a had to be an adjective in the masculine plural. Similarly, whatever was offered for Q3b, a feminine singular adjective was needed, and attention to this narrowed down the possibilities. Clearly, comprehension of the passage is primary, but an awareness of plausibility gained through general topic work will assist scores in Q3.

### **Question 3 (b)**

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, so in (a) and (b), '*salles*' and '*international*' respectively were rewarded.

Q3a was the most challenging part. A wide range of distractors were selected, thus grammar alone was not sufficient to gain the marks. However grammatical accuracy can helpfully guide candidates. Q3c was the most accessible responses for the majority of candidates.

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### **Question 3 (c)**

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, so in (a) and (b), '*salles*' and '*international*' respectively were rewarded.

Q3a was the most challenging part. A wide range of distractors were selected, thus grammar alone was not sufficient to gain the marks. However grammatical accuracy can helpfully guide candidates. Q3c was the most accessible responses for the majority of candidates.

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### **Question 3 (d)**

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, so in (a) and (b), '*salles*' and '*international*' respectively were rewarded.

Q3a was the most challenging part. A wide range of distractors were selected, thus grammar alone was not sufficient to gain the marks. However grammatical accuracy can helpfully guide candidates. Q3c was the most accessible responses for the majority of candidates.

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## Question 4

This is the most challenging listening comprehension passage of the four, but performance was generally rather higher than in previous sessions, as was the trend from 2014. In Q4, comprehension is key but is often compromised by grammatical inaccuracy.

Q4a. This part was fairly well done but many candidates simply repeated the idea that the *solariums* would be forbidden for young people without any mention of improvement to their health or stated that young people suffered from melanoma. There were pleasingly few spelling mistakes of '*peau*' or '*moins*'. The most common mistake was using the past tense.

A few candidates stated, '*pour protéger la santé*', which was too vague to score. However many correct answers were offered, and '*mélanome*' without qualification scored, provided that one of a wide range of plausible verbs was offered, such as '*avoir*' or '*obtenir*'.

Q4b. This part was again generally well answered, although less well than 4a. Wrong answers often involved mis-hearing '*disputer*' for '*discuter*'. It was sufficient for the mark to say that discussions were continuing, and mention of solariums or sunbeds were harmless additions. However, '*parler du bronzage*' was too vague to score. Some answered with '*il interdit l'utilisation des solariums aux mineurs*', which was a lift, gained the mark. Rendition of the present tense, simple or continuous, was often unsuccessfully handled: *ils discute, ils sont discutant*.

Q4c. This part discriminated well, and more able candidates accessed the two marks, mentioning both the enforcement by managers, and the ban on young people. One mark was the most frequent outcome. Examiners accepted that the managers either respected the ban, or made others respect it.

Candidates often gained the first mark, but did not mention the second idea of banning minors. '*Mineurs*' was frequently rendered as '*dimineur*' or '*minors*'. The lift, '*ce qui posera des problèmes d'application*' was often seen, and although treated as a harmless addition, it could not score for the second mark. There was fairly frequent erroneous reference to '*l'installation*'. '*Gérants*' caused some confusion, but was often correctly targeted.

4d. As in Q4c, most candidates answered half of the part, to gain one mark. Examiners accepted Switzerland as being more or most affected. The second mark was more elusive, and '*ce cancer*' was sometimes mis-heard for '*ce concern*', or offered as the too general '*le cancer*'. A lift was commonly successfully offered, as it was a direct response to the part. The incorrect part of speech '*toucher*' or '*affecter*' was quite often exhibited, and there is need to consider the meaning of the word as written.

4e. This was a very successful part, and words or numbers were accepted. '*Deux mils*' was tolerated, and this helped a number of candidates. '*2 million*' and '*2004*' were predictably quite common but were rejected, the latter being a mis-heard version of '*deux mille cas*'. There were a few instances where words and numbers vitiated: *2000, deux millions*.

4f. This part attested mixed fortunes, and the spelling of '*médecin*' proved variable: *medsin, medicine, metsin, medsaint*. Recognisable attempts, so broadly no more than one letter out, were tolerated, but '*médecine*' was ambiguous so unfortunately had to be rejected. A common error was, '*si l'usage est autorisé pour les docteurs*'.

Interestingly, some answered along the lines of '*quand ils ont plus de 18 ans*' or '*s'il vont à l'étranger*'.

Candidates did well where they selected information from the passage, but attempts to transcribe in full or to lift sections from the passage, without manipulation, tended to be less successful.

**Passage 4 : Les jeunes et les cabines de bronzage dans le Jura en Suisse**

4 Dans ce passage, il s'agit d'une modification de la loi dans le Jura en ce qui concerne les solariums.

Répondez aux questions **en français**.

(a) Comment est-ce que la modification de la loi améliorera la santé des jeunes ?

elle a diminué le risque du melanome <sup>ou cancer</sup> de la peau (1)

(b) Que fait le gouvernement national en ce moment ?

discutent ils discutent le sujet de bronzage ~~mais~~ (1)

(c) Que devront faire les gérants après la modification de la loi ?

~~ils ne doivent pas~~ ils doivent suivre la loi et ne permettent pas aux jeunes d'utiliser les cabines de bronzage (2)

(d) Quel triste record la Suisse détient-elle ?

la Suisse est ~~le~~ le pays européen <sup>touché par</sup> le plus grand nombre de cas de cancer de peau (2)

(e) Combien de cas de mélanome de la peau y a-t-il en Suisse chaque année ?

2000 cas ~~à peu près~~ (1)

(f) Dans quelles circonstances les jeunes pourront-ils quand même utiliser les solariums ?

médecin Si un médecin autorise l'utilisation. (1)

(Total for Question 4 = 8 marks)

**TOTAL FOR SECTION A = 20 MARKS**

medcin médecine  
medsin  
de médecine





This candidate has scored 6 marks, which is a decent mark out of the 8 available.

