

Examiners' Report
June 2018

GCE French 9FR0 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

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

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

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

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2018

Publications Code 9FR0_01_1806_ER

All the material in this publication is copyright
© Pearson Education Ltd 2018

Introduction

This was the first examination of 9FR0_01. The aim of this paper is to test candidates' comprehension of spoken and written French on the topic areas that they have studied over the two years of their A Level course. In addition, they are required to translate a passage of written French into English. In total, 80 marks are available.

The paper is comprised of five listening passages and five reading passages together with a passage for translation. There are no option questions; candidates work through the questions in any order and they are required to offer answers in French or in a non-verbal format, such as multiple-choice. Questions vary in the degree of challenge that they present to the candidates.

Summary skills are new to this Specification; in Q4(b)(i) and (ii), candidates are expected to summarise the main ideas offered by two different speakers. Summaries should be short, focused on the three bullet points given and clearly signposted. Candidates should answer concisely in the spaces provided on the question paper; the need to continue on a supplementary sheet indicates that the candidate has written too much.

Candidates should aim to give a short, direct answer to each question. They should avoid trying to transcribe the audio passages or "lifting" material directly from the reading passages; they should manipulate the language or use their own words in order to answer the question. If a candidate offers two elements as the answer when there is only one mark available, the "order of elements" rule is applied and only the first element can be considered by the examiner.

There are no marks for accuracy on this paper but, if an answer loses its sense because of grammatical inaccuracy or because the misspelling of a word has caused it to make the answer ambiguous (for example, if the word becomes another word with a different meaning in French or in another language), the mark will not be awarded. Similarly, if a candidate misuses a pronoun in such a way as to make the message unclear, the mark cannot be given.

In the translation question, candidates should be aiming to produce a piece which conveys a clear message to an English reader; alternative translations should not be offered.

In this paper, successful candidates:

- gave concise and accurate answers.
- showed the ability to manipulate the language.
- avoided lifting whole sentences or phrases from the text or audio-script.
- summarised the three main points succinctly in the summary question.
- translated the passage in Q10 into coherent and well-written English.

However, less successful candidates:

- gave long, over-complicated answers.
- produced inaccurate, sometimes non-existent, verb forms.
- used pronouns incorrectly, changing the meaning of the answer.

- offered too much information in the summary question.
- produced a version of the translation which did not resemble written English.

This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. The exemplification will come mainly from questions which required more complex responses from candidates.

Question 2

The first two parts of this question were generally well-answered but (c) and (d) proved more challenging. In (a), less successful candidates sometimes offered *C'était un marché florissant* as a first element, thus losing the first of two marks. A good answer in (b) was simply *Faire comme Fatima*, which was offered by a small minority of candidates; however, most understood and were able to convey that the *Français d'origine maghrébine* wanted to use a dating site to find a suitable partner. The answer *Ils veulent chercher un site de rencontres* was not credited as it gave the idea that the people were looking for a dating site rather than searching for a partner by using one. In (c), where the candidate was required to answer that the proliferation of these dating sites was a reflection of the multicultural nature of modern-day French society, much confusion was caused by the use of the word *refaçonné*, which many candidates incorrectly transcribed as *refasciné* or *refassonné*, and others tried to answer the question with a lift, *l'arrivée des gens des quatre coins du monde*, which did not answer the question. In (d), many candidates clearly did not understand the words *âme-sœur* or *conjoint*, and those who did failed to convey the idea that Fatima wanted more than just a partner.

The mean mark for Q2 was 2.20.

The candidate performs well in this question, scoring most of the marks available.

Passage 2 – Les sites de rencontres « communautaires »

2 Écoutez l'interview sur les sites de rencontres « communautaires ». Répondez aux questions **en français**.

(a) Pourquoi Fatima est-elle prête à s'abonner à ce site de rencontres ? Donnez **deux** détails.

(2)

- Elle est d'origine maghrébine alors elle ne souhaite pas épouser n'importe qui.
- Elle veut trouver quelqu'un qui partage sa culture.

(b) Qu'est-ce que la plupart des Français d'origine maghrébine veulent faire ?

(1)

- Elles veulent chercher un homme/femme sur un site communautaire.