- a. The candidate correctly uses 'elle' to refer to the modification. Examiners would accept incorrect pronouns, be they singular or plural, masculine or feminine, provided they are unambiguous. 'Mélanome' is usually related to skin, so reference to 'la peau' is not needed here. If the candidate wrote 'le cancer', 'de la peau' must be added and correctly spelt. This makes the response unambiguous.
- b. This is wrongly targeted: the discussion is on solariums, not on tanning. 'Ils discutent' (tout court) would have been enough, but unfortunately this candidate has vitiated by offering excess and incorrect information.
- c. This part scores 1 mark for banning young people from using solariums. The other marks had to relate to 'respecter la loi', or making others do so.
- d. This part proved quite straightforward. 'La paye' would not have scored in the past, given that it has formed another French word, but it is clear what is meant, and scores. 'Cancer de peau' communicates the type of cancer as required.
- e. This was a very successful part. The figure alone would have scored.
- f. 'Si' is included but does not have to be to score. 'Médcin' is mis-spelt but is one letter out and is not ambiguous with 'médecine' so scores. There are crossing out in this response, but they do not impede the examiner in reading the response. It is suggested that all crossing out are neat: in the absence of a further response, crossed out work is considered for credit if legible.

(a) Comment est-ce que la modification de la loi améliorera la santé des jeunes ?

→ Ils n'ont pas le risque de la mélanome de la peau. (1)

(b) Que fait le gouvernement national en ce moment ?

(1)

Les discussions continuent au ce sujet.

(c) Que devront faire les gérants après la modification de la loi ?

(2)

C'est la responsabilité des gérants de respecter la loi.  
Arrêter les mineurs d'utiliser les cabines de bronzage trop.

(d) Quel triste record la Suisse détient-elle ?

(2)

La Suisse est le pays <sup>européen</sup> plus touché par ce cancer.

~~2000 cas de mélanome~~

(e) Combien de cas de mélanome de la peau y a-t-il en Suisse chaque année ?

(1)

2000

(f) Dans quelles circonstances les jeunes pourront-ils quand même utiliser les solariums ?

(1)

Seulement les docteurs peuvent autoriser l'utilisation des solariums, pour les mineurs.



This candidate has performed very well, and has only failed to earn 1 mark out of the available 8 marks.

- a. This is a very precise response. '*Mélanome*' without 'de la peau' would have scored.
- b. '*Les discussions continuent*' would be adequate for the mark. '*Au ce sujet*' is a harmless addition.
- c. There are two discrete concepts here, and both are expressed: the respect of the law by the managers, and the ban on young people using solariums.
- d. This response gains 1 mark only, as there is reference to '*ce cancer*'. The sad record held by the Swiss is correctly conveyed, so scores, but the type of cancer is not specified or mentioned earlier in the response, so cannot score. '*Le cancer de la peau*' needs to be explicit here, if not already referenced.
- e. Figures are acceptable and succinct here.
- f. '*Les docteurs*' is acceptable for '*les médecins*' and the response is correct.

### Question 5

In Q5, 1 mark was scored for each statement correctly attributed to a young person. Q5i proved the most challenging as this part eluded a third of candidates: '*inspecter*' and '*vérifier*' needed to be understood as synonymous. In Q5, 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 seldom the case in Q2 and Q5 alike, as in 2014.

### Question 6

Full sentences were not required in this transfer of meaning question. Some candidates are reminded that the order of elements rule rewards targeted responses, where the full information sought must occur within the first element of the response, and this was of especial relevance in Q6c.

Each part of Q6 is worth 1 mark, which is available for accurate and comprehensible retrieval of information from the passage. 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.

Q6a. Very successful answers were mostly offered for this part, as any one notion scored: that it was fun, fashionable or a marketing tool for Brussels. '*To know everything that is going on*' or '*trending in Brussels*' were erroneously offered. Other candidates guessed their use was against terrorist or criminal activities, which was not mentioned in the text. People-watching was frequent, but tolerated, provided that it was the preamble to a correct answer: '*to watch what people are doing is fun*'.

Q6b. This part was generally successful, and the challenge was to convey '*avertir*' felicitously. A wide range of renditions were accepted: *inform*, *tell*, *warn*, but '*avert*' was rejected as an incorrect English notion. A fair number of candidates perhaps guessed that blurring people out would occur, but that had to be rejected, as it is not in the text.

Q6c. There were two routes to the mark in this part, and while a lot of correct answers referred to children fewer conveyed the sense of scantily clad people. A common error was the identification of people in general rather than either of the two categories mentioned, and there was erroneous mention of naked people.

The order of elements rule meant that some candidates did not gain the available mark: 'to prevent zooming in on adults and children'.

Q6d. Most correct answers indicated the 'not seeing inside the homes of individuals' part, but a significant number of candidates answered that recording would not be possible. The translation of *enregistrer* was key here, and 'register' or 'download' were not close enough to the text.

Q6e. Again, this part was frequently correct and concluded a generally successful question for many candidates. The main cause of lost credit was where candidates strayed too far into approval of the initiative, rather than stating that there was acquiescence, indifference or passivity. Mistakes often centred on *esthétique*, and the concern that signs would not look good. There was some apparent guesswork, perhaps due to basic concepts eluding: 'Mary has received no complaints'.

**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) Give **one** reason why webcams have been introduced in Brussels to film what goes on.

(1)

For promotion purposes

(b) What should happen if individuals can be identified from the webcam images?

(1)

The organisers should alert people

(c) Give **one** reason for disabling the zoom function on the webcam at Bruxelles les Bains.

(1)

Young children will be present

(d) With regard to the Grand'Place webcam, in which way is privacy guaranteed?

(1)

It cannot see inside houses or save images

(e) Describe the public response to the installation of webcams.

(1)

There hasn't been one complaint



This response gained full credit. The answers are quite succinct but sufficient in Q6.

Q6a - Promotion of the city of Brussels was required as one way of reaching the 1 mark. The other way related to stating that webcams are fun. Either, not both notions, was needed.

Q6b - The notion of telling people that they are being filmed was needed. 'To alert' is a reasonable rendition of 'avertir'.

Q6c - Young children or scantily clad people must be the first element of this response, as given here.

Q6d - Either the idea of not seeing into homes or not recording is needed. Both elements could score, only one is needed.

Q6e - This is a correct response as there is no sense of approval, merely indifference or silence.

**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) Give **one** reason why webcams have been introduced in Brussels to film what goes on.

(1)

it's entertaining

(b) What should happen if individuals can be identified from the webcam images?

(1)

The organisers ~~can~~ <sup>should</sup> ~~test~~ inform the people identified

(c) Give **one** reason for disabling the zoom function on the webcam at Bruxelles les Bains.

(1)

to not allow young <sup>children</sup> ~~peop~~ to be viewed

(d) With regard to the Grand'Place webcam, in which way is privacy guaranteed?

(1)

You can't see the inside of houses and save the images

(e) Describe the public response to the installation of webcams.

(1)

~~they like it~~ The mayor hasn't received any complain



This candidate has a perfect score, but gains the marks via a different route from the other 5 mark example.

- a. 'Entertaining' is another rendition of 'it's fun', so scores.
- b. 'Avertir' is offered here as 'to inform' which is correct.
- c. Young children cannot be viewed is what the passage conveys, and is sought in this part.
- d. Both correct notions are offered here, so either scores, and the first element counts.
- e. The mayor is the logical recipient of complaints here, so is accepted, and the absence of complaints is the information needed to score.

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) Give **one** reason why webcams have been introduced in Brussels to film what goes on.

(1)

To observe how they spend time ~~to have fun.~~

(b) What should happen if individuals can be identified from the webcam images?

(1)

They ~~avert~~ avoid people

(c) Give **one** reason for disabling the zoom function on the webcam at Bruxelles les Bains.

(1)

so it is not <sup>easy</sup> ~~easier~~ to identify a person.

(d) With regard to the Grand'Place webcam, in which way is privacy guaranteed?

(1)

the inside of the house won't be seen.

(e) Describe the public response to the installation of webcams.

(1)

they ~~thi~~ would never agree.



Unfortunately this candidate has scored only 1 mark. The problem is a weak ability to transfer meaning.

- a. 'Observation' could be a preamble, but is not a rewardable answer in itself to this part.
- b. 'Avertir' is translated as 'to avoid'. This is not the sense of to warn or to tell.
- c. 'A person' is too general, as the target needs to be children or scantily clad people. This is rejected as too vague.
- d. This part is correct, as the inside of the home is the required information.
- e. 'They would never agree' is not the indifference sought for the 1 mark.

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) Give **one** reason why webcams have been introduced in Brussels to film what goes on.

*It is a modern way to*

(1)

*It is used to ~~promote~~ promote what happens in the city of Brussels*

(b) What should happen if individuals can be identified from the webcam images?

(1)

*The organisers must divert the people.*

(c) Give **one** reason for disabling the zoom function on the webcam at Bruxelles les Bains.

(1)

*So that you are not able to identify people: young children.*

(d) With regard to the Grand'Place webcam, in which way is privacy guaranteed?

(1)

*You can not register these images and can not ~~see~~ <sup>see them</sup> within the household.*

(e) Describe the public response to the installation of webcams.

(1)

*They have not complained. It looks a bit aesthetic to place the*



With 2 marks out of the 5 available, this candidate's work is included as a less successful attempt.

- a. 'medium' is a mistranslation of '*moyen*' but is treated with some indulgence as a harmless addition. 'To promote' appears in the response, so scores.
- b. '*avertir*' is rendered as 'divert' here and this is not accurate enough.
- c. 'people' here, with the follow up of 'young children', seemed like a preamble into the correct response, so just scored. 'People' (*tout court*) would have been too vague.
- d. '*enregister*' is translated as register the images, and is not close enough to the sense of record. Therefore this is rejected.
- e. This is not really close enough to express indifference or acquiescence and is followed up with references to aesthetics, so cannot score. 'They do not mind' or similar is needed to score.

**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) Give **one** reason why webcams have been introduced in Brussels to film what goes on.

(1)

Because observing what goes on, can be fun.

(b) What should happen if individuals can be identified from the webcam images?

(1)

They should be warned or alerted by the organisers.

(c) Give **one** reason for disabling the zoom function on the webcam at Bruxelles les Bains.

(1)

Because there are children around

(d) With regard to the Grand'Place webcam, in which way is privacy guaranteed?

(1)

They cannot see inside houses.

(e) Describe the public response to the installation of webcams.

(1)

The public has not complained about the webcams.





Please see above for comments which relate to this candidate's work too. All 5 marks have been scored.

- a. 'fun' is the key concept and is conveyed.
- b. 'to alert' or 'to warn' are good translations of '*avertir*'.
- c. 'children' (*tout court*) earns the mark.
- d. 'Houses are visible inside' is enough to score.
- e. 'No complaints from the public' is precisely the required information.

## Question 7

Full credit in this question often required the understanding and use of intensifiers and modifiers, and these were not secure across the ability range. There was a spread of attainment consistent with previous series.

Q7a. This part was reasonably accessible to most candidates. There was a lot of use of '*femine*' only, sometimes with a lower case letter '*françaises*'. Mistakes often involved the missing notion of '*presque*'. A frequent loss of credit was the untargeted '*les cartes de crédit étaient françaises*', missing the nationality of the customers link. Quite a number of '*la plupart des Français utilisent des cartes de crédit*', or similar, which does not address the question.

Q7b. This part was quite successful overall. Mistakes mainly centred on the export of beer, or used a past tense. The conditional idea here was often ignored and many candidates made general comments about Internet companies, which unfortunately could not score as it was not borne out in the passage. The trend of sales could have been considered from the overall context, and would have rendered the quite frequent, '*les ventes augment par 30%*' improbable.

Q7c. This part attracted a spread of marks, with 2 marks being quite rare. Candidates benefitted from the fact that the 2 marks were awarded discretely, and although largely revealed in the question, reference to the seasonality of the employment, broadly interpreted, scored: '*à Noël*', '*lors des fêtes*'. There were a lot of lifts about the ten extra people which was not a general enough detail on the job market in the region. Some candidates described the situation regarding sales, probably due to misunderstanding '*marché d'emploi*' for '*marché*'.

Q7d. This part proved challenging, and while some candidates gained 1 mark, often for the '*boîtes*', correct reference to '*rubans*' or '*enrubanné*' was proffered only by the more able candidates. Lifts were sometimes used, but did not target sufficiently to score, and allusions to '*mains gantées*' and '*artisanal*' led to many untargeted and unlikely formulations: e.g. '*il y a trois mains gantées dans les boîtes*'. A fair number of candidates appeared to misread '*présentés*' for '*préparés*' and therefore referenced the place of preparation rather than the manner of presentation.

Q7e. This part required a laconic '*même*' or '*autant*' to score, but a number answered it effectively with the full comparison. Manipulation of the text to make a meaningful response was key here, and candidates would do well to check the plausibility of their response, rather than not checking through.