(c) Selon l'interviewer, que représente la prolifération de ces sites de rencontres ?

(1)

- une société qui a été refassonnée par l'arrivée des gens du monde entier. (les immigrants).

(d) Pourquoi Fatima dit-elle qu'elle veut trouver une « âme-sœur » ?

(1)

- Elle trouve que c'est le moyen le plus efficace de trouver une 'âme-sœur', pas juste un conjoint. (Il y a beaucoup de gens comme elle en France).



In the first part of the response in (a), the answer *elle est d'origine maghrébine* alone would not score however it is treated as a preamble to the answer *elle ne souhaite pas épouser n'importe qui* because of the use of the conjunction *alors*. The first part of this sentence is therefore not treated as the first element. In the second sentence, the first part of the answer *elle veut trouver quelqu'un* gives the candidate the second mark. Two marks are awarded here.

In (b), the candidate provides a concise answer showing the ability to manipulate the language. *Elles* is accepted for *ils* and the candidate is awarded the mark.

In (c), the candidate has attempted to transcribe the verb *refaçonner* but without success; the answer therefore does not make sense and no credit is given.

In the final part of Q2, the candidate scores the mark for the explanation that Fatima is looking not just for a partner. The first part of the answer is again accepted as the preamble. The remainder of the answer is ignored.

In Q2, this candidate scores 4 of the 5 available marks.



When you hear a word in the audio passage that you don't recognise, don't try to transcribe it in order to answer the question. Think about what you have understood and answer the question using your own words. In (c), the meaning of *refaçonner* could have easily been rendered by the verbs *changer* or *transformer*, which would have allowed this candidate to score the mark.

Question 3

This question appeared to be more accessible to a wider range of candidates and many answered it well. Once again, candidates who attempted to “lift” from the transcript were unsuccessful whereas those who answered succinctly using their own words were awarded the marks. In (a), there were no marks awarded for *C'est une institution dans le cadre de la musique populaire en France*; the question asks *pourquoi?* and so candidates could expect to begin their answer with *parce que* or *pour*. Successful answers in (a) included *pour aller à un festival de musique* or *parce qu'il y a de la musique populaire*. Question (b) was reasonably well understood; most candidates understood that the town centre was transformed but slightly less candidates were able to explain the influx of visitors to the town during the festival. There was no requirement to quote the figures given in the audio passage but, if a candidate chooses to do so, the figures must be accurate.

In question (c), many candidates understood the concept of the *auteurs-compositeurs* but it was again clear that some candidates had simply tried to transcribe from the audio passage, offering things like *hauteurs-compositeurs* and *autres-compositeurs*. Some candidates misunderstood completely, mentioning *variété* and the names of singers, but others were successful in scoring the mark by explaining *ils écrivaient leurs propres chansons*. In (d), candidates who attempted to render the idea of *être noyé dans la surabondance de concerts parisiens* were less likely to be successful than those who answered simply that there were already too many concerts in Paris.

Question (e) required the idea that the number of festival-goers had tripled in three years; this was well-answered by the majority of candidates. Question (f) simply required candidates to say that the festival-goers were French (*le public, ça restait très français*) but some candidates, possibly influenced by what they heard about the *groupes anglo-saxons* which followed, tried to cover the two possibilities by the use of *la plupart* or *la majorité* and this was not accepted.

Question (g) revealed a weakness in the candidates' ability to cope successfully with reflexive verbs. The verb *s'internationaliser* was sometimes used as a transitive verb, thus offering an incorrect meaning of the festival internationalising something else (here the mark was not awarded), or it was given in the *Passé Composé* but in the incorrect form, *Il a s'internationalisé* was frequently seen. Here, it was accepted that the candidate had understood the idea and was attempting a past tense, so the mark was awarded. However, for future series, candidates should bear in mind that good accuracy gives them the best chance of scoring the mark. Some candidates chose to answer the question successfully with *il est devenu plus international* and thus avoided having to cope with the reflexive verb.

Question (h) was an inference question, looking for the idea of the politicians going to the festival to win political support, and this was generally well-answered by candidates.

The mean mark for Q3 was 4.91.

This candidate shows how to score the marks by explaining and manipulating the language given in the text. The answers are clear and concise.