Q7f. This was a very successful part with very few wrong answers. Only a few lesser able candidates wrote of wanting or liking good quality chocolate in general. '*Quality*', though English, scored if deployed correctly, as it communicates.

This part was generally well done, helped by the fact that lifting from the text was appropriate: *les gens indiquent sa chocolaterie pour parler du chocolat de bonne qualité* is one of several



acceptable responses.

Q7g. A fair number of correct answers were found in response to this part, and where they were unsuccessful, it tended to be because of a missing superlative notion. A lift appeared to answer sufficiently: *les gens achètent de plus en plus tard. Il fait la plupart de ses ventes* conveyed the superlative notion adequately to score.

Q7h. This was a very successful part to which the vast majority of candidates gave a correct answer. The notion of 'si' or equivalent was not required, so *il neige* or similar was enough to gain the 1 mark. '*Le temps est mal*' for '*le temps est mauvais*' was sometimes used and had to be rejected. Most candidates frequently answered with reference to the weather, although some mentioned a lack of French customers and scored.

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

(a) Que peut-on conclure sur la nationalité des clients à partir des cartes de crédit utilisées ?

(1)

*si ils celebrent les mêmes fêtes*

(b) Quel serait l'impact sur le supermarché Vanuxeem s'il n'avait pas un site à Ploegsteert ?

(1)

*il perdrait un tiers de son chiffre d'affaires.*

(c) Expliquez l'impact de la période des fêtes sur le marché de l'emploi dans cette région.

*car les entreprises ont besoin de plus de salariés*

*Durant cette période, il y a plus d'emplois à cause d'une augmentation du nombre des clients.*

(d) Comment les chocolats sont-ils présentés à la vente ?

(2)

*ils sont dans une boîte qui est entourée par une emballage.*

(e) En utilisant vos propres mots, comparez le chiffre d'affaires d'Esther au mois de décembre et celui du reste de l'année.

(1)

*le chiffre d'affaires est le même.*

(f) Selon Luc, qu'est-ce que les gens pensent de son chocolat ?

(1)

*ils pensent qu'il est de bonne qualité.*

(g) Pour Luc, quelle est l'importance des dix jours qui précèdent Noël ?

(1)

*Ces dix jours sont quand  
Durant ces dix jours, il réalise les plus grosses ventes.*

(h) Dans quelles circonstances le chiffre d'affaires de Luc pourrait-il baisser brusquement ?

(1)

*si il y a des jours de mauvais temps.*



## ResultsPlus

Examiner Comments

A score of 8 marks in this reading question is very respectable. It shows a sound understanding of the passage. If a candidate tries to understand the overall concept of the passage, it makes the parts far more logical, and prevents improbable answers.

- a. There needs to be reference to the people, not their credit cards, to that fact that most, not all, are French. This notion is not conveyed here.
- b. 'Perdre' was not correctly conjugated by a lot of candidates. Where it was used in the past tense, it could not logically score, as it was inconsistent with the question part. This is successful. The loss of business is enough, a third is added as a harmless addition.
- c. Many candidates lost marks by focusing on the ten jobs in a particular company, rather than the fact that seasonal work was up. This response stayed general, conveyed the two notions, so gained both marks.
- d. This part was challenging, and needed to target the fact that chocolates were boxed and that the boxes had a ribbon around them. The box idea is conveyed here. It was not enough to mention the notions of box and ribbon, but there had to be a response which targeted the question part. The second element was not close enough though as 'enrubane' is not within a letter of either 'ruban' or 'enrubanné'.
- e. 'Même' is sufficient to score.
- f. This part was very frequently gained, and good quality is evident here for the 1 mark on offer.
- g. The superlative idea is essential here: '*les plus grosses ventes*' communicates this.
- h. Bad weather was the key concept, the notion 'si' or equivalent is ideal but not needed, so again, 1 mark is gained. This candidate has a good overall understanding of the passage.

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

(a) Que peut-on conclure sur la nationalité des clients à partir des cartes de crédit utilisées ?

(1)

La langue qui est parlée.

(b) Quel serait l'impact sur le supermarché Vanuxeem s'il n'avait pas un site à Ploegsteert ?

(1)

Son chiffre d'affaires serait diminué.

(c) Expliquez l'impact de la période des fêtes sur le marché de l'emploi dans cette région.

(2)

Il y a plus de jobs qu'il y a de gens disponibles, et plus de gens sont embauchés.

(d) Comment les chocolats sont-ils présentés à la vente ?

(2)

Les confiseries sont préparées, par de répit. Les chocolats sont dans les boîtes.

(e) En utilisant vos propres mots, comparez le chiffre d'affaires d'Esther au mois de décembre et celui du reste de l'année.

(1)

Le chiffre d'affaires de décembre est aussi haut que tous les autres mois ensemble.

(f) Selon Luc, qu'est-ce que les gens pensent de son chocolat ?

(1)

C'est de bonne qualité.

(g) Pour Luc, quelle est l'importance des dix jours qui précèdent Noël ?

(1)

Ses ventes les plus grosses sont faites.

(h) Dans quelles circonstances le chiffre d'affaires de Luc pourrait-il baisser brusquement ?

(1)

S'il neige ou s'il fait du brouillard.



This candidate has responded quite succinctly at times, and gained 7 of the 10 marks available which is a decent score.

- a. This does not show much understanding, and confuses the language with its speakers.
- b. The idea of business falling is communicated.
- c. The element about more jobs being available is clear for the first mark, but the seasonality of the work is not mentioned, so only 1 mark is scored.
- d. Again, there is one scoring element, that being the boxes of chocolates. However 'sans répit' is misunderstood, so does not score. The succinctness of the response helped this candidate, as extra irrelevant information could have run the candidate out of elements before the correct mention of boxes. Carpet bombing is not often successful.
- e. The parity between the rest of the year and December is communicated for a mark here.
- f. Good quality, as in many candidates' work, is concisely conveyed.
- g. The superlative idea is clear for a mark.
- h. There are two types of weather which deter customers, and either would score. This candidate has selected information well on the whole, and only the more challenging parts have eluded.

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

(a) Que peut-on conclure sur la nationalité des clients à partir des cartes de crédit utilisées ?

(1)

Il est toutes Françaises

(b) Quel serait l'impact sur le supermarché Vanuxeem s'il n'avait pas un site à Ploegsteert ?

(1)

les ventes augmentera parce que il y aura moins de Français clients Français

(c) Expliquez l'impact de la période des fêtes sur le marché de l'emploi dans cette région.

(2)

Il est très profitable parce que les ventes augmentent parce que plus de personnes achètent de pain, et des croissants et beaucoup de bouillies.

(d) Comment les chocolats sont-ils présentés à la vente ?

(2)

Les chocolats sont artisanaux et ils remplissent les boîtes. Aussi les petits et les grands.

(e) En utilisant vos propres mots, comparez le chiffre d'affaires d'Esther au mois de décembre et celui du reste de l'année.

(1)

Esther  
ne fait le même <sup>profit</sup> chiffre d'affaires qu'en décembre que le reste de l'année.

(f) Selon Luc, qu'est-ce que les gens pensent de son chocolat ?

(1)

Les gens vendent du chocolat pour parer du meilleur <sup>chocolat</sup>.

(g) Pour Luc, quelle est l'importance des dix jours qui précèdent Noël ?

(1)

Les ventes augmentent <sup>durant</sup> ces dix jours.

(h) Dans quelles circonstances le chiffre d'affaires de Luc pourrait-il baisser brusquement ?

(1)

Si le temps <sup>est</sup> mal par exemple si il fait du brouillard ou il neige puis il y a moins de clients.

(Total for Question 7 = 10 marks)



## ResultsPlus

Examiner Comments

While this candidate has offered information in every part, little is rewardable.

a. The essential detail is that almost all customers are French, rather than all.

b. Again, a consideration of the overall sense of the passage could help, as the advent of a supermarket is unlikely to increase sales in a specialist shop. Sales fall, not rise, so the response must be rejected.

c. Increases sales are true, but the response does not target the information, which is asking about seasonable job prospects. Therefore neither element is successful.

d. Boxes and ribbons are both mentioned but not aimed correctly at the requirements of the question. '*Ils remplissent les boîtes*' cannot make sense, for '*ils* refers to *les chocolats*'.

e. One mark is earned for the notion of similar sales.

f. Selling chocolates is not a verdict on the chocolates' quality, so does not earn the 1 mark offered.

g. The sales indeed do increase in the ten days leading up to Christmas, but the superlative notion is missing.

h. '*Si le temps est mal*' does not communicate sufficient, and therefore cannot score.

This candidate has found some of the information in the passage, but does not deploy it in response to the questions and needs to consider what it means as far as possible. A visualisation of the context and general knowledge could have assisted.

## **Question 8**

This question was very successful for candidates of all abilities. The mean mark was well up, showing that the topic was well within the range of the vast majority of candidates, that the marking principles were appropriate, and that the examiners sought a realistic performance to award very decent marks.

The majority of candidates understood all bullet points and answered accordingly. The stimulus material and bullet point prompts seemed to fall within the experience of all candidates.

Only a small minority went over the word limit and few candidates missed more than two of the bullet points. These were sometimes the result of an introduction. An introduction is fine per se, but must not go on so long as to starve the substance of the response of words.

A number of candidates answered the bullet points in a different order from that suggested which was wholly acceptable but did lead to a higher than average incidence of omission. This was often the case where bullet 2 was addressed first for bullet 1, which was sometimes omitted. Some did not give more or less equal weight to the four sections, with especially the first or fourth bullet point receiving cursory treatment. Where there was development which could have been attributed to more than one bullet point, it was treated on its merit, was credited wherever possible, once.

**Bullet 1:** For full credit, a personalised response was needed, followed up with some development. A relevant response without development gained partial credit.

**Bullet 2:** The response did not need to be about the candidate's personal experience, but an opinion with some development was sought, and the bullet was partially gained if the response was undeveloped.

**Bullet 3:** Full credit could be given where candidates referred to any benefit aside from keeping fit, and a generous interpretation of the focus not being fitness was taken. Therefore mental health was accepted, and while a strict understanding of keeping fit might include better sleep patterns, these were accepted as fully scoring notions. Making friends, teamwork and getting out of the house away from a computer screen abounded as explanations as to why sport should be undertaken. Less effective answers listed possibilities without explanation.

**Bullet 4:** It sufficed at the simplest level to specify any change without development. Since any change pertaining to school could be regarded as curricular and affecting school routine, a very wide range of changes were accepted. Almost none were rejected. Predictably, meals and uniform features greatly, but hearteningly, many felt that where a modern language was not compulsory, it should become so, often over other subjects, including dead languages. Others wanted to see more citizenship and practical subjects on offer. Amendments to the timing or length of the school day were often suggested. Few, if any, candidates backed a reduction in summer holidays. The generous interpretation of advantages of sports and of possible changes to the school routine meant that very high content marks were in evidence.

The greater latitude in the comprehension marking principles is also reiterated. However grammar, explicitly tested on in Q8, needs attention for the most ambitious candidates.

As advised in previous Examiners' 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. Advanced grammatical constructions in Q8 are impressive, but particularly if used correctly and in the context of a good overall response. Candidates are increasingly achieving this.

Basic and accurate grammar, such as singular subjects with singular verbs and use of correct verb forms is equally, if not more, important, and there is not a great advance in this area, regrettably.

Similarly, the gender of quite basic words could be gainfully revised: *un école, un idée, une avantage, une changement* were all in evidence. The stimulus itself can include grammatical clues for some of the words which are likely to be relevant, such as *un avantage* and *un changement*. It gives not only possible ideas and starting suggestions, but also clues to genders and spellings of words which are likely to be needed. Excessive ambition may lead to ambiguity.

Good, natural linking enhances Q8 responses substantially. All candidates gain marks in Q8 by fully addressing each bullet point. The greatest cause for candidates vastly exceeding the word count was an excessively detailed treatment of the first two bullet points. In extreme cases, this places the fourth, or even third and fourth bullet points beyond 220 words. More commonly, the fourth bullet point's development eluded consideration through verbose writing on the first two bullet points. A direct response to each, with some development is much preferable to a pre-learnt response which may not be fully relevant.

Examiners read only to the end of the sense group, not necessarily the sentence after 220 words. For Q8, the following guidance holds good for the Content (C) mark from all previous series. This letter task required no title, salutation or valediction, though the presence of any of these was accepted and excluded from the word count.