Passage 3 – Le Printemps de Bourges

3 Écoutez la discussion sur le *Printemps de Bourges*. Répondez aux questions en français.

(a) Pourquoi les gens vont-ils au *Printemps de Bourges* ?

- 6 jours
- 500 artiste
- musique populaire en France
- 200,000 personne
(1)

Car il se trouve 500 artistes qui jouent la musique populaire en France pendant 6 jours

(b) Décrivez l'effet que le *Printemps de Bourges* a sur la ville. Donnez deux détails.

- il y avait 200,000 personne dans un petite ville de 70,000 habitants

(c) Qu'est-ce qui caractérisait la majorité des nouveaux chanteurs à la fin des années 70 ?

Johnny Hallyday
Salida
(1)

- ils sont maintenant auteurs compositeurs



This candidate attempts to answer (a) in a slightly different way but is nonetheless successful because it is true that the festival-goers are drawn by the large number of artists playing there. Only one element is offered in (b) which is a two mark question; the candidate gives the figures, which are correct, and makes the point clearly that the town's population has increased. There are some minor errors (the tense of *avait*, *personne* given in the singular and the lack of agreement on *petit*) but these do not impede comprehension of the language produced. One mark is therefore awarded. The answer to (c) is correct and also scores one mark. The candidate scores three out of the four marks available for (a), (b) and (c).



Offer a direct answer in your own words and don't leave gaps.

In this example, the candidate gives a good answer in (d) but fails to score in (e) and (f).

Passage 3 – Le Printemps de Bourges

3 Écoutez la discussion sur le *Printemps de Bourges*. Répondez aux questions en français.

(d) Pourquoi les fondateurs du *Printemps de Bourges* ont-ils choisi Bourges plutôt que Paris ?

(1)

Il y avait déjà beaucoup de concerts à Paris.

(e) Comment savez-vous que le *Printemps de Bourges* est vite devenu un succès ?

(1)

Il a accueilli 13.000 personnes la première année.

(f) Que savez-vous des spectateurs qui fréquentaient le *Printemps de Bourges* pendant les années 70 ?

(1)

Ils sont ~~augmentés~~ Le nombre de spectateurs a augmenté et ils ont resté ~~principalement~~ très français.



Concise and direct answers communicate effectively and without ambiguity; in (d), the candidate uses their own words and gives a successful answer. One mark is awarded. In (e), the candidate does not target the correct information, and, in (f), the order of elements rule means that only the first element, *le nombre de spectateurs a augmenté*, can be considered and so the mark is not awarded. In questions (d), (e) and (f), the candidate scores one out of a possible three marks.



Focus on the point you want to make in order to answer the question and then express that point in your own words.

Question (g) is well-answered by the candidate who avoids the possible pitfalls of using the reflexive verb. Question (h) requires candidates to draw an inference that the politicians went to the festival to gain support amongst the voters.

Passage 3 – Le Printemps de Bourges

3 Écoutez la discussion sur le *Printemps de Bourges*. Répondez aux questions en français.

(g) Comment est-ce que le *Printemps de Bourges* a changé pendant les années 80 ?

(1)

C'était plus internationale.

(h) Selon vous, quel avantage les politiques cherchaient-ils en se rendant au *Printemps de Bourges* ?

(1)

Ils encourageaient les électeurs pour voter pour eux.



In the response to (g), the candidate has used a simple structure which successfully gives the answer required. In (h), the candidate communicates the idea of the politicians winning political support and so encouraging the electors to vote in their favour. There is an error in the use of *pour* instead of *de* but the idea is clearly communicated. This candidate has been awarded both marks that are available for these two questions.



Clear, direct answers are the most effective.

Question 4

Question 4 is a question which is divided into two parts, each testing different skills. In Q4(a), the candidate is required to answer open-response questions on the first part of the audio tape and, in Q4(b), the candidate is asked to summarise what the two speakers say. The two parts of the audio tape are based on the same topic but Q4(b) considers a different aspect from that in Q4(a). Summary skills are new to this specification, so it was pleasing to see that A grade candidates dealt well with the demands of this question. However, E grade candidates found the exercise more challenging and tried to write as much as they could of the material they had heard on the audio tape, often transcribing incorrectly so that their answers made no sense, e.g. *le monde d'argent* given as the first answer in Q4(b)(ii).

The subject of Q4 was *la réforme des rythmes scolaires*; Q4(a) was well-answered by the majority of candidates. In 4(a)(i), most candidates understood that the change brought about by the reform was that the children had to attend school on a Wednesday morning. This could be expressed in several different ways, such as *une semaine scolaire de 4½ jours* or *les enfants devaient aller à l'école le mercredi matin*. Spelling errors are tolerated in this paper if there is only one letter incorrect, unless the error causes the meaning of the word to change; however, it was disappointing to see the number of candidates who could not spell *mercredi* correctly. Q4(a)(ii) was successfully answered by most candidates; there was occasionally confusion between *fatigué* and *fatigant* which led to candidates losing a mark for *les enfants étaient fatigans*. Candidates also found Q4(a)(iii) accessible and produced successful answers; it was possible in this question to score the mark with a single word answer *négative*. Q4(a)(iv) was again generally well-answered, however some candidates were not awarded the mark due to omitting the idea of *pendant la semaine*. Q4(a)(v) proved more challenging to some candidates who thought that the children's opinion had changed rather than that of the parents. The word *deçus* also caused problems; some candidates wrote *ils ne sont plus dessus/dessous* which changed the meaning of their answer and so the mark was not awarded.

Q4(b) requires the candidate to show the ability to summarise what is heard on the audio tape. There are two speakers (one male and one female) offering different information; each part of question (i) and (ii), offers the candidate guidance on the information sought, in the form of bullet points. Candidates who did well on Q4(b) followed the guidance given on the question paper: *des courtes phrases suffisent*. The three lines given should be enough for the candidate to summarise their answers succinctly and it was helpful for the examiner when the candidate signposted their three distinct points. Candidates who continue their answers on a supplementary sheet are inevitably writing too much and this should be discouraged by teachers.

The mean mark for Q4(a) and (b) was 8.27.

The candidate has performed well on this question, scoring five of the possible six marks. There are some spelling errors but these do not change the meaning of the answers.

Passage 4(a) – La réforme des rythmes scolaires

4 (a) Écoutez le rapport sur la réforme des rythmes scolaires en France. Répondez aux questions **en français**.

(i) Quel changement la réforme des rythmes scolaires a-t-elle exigé ?

(1)

~~il y avait la semaine~~
les étudiants travaillaient le mercredi matin maintenant

(ii) Pourquoi est-ce que ce changement a été critiqué ? Donnez **deux** raisons.

(2)

parce que les gens le jugent trop fatiguant par les efforts
et il est trop cher ~~par~~ pour les collectivités

(iii) Quelle a été l'attitude des familles face à cette réforme ?

(1)

ils pensent qu'il aura un impact négatif sur les familles
~~il aura un impact négatif sur la famille~~

(iv) Quel effet défavorable la réforme a-t-elle eu sur la vie de famille ?

(1)

il y aura des campions les soirs et famille pendant la semaine
~~il aura un impact négatif sur la famille~~
les campions au sortir de l'école pendant les week-ends

(v) Selon Michel Charpentier, en quoi l'opinion des parents est-elle différente maintenant ?

(1)

les gens ne sont pas aussi décisifs qu'avant

Résumez le reportage suivant. Des phrases courtes suffisent. Donnez trois détails pour la question 4(b)(i) et trois détails pour la question 4(b)(ii).

Passage 4(b) – La réforme des rythmes scolaires

(b) Écoutez la deuxième partie du reportage. Répondez en français.

(i) Résumez ce que l'homme nous raconte de :

- l'objectif des TAP (1)
- les différences entre ces activités et les cours traditionnels (1)
- l'organisation de ces activités (1)

Il permet les étudiantes d'accéder des activités qui contribueraient à renforcer le plaisir d'apprendre, ça n'existerait pas avec les cours traditionnels. Il n'est pas le mercredi, pas comme les cours traditionnels. L'organisation est présente chaque après-midi pour les écoles cibles pilotées.

(ii) Résumez ce que la femme nous raconte sur :

- les défis pour certaines communes (1)
- la décision de ces communes (1)
- la seule solution possible (1)

Les défis sont le manque d'argent et la sécurité pour chaque école. Ils ont répondu d'appliquer la réforme proposée. Il n'y a pas d'autre moyen de mettre en place ce réforme.



In Q4(a)(i), the candidate gives the idea that the students are now having to work on Wednesday mornings; the spelling errors are errors of one letter and they do not affect the meaning of the response. The responses in both Q4(a)(ii), (iii) and (v) are well-expressed and score the mark. In Q4(a)(iv), the mark is not awarded because the inclusion of the words *des complices* means that the sense of the response is lost.



Make your spelling as accurate as possible to avoid needlessly losing marks.

Candidates must remember that the aim of this exercise is to summarise. When faced with a list of different ideas, the candidate's task is to find a way to express this by grouping the ideas together.

Passage 4(a) – La réforme des rythmes scolaires

4 (a) Écoutez le rapport sur la réforme des rythmes scolaires en France. Répondez aux questions **en français**.

(i) Quel changement la réforme des rythmes scolaires a-t-elle exigé ?

(1)

La fin de la semaine de quatre jours.
Les étudiants doivent aller ~~en~~ à l'école en mercredi matin.

(ii) Pourquoi est-ce que ce changement a été critiqué ? Donnez **deux** raisons.

(2)

- C'est fatigante pour les élèves.

- C'est trop cher pour les collectivités.

(iii) Quelle a été l'attitude des familles face à cette réforme ?

(1)

Ils ont pensé que le reform a affecté ^{negativement} la vie familiale.

(iv) Quel effet défavorable la réforme a-t-elle eu sur la vie de famille ?

(1)

Les complications quand le famille sortir ensemble pendant la semaine

(v) Selon Michel Charpentier, en quoi l'opinion des parents est-elle différente maintenant ?

(1)

Parce qu'à cause d'autres des autres reformes scolaires.

Résumez le reportage suivant. Des phrases courtes suffisent. Donnez trois détails pour la question 4(b)(i) et trois détails pour la question 4(b)(ii).

Passage 4(b) – La réforme des rythmes scolaires

(b) Écoutez la deuxième partie du reportage. Répondez en français.

(i) Résumez ce que l'homme nous raconte de :

- l'objectif des TAP temps des activités scolaires.
- les différences entre ces activités et les cours traditionnels
- l'organisation de ces activités

(1)
(1)
(1) n'ya pas de devoirs ou les évaluations.

- TAP renforce le plaisir d'apprendre avec l'accès aux activités.
- ~~C'est comme une apprentissage, les enfants apprennent beaucoup.~~
- C'est organisé par les éducateurs sportif professionnels, les animateurs de la bibliothèque, et les animateurs recruté spécialement.

(ii) Résumez ce que la femme nous raconte sur :

- les défis pour certaines communes
- la décision de ces communes
- la seule solution possible

(1)
(1)
(1)

- Il y a un manque d'argent dans les communes rurales.
- Les personnes forme une résistance contre le TAP.
- Remplacer le reforme.



In Q4(b)(i), this candidate scores the first mark by giving the idea that the TAP are trying to help the children through enjoyment. The first element is correct (*les*) *TAP renforce [sic] le plaisir d'apprendre* and the second element is ignored. The second bullet point conveys the idea of no homework or tests and again scores the mark. The third bullet point offers a list of the various personnel who were to lead the activities; this is not a summary but an attempt to transcribe from the audioscript. A successful answer would have been *C'est organisé par des (éducateurs) professionnels*. The candidate scores two of the three marks available.

In Q4(b)(ii), the candidate gives the idea of a lack of money to be the challenge faced by the *communes rurales*. This was accepted for one mark, as money and resources are often taken to be the same idea. However, an even better response would have been *un manque de ressources*, as the speaker also mentions a lack of suitable accommodation. The decision of the *communes* was to refuse to implement the reform and the solution was to provide them with support. Therefore, a perfect set of answers would have been:

- "un manque de ressources."
- "ils refusent d'appliquer la réforme."
- "leur donner du soutien."

This candidate scores one out of a possible three marks.



Signpost your three points clearly by using bullet points. Be concise and only write what will fit onto the lines given. Be sure to summarise what the speaker says.

Question 6

Q6 is a reading comprehension question presented in a non-verbal form. Having read the passage, the candidate is asked to choose the correct four sentences from a choice of nine. Candidates experienced most difficulty with options G and H, whilst D and E were more accessible.

The mean mark for Q6 was 2.83.

Question 7

Candidates performed well on Q7; the passage proved to be accessible to a wider ability range and candidates gave accurate and concise responses.

In Q7(a), the candidate was required to offer a verb such as *organiser/faire une session de recrutement* or *recruter/embaucher/employer des conducteurs*. Candidates who simply offered a lift from the text were not awarded the mark. In 7(b), most candidates understood that a typical candidate was a man and so scored the mark by saying either *Stéphanie est une femme* or *la plupart des candidats sont des hommes*. Both Q7(c) and (d) required the candidate to manipulate some of the language from the text; some candidates had problems expressing the idea of *cela lui permettrait de sortir de la routine* because of the use of the indirect object pronoun. In this question, the use of *le/la* was tolerated for *lui* but *me/se/elle* was not accepted. In (d), the candidate needed to give the idea of a lack of contact with the passengers or being isolated in her *cabine de train* to score the mark. Q7(e) was answered well by the majority of candidates although some lost marks by offering too many elements, showing once again that it is important to direct the response to the question asked.

There were six marks available for Q7 and the mean mark for this question was 4.86.

This candidate scores the mark in each of the parts of this question. There are linguistic errors but the candidate's comprehension of the passage is clear.

- 7 Lisez cet article de journal sur une initiative de la SNCF. Répondez aux questions en français.

Nouvelle initiative de la SNCF

La SNCF fait d'une pierre deux coups ce week-end en organisant dans une gare parisienne, au milieu d'une exposition de vieilles locos, une session de recrutement de conducteurs.

Parmi ceux qui se présentent, Stéphanie, une jeune femme, est une exception parmi les candidats, masculins à plus de 98 %, comme dans la profession en général.

« Le fait que ce soit un métier avec des horaires difficiles, ça me plaît. Ça me permettrait de sortir de la routine », explique cette jeune maman. « Je n'aurais pas à être en contact direct avec les clients qui sont parfois durs, mais je serais autonome, dans ma cabine de train, ça m'irait bien. »

La SNCF recrute des centaines de conducteurs par an. « Dans le passé, la priorité, c'était la meilleure paie », rappelle Olivier, représentant du syndicat. « Actuellement, les candidats veulent passer plus de temps en famille. Par conséquent, le nombre de contrats à temps partiel a explosé, ce qui alimente la pénurie de conducteurs et rend la situation plus difficile. »

- (a) Qu'est-ce que l'exposition dans la gare parisienne a aussi permis à la SNCF de faire ?

(1)

Embaucher les conducteurs

- (b) Pourquoi Stéphanie n'est-elle pas un candidat typique ?

(1)

98 % des conducteurs sont les hommes.

- (c) Pourquoi est-ce que les horaires difficiles ne dérangent pas Stéphanie ?

(1)

Elle veut oublier sa routine

- (d) Pourquoi le mauvais comportement de quelques voyageurs ne l'affecterait-il pas ?

(1)

Elle serait séparée dans sa cabine

- (e) Qu'est-ce que les travailleurs recherchent avant tout ? Quelle en est la conséquence pour la SNCF ?

(2)

Ils veulent avoir plus de temps libre pour passer avec la famille donc ils ont dû embaucher plus de conducteurs à mi-temps.



In Q7(a) and (b), the candidate gives good, concise answers and scores the mark in both parts. In (c), the candidate expresses the idea that Stéphanie wants to escape her routine; the past participle *oublié* is accepted for the infinitive. The candidate has avoided the need to use the indirect object pronoun in the answer *Cela lui permettrait de sortir de sa routine*. The mark is awarded in (d); there is no penalty for the lack of adjectival agreement on *séparé*. The candidate offers two elements in (e) and scores both marks.



Make sure that you know how to use direct, indirect and reflexive pronouns. If you don't feel confident, look for an alternative way to answer the question.

Question 8

Q8 was the literary question based on an extract from the book "Les années noires: Vivre sous l'occupation" by Henri Rousso. The question is testing candidates' understanding of the text not their wider knowledge of the topic so candidates must limit their answers to the material contained in the text.

Q8(a) asks candidates to explain the effect of the *ligne de démarcation* on local families and the two ideas necessary to score the marks were that the families were separated or that they had no information about their family members on the other side of the line and, for the second mark, that they were unable to communicate with those on the other side or that they could only communicate by using the "*cartes interzones*". Once again, direct lifts were not credited and candidates were required to show that they could manipulate the language. The most successful candidates gave short, direct answers.

Q8(b) was frequently answered with *les Français vivaient à l'heure allemande* which, alone, did not score the mark as it does not explain why this made the children's life unpleasant. However, if it was linked by *donc* or another suitable conjunction to *il faisait nuit quand ils allaient à l'école*, it was taken as being a preamble to the answer and the mark was awarded.

Q8(c) was generally well-answered, with most candidates explaining that the Vichy regime wanted to reflect the ideas of the National Revolution and fascism but others turned the idea round and explained that the motto *Liberté, Égalité, Fraternité* reflected Republican ideas which were no longer acceptable to Vichy. In 8(d), candidates were expected to give two elements to score the one mark; while most gave the idea of *liberté*, fewer managed *égalité* and so were not awarded the mark. Some candidates offered too many elements in this question and so did not score the mark due to the order of elements rule.

The key to success in Q8(e) was the response to the word *changements*. It was not enough to say that *l'homme était le chef de la famille* or *l'homme avait des droits*, as these were not changes. Some candidates had clearly not understood the passage and answered with incorrect information, such as women were paid a salary to be a *femme au foyer*. The inclusion of the word *le sort* in Q8(f) caused confusion amongst the candidates; it was interpreted by many as "the sort of people" and so they supplied a list of those who were outlawed by the Vichy regime. The verb *bannir* was not well understood and, if candidates attempted to use it, many were unsuccessful because they used a non-existent past participle (*bannu, bannit*). Other candidates avoided using this verb and were successful in conveying the correct answer by using the verb *expulser*.

The mean mark for this question was 4.33.

This candidate has sometimes made the mistake of offering too much information, although here it fortunately does not affect the marks awarded. Material included as a further element can be ignored unless it changes the meaning or contradicts the elements that are being considered for the mark.

- 8 Lisez cet extrait du livre « *Les années noires : Vivre sous l'occupation* » de Henry Rousso. Répondez aux questions **en français**.

Le régime de Vichy

La ligne de démarcation signifiait la séparation des familles qui ne pouvaient désormais correspondre que par cartes « interzones ». Ces formulaires, pré-rédigés, interdisaient de véritables échanges. En ces temps d'incertitude, le manque d'informations sur le sort des proches pesait sur le moral. En outre, les Français de la zone occupée vivaient à l'heure allemande : il faisait encore nuit quand on se rendait à l'école ou au travail.

Le régime de Vichy a entrepris dès juillet 1940 une réforme de la société française, sous l'emblème de la « Révolution nationale ». Celle-ci a été inspirée par les idées du fascisme et donc le slogan « Travail, Famille, Patrie » a remplacé la devise républicaine.

Le pétainisme a dessiné un monde dans lequel les individus n'étaient plus libres et égaux mais subordonnés sous l'autorité d'un chef suprême. La famille était considérée comme la base de la société mais ses membres n'y avaient pas un statut égal ; l'homme, le chef de famille, avait des droits particuliers et la femme était invitée à rester au foyer au lieu de gagner un salaire.

« Le nouvel État français bannit les individus ou groupes qui, pour des raisons de race ou de conviction, ne peuvent ou ne veulent approuver l'idéologie de la patrie française : étrangers, juifs, francs-maçons, communistes de toute origine », a écrit un des doctrinaires de la Révolution nationale.

- (a) Quels étaient les **deux** effets que la ligne de démarcation avait sur les familles ?

Pour

(2)

Les familles qui étaient divisées par la ligne, c'était
difficiles
très difficiles de communiquer / correspondre avec l'un l'autre.
Donc la manque d'information avait une effet négative sur le moral

- (b) Pourquoi la vie des écoliers était-elle plus désagréable en zone occupée ? ~~des familles~~

(1)

Parce qu'ils vivaient à l'heure allemande.

- (c) Pourquoi a-t-on remplacé la devise « Liberté, Égalité, Fraternité » ?

(1)

Au cas du régime de Vichy, avec les idées du
fascisme, « Travail, Famille, Patrie »

- (d) Qu'est-ce que le régime de Vichy a enlevé aux citoyens ? Donnez **deux** détails.

(1)

Ils n'étaient pas libres et égaux, parce qu'ils
étaient sous l'autorité d'un chef suprême



In 8(a), both marks are awarded as the response gives the two pieces of information required: the families were separated and communication was difficult. The mark is not awarded in (b) as there is no explanation as to why living under German time made life difficult for the schoolchildren. In (c), the candidate links the Vichy regime with fascism to explain the change in the motto; the mark is awarded. However, in (d), the mark is withheld because it is not enough to say *ils n'étaient pas libres et égaux* as this does not imply the idea of something having been taken away so, to score the mark, the candidate has to include the word *plus*. The second part of the answer is ignored. The candidate scores three out of the possible five marks.



Only give as many elements in your answer as there are marks available.

The answer to Q8(e) shows how the order of elements rule works. There are two marks available and so only the first two elements can be considered.

- 8 Lisez cet extrait du livre « Les années noires : Vivre sous l'occupation » de Henry Rousso. Répondez aux questions **en français**.

Le régime de Vichy

La ligne de démarcation signifiait la séparation des familles qui ne pouvaient désormais correspondre que par cartes « interzones ». Ces formulaires, pré-rédigés, interdisaient de véritables échanges. En ces temps d'incertitude, le manque d'informations sur le sort des proches pesait sur le moral. En outre, les Français de la zone occupée vivaient à l'heure allemande : il faisait encore nuit quand on se rendait à l'école ou au travail.

Le régime de Vichy a entrepris dès juillet 1940 une réforme de la société française, sous l'emblème de la « Révolution nationale ». Celle-ci a été inspirée par les idées du fascisme et donc le slogan « Travail, Famille, Patrie » a remplacé la devise républicaine.

Le pétainisme a dessiné un monde dans lequel les individus n'étaient plus libres et égaux mais subordonnés sous l'autorité d'un chef suprême. La famille était considérée comme la base de la société mais ses membres n'y avaient pas un statut égal ; l'homme, le chef de famille, avait des droits particuliers et la femme était invitée à rester au foyer au lieu de gagner un salaire.

« Le nouvel État français bannit les individus ou groupes qui, pour des raisons de race ou de conviction, ne peuvent ou ne veulent approuver l'idéologie de la patrie française : étrangers, juifs, francs-maçons, communistes de toute origine », a écrit un des doctrinaires de la Révolution nationale.

- (e) Quels changements dans la vie de famille la Révolution nationale a-t-elle imposés ? Donnez **deux** détails.

la famille a été déclaré d'être la base de la société, (2)
mais les relations dans la famille n'étaient pas ~~plus~~ égaux,

~~l'~~ l'homme était le chef de famille ~~et~~ avait les
droits particuliers et ~~la~~ femme a été invitée à rester au
foyer au lieu de gagner un (1) salaire

- (f) Quel était le sort de ceux qui ne partageaient pas l'idéologie de Pétain ?

Ils étaient ~~des~~ les personnes, qui ne peuvent pas ou ne
veulent pas approuver l'idéologie (Total for Question 8 = 8 marks)

pétainiste : les étrangers, juifs, francs-maçons, communistes de toute origine.



The first element (*la famille a été déclaré d'être la base de la société*) does not express any of the changes that the National Revolution has imposed on families; the second element (*les relations dans la famille n'étaient pas égaux*) does not specify the difference in the rights of men and women. The rest of the answer cannot be considered, whether or not it contains the correct response. As a result, no marks were awarded for Q8(e).

In Q8(f), the candidate has misinterpreted the meaning of *le sort*. No mark is awarded.

The candidate has scored 0 out of the possible three marks available.



Consider the use of a synonym to express the idea if you don't know how to manipulate