In terms of content, candidates need to personalise or generalise their responses to the various bullet points, according to the information or opinions sought. A few candidates overlooked the school context, explained the advantages of sport in helping young people to stay fit, and did not state whether they participated in school sport.

With regard to language, many responses contained examples of the subjunctive and conditional, but in a good many, more basic verbs and tenses including auxiliaries were less well rendered with many errors in agreement and form. There were few very weak candidates, where the content was severely impeded by incomprehensible French, but canonical errors persist.

Genders: *une cours*.

Verb endings: *je fait, je doit, je veut, on dois*.

Anglicisms: *exercice, example, avantage, pratique*. Basic errors, perhaps rectifiable with careful checking and planning were seen: *ill, ecolle, troi, francias, professor, mecredi, beacoup, et v est. jouer à + a sport* eluded a range of candidates. *Tu/vous/on* inconsistency abounded.

There were some inspired constructions as well as the familiar hidebound ones. Both have their place, if appropriately deployed, and if able to enhance, not impede the message. There was some richness of tenses and persons other than 'je' with more able candidates, but some responses remain largely in the present tense and were not very varied.



### Un nouveau rythme scolaire favorisant le sport

Dès la rentrée de septembre, dans une centaine de collèges et lycées, le ministre de l'Éducation Nationale a l'intention d'essayer un nouveau rythme scolaire favorisant le sport.

Dans trois établissements par région, les élèves auront cours le matin et se consacreront à des activités sportives l'après-midi.

Selon le ministre, dans les pays où l'on a introduit ce genre de système, il y a eu des résultats positifs en matière d'absentéisme scolaire et de réduction de la violence à l'école.

- 8 Vous écrivez **une lettre** au ministre de l'Éducation Nationale pour lui expliquer ce que vous pensez de cette initiative qui favorise le sport dans les établissements scolaires.

Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- Si vous faites du sport dans votre établissement
- Ce que vous pensez de l'idée de passer chaque après-midi à faire du sport
- **À part le bénéfice de rester en forme**, expliquez un avantage de faire du sport
- Un autre changement au programme scolaire que vous aimeriez introduire

#### PLAN

- 1 - No - Busy w/school work at school  
- Not a subject  
- 1 hour - study  
↳  
- Conditional  
- subjunctive  
si ... ✓  
il faut que ... ✓
- 2 - Keeps feet  
↳ makes you tired  
- Takes time from other subjects  
4. LESS  
homework
- 3 - Health - obesity  
↳ energy levels  
less  
exams.

Cher Ministre,

Après avoir ~~tu~~ vu votre intention, je voulais te dire mes opinions:

Aux ce se moment, je ~~ne~~ fait mes A-levels. ~~et~~ je suis très occupé. À Aux lycée, je tous mon temps est passé à faire mes études alors je n'a pas ~~de~~ de temps libre pour faire ~~du~~ sport. On doit faire du sport <sup>au moins</sup> une fois par semaine mais aux lycée ~~mais~~ comme se n'ais plus un sujet, je ne le fais plus. Si j'avais plus de temps, je ~~fer~~ ~~ferais~~ ~~fer~~ ~~ferais~~ plus de sport tels que le tennis.

Je crois que passer chaque après-midi à faire du sport n'ais pas ~~à~~ une très bonne idée. C'est vrai que c'est bien <sup>pour</sup> à rester en forme. Mais faire sa tous les ~~je~~ jours est fatiguant et ~~sa~~ <sup>sa</sup> ~~ca~~ prend ~~de~~ du temps des autre matières.

Faire du sport est très bien pour la santé. De nos jours, il y a beaucoup de gens qui sont obèses. Si on fait plus de sport, moins de gens seraient obèses et <sup>plus</sup> de gens vivraient plus longtemps. Aussi, notre niveau d'énergie serait plus haut.

A mon avis, il faut que le gouvernement donne moins d'exams aux élèves. C'est très stressant et fatiguant pour nous. Je ne pense pas que qu'il y a plus que un exam pour voir si quelle que est intelligent.

Cordialement,

Marie-Françoise



This response is included to demonstrate how there can be a wide disparity between the content (C) and language (L) mark. This should encourage lesser able candidates, that a good, targeted treatment of the bullet points can yield a high content mark.

The candidate has elected to answer each bullet point in turn, in separate paragraphs, and there is evidence of a plan. The plan is not marked at all, but perhaps it helps candidates to include response to all bullet points, develop them, and to be mindful of the word count.

Bullet 1: fully addressed, stating that the candidate is too busy for sport but that if there were more time available, it would be good to play tennis.

Bullet 2: this is a nuanced response, which it does not have to be, giving an opinion, and saying that while staying fit is important, time for lessons, and being too tired are also considerations.

Bullet 3: obesity is arguably very closely related to fitness, but it was accepted as a full response, especially as the information then treated longevity.

Bullet 4: changes to the examination system, given that it is tiring, stressful and not the best measure are conveyed successfully, all within the 220 words allocated.

The message is largely clear, and the C13-15 band is appropriate. C15 is not awarded, given that bullet 3 is perhaps rather too limited in scope. The message, though clear, is couched in language which is significantly flawed: singular and plurals are freely mixed, and tenses are not correctly formed, and are invented at times. Spelling is wayward, so overall, L6 demonstrates that it falls just short of satisfactory.

## SECTION C: WRITING

### Passage 8

#### Un nouveau rythme scolaire favorisant le sport

Dès la rentrée de septembre, dans <sup>100</sup> une centaine de collèges et lycées, le ministre de l'Éducation Nationale a l'intention d'essayer un nouveau rythme scolaire favorisant le sport.

Dans trois établissements par région, les élèves auront <sup>running</sup> cours le matin et se consacreront à des activités sportives l'après-midi.

Selon le ministre, dans les pays où l'on a introduit ce genre de système, il y a eu des résultats positifs en matière d'absentéisme scolaire et de réduction de la violence à l'école.

8 Vous écrivez une lettre au ministre de l'Éducation Nationale pour lui expliquer ce que vous pensez de cette initiative qui favorise le sport dans les établissements scolaires.

Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- 1 • Si vous faites du sport dans votre établissement
- 2 • Ce que vous pensez de l'idée de passer chaque après-midi à faire du sport
- 3 • **À part le bénéfice de rester en forme**, expliquez un avantage de faire du sport
- 4 • Un autre changement au programme scolaire que vous aimeriez introduire

Plan:

1) Dans mon établissement un jour de sport

- Au le rugby, le soccer
- on participe en l'éducation physique
- je participe dans le ping-pong, certains le ping pong
- trois deux fois par semaine
- seulement les étudiants de la bac peuvent participer dans des sport, ils sont plus âgé

2) - très bénéficiaire pour les étudiants

- peuvent rester garder en forme
- il est un bon équilibre de participer à faire les matières traditionnelles ou rigoureuses
- ceux qui n'ont pas le temps de faire de sport ont plus moyen d'être actif

3) - être le stress

- se vider leur tête
- évader les responsabilités du monde réel ce qui exercer la pression envers les autres
- mener à une réduction de la tension ce qui peuvent améliorer la sécurité d'autres dans l'établissement.



#### 4) la durée des cours / leçons

- Il est primordial que ~~il~~ <sup>il</sup> soit changé parce que les élèves combattent ~~concentrer~~ pour les périodes longues
- Il pourrait améliorer leurs performances et la réussite des établissements partout

End of Man :

Salutation,

Présentement dans mon établissement, il y a maintes activités sportives auxquelles je participe. Chaque mardi je ~~je~~ <sup>je</sup> joue au rugby avec mes amis après le bac et chaque vendredi, je joue au foot dans la classe qui s'appelle "l'éducation physique" ce qui est obligatoire pour toutes les étudiants dans le bac.

Quant à moi, je pense qu'il s'agit d'une bonne idée, passer du temps de faire du sport car il permet les étudiants pour garder en forme et il fournit un moyen pour les élèves à prendre une sabbatique des matières rigoureuses telles que le mathématique et les sciences.

En participant dans les activités sportives, il y a plusieurs bienfaits. Pas mal de jeunes auront l'opportunité ~~d'éviter~~ d'éviter le stress et de se vider leurs têtes ~~à cause de~~ due aux responsabilités du monde réel comme les devoirs, ce qui exerce la pression ~~en~~ envers les ados. En outre ~~elles~~ <sup>il pourrait il y aurait</sup> ~~peut-être mener à~~ moins de violence à l'école.

Selon moi, je voudrais introduire des cours plus courts au programme scolaire. Je crois que qu'en comparant la durée des leçons à l'école de moins en moins des élèves combatteraient s'orienter dans la classe. Dans l'ensemble, cela ~~il améliorerait~~ améliorerait le taux de réussite dans les établissements et cause les élèves <sup>à</sup> se comportent dans une manière calme.

Cordialement

Samuel Adu





This response has the same overall mark as the response worth C14/L6. However, language is a little better, so reaches the satisfactory level. Content is a shade less good, so gets the lowest mark in the C13-15 band, again showing a disparity between Content and Language to be quite possible.

There is evidence of a plan, and again, paragraphs dealing with the four bullet points in order. It is noticeable that there is quite a narrow range of language, with use of the first person.

Bullet 1: this is a personalised response with development, saying which sport, when, in which context and with whom.

Bullet 2: this response is fully accepted as it responds implicitly to the bullet point, so there is no need to mention the afternoon explicitly. However there is development, regarding the need to have a break from intellectual focus each day. There is a faulty use of the subjunctive and confusion between *un moyen* and *une moyenne*

Bullet 3: the bullet point requests an explanation, and this is rather thin. Better mental health and less violence are given as a benefit but it would be a better paragraph if this was developed more clearly.

Bullet 4: this seemed rather confused, but the examiner could retrieve the notion that shorter lessons favour learning. The development is not very clear. C13 or better requires all four bullet points to be addressed with development for at least three of them. This seems to describe this response well, but C14-15 would require better explanation and more sustained evidence of the points made. The fourth paragraph suffers from less well applied grammar, thus obscuring the message. However there is clearly enough for C13, rather than C12, which would mean that some bullet points were not fully addressed or were not developed.

### Un nouveau rythme scolaire favorisant le sport

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Selon le ministre, dans les pays où l'on a introduit ce genre de système, il y a eu des résultats positifs en matière d'absentéisme scolaire et de réduction de la violence à l'école.

- B** Vous écrivez **une lettre** au ministre de l'Éducation Nationale pour lui expliquer ce que vous pensez de cette initiative qui favorise le sport dans les établissements scolaires.

Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

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- Un autre changement au programme scolaire que vous aimeriez introduire

Je vous prie d'agréer, monsieur, l'expression de mes  
et sentiments distingués (Cher Monsieur)

I plan to take up football  
next year

Do you do sport  
at college

My college offers  
a large range of  
sport qui signifie  
qu'il n'y a aucune  
raison pour ne pas faire  
assez d'exercice

It has helped me  
to make If I had not started  
to play netball, I would  
not have met my best friend

I play netball 2 times a  
week, and two weeks  
ago j'ai participé  
dans un concours  
(perfect)

l'éché

Young ppl will no longer  
be (passionné(e) en ce qui  
concerne le sport)

what do you think  
of the idea of spending  
each afternoon doing  
sport

→ Amen

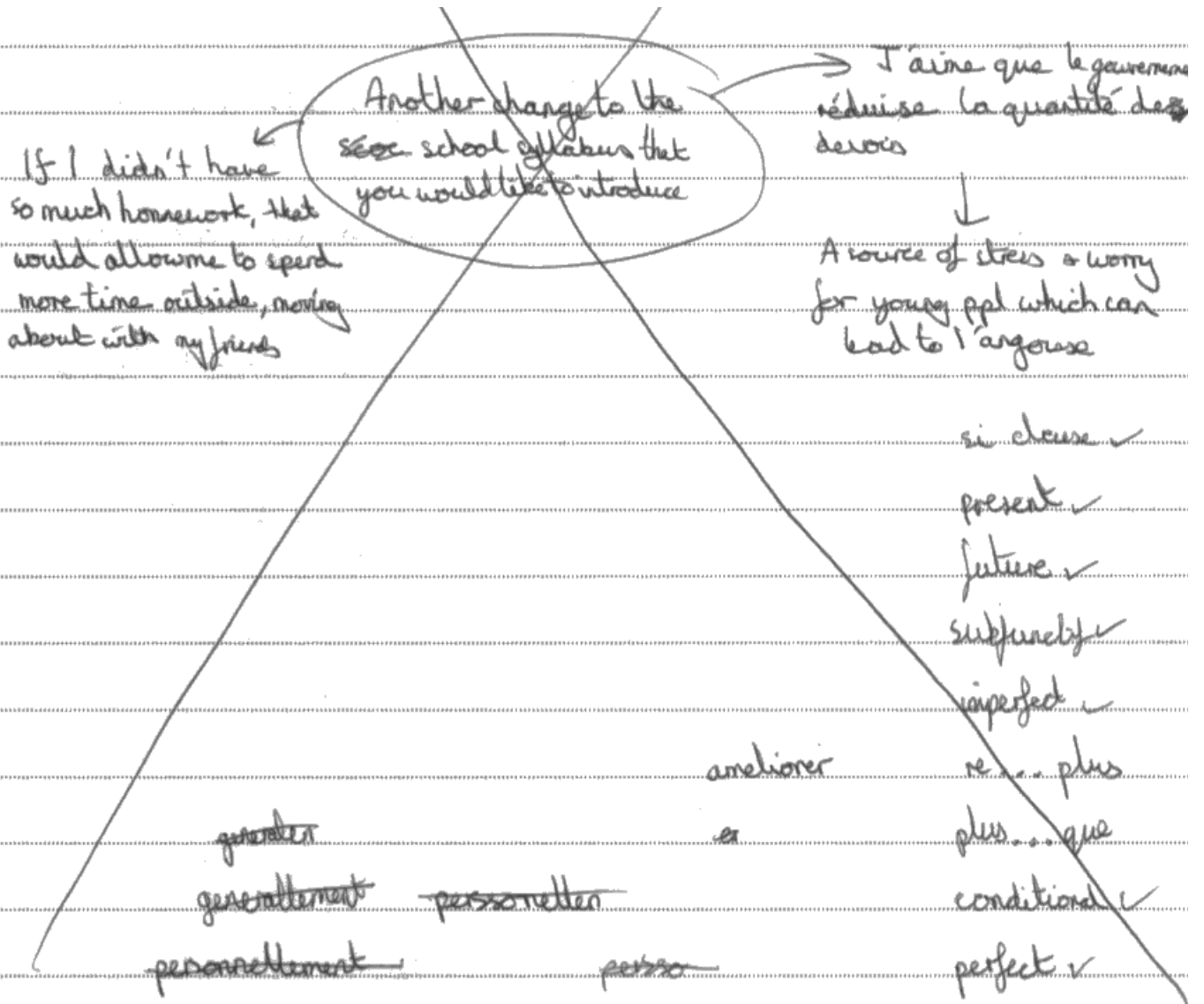
A part from keeping in shape,  
explain and advantage of doing  
sport

→ Allow you improves your  
personality

↓  
Socialise + make friends

↓  
encourages team spirit

gives experience teaches the importance  
of victory + defeats



produit les endorphines dans le cerveau. En plus, le bien-être

mental est également amélioré par l'effet de sport sur sa vie

sociale. ~~Les sports collectifs~~ Le sport collectif se permet à nouer

des liens et il encourage l'esprit d'équipe. Bref, bien que le

sport soit souvent considéré comme une corvée, et il favorise il peut

~~être ludique parce qu'il contribue à la vie sociale~~ au bien-être mental.

Personnellement

Personnel Moi, je veux que le gouvernement réduise la quantité de

devoirs devoirs chez les jeunes. Si je n'avais pas un surcharge de

à <sup>de</sup> travail à faire à la domicile, j'aurais ~~assez de temps le temps de~~

je pourrais <sup>pour</sup> jouer avec mes amis, le soir. ~~En~~ D'ailleurs, les devoirs sont

une source de ~~quantité~~ d'anxiété pour la <sup>la majorité des</sup> ~~quasi-totalité des~~

jeunes.

Je vous prie d'agréer, monsieur, l'expression de mes sentiments distingués



## ResultsPlus Examiner Comments

This candidate's work is included to show that excellent work does not mean flawless, degree level or native speaker work.

A plan has been made, which is not marked, but does seem to have helped the candidate to marshal thoughts as necessary. Doubled spaced responses are not generally encouraged, as these lead to excess extra sheets of answer pages.

Bullet 1: this addresses the question well, and includes a variety of constructions and tenses, which are well formed.

Bullet 2: the second paragraph contains a number of errors: 'exercice est épuissante', 'au enseignement', but these are not sufficient to impair greatly the language mark. The range of constructions and linking phrases are regarded favourably, and a balanced view on the initiative is offered.

Bullet 3: a number of candidates managed to produce quite detailed responses on endorphins and positive mental health. It could be that they have studied them for the speaking test or in class, but appropriate deployment of such information helped bullet 3, and here, there is a relevant and detailed discussion.

Bullet 4: the complaint about prep is canonical but appropriate, and is sustained with issues relating to loss of free time and extra anxiety. It should be noted that while marks for content appear to be easily available, the examiner has to give full credit to responses within 220 words, thus this limits the depth of discussion possible. Similarly, the words in the salutation and valediction are not counted, and the letter format, while applauded, gains no further credit. It has to be wondered what more could reasonably have been achieved under examination conditions in the available number of words, so full credit was awarded here.

## Paper Summary

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

1. Care needs to be taken when there are English and French words with similar spellings but where the meaning may be subtly or greatly different, eg; *jeunes* and *gens*, *peau* and *peu*.
2. Handwriting continues to be an issue in some candidates' work. This can lead to spellings and accents becoming unclear or ambiguous. There is no need to write on alternate lines, and this sometimes causes unnecessary supplementary sheets.
3. Candidates should pay particular attention when 'lifting' text. Untargeted responses cannot score. Sometimes a more succinct but focused response is more successful than a longer lift, where errors can creep in. Full credit is not given for approximate or partial answers.
4. Allow checking time within the 2 hours 30 minutes, especially for the written response (Q8).
5. Q6 requires transfer of meaning into English. It is important to check responses to ensure that the English is natural, and conveys the sense required. This may not mean the most obvious cognate.
6. Many successful candidates write a plan for the essay question, which is strongly recommended. Q8 requires a continuous response with development to all four bullets, not four comprehension type answers.
7. The Programme of Grammar study guide is worthy of consideration. An impressive range of constructions was frequently evident, but in other cases, the range barely reached GCSE level, so an awareness of the contents of the programme could assist.

## **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>

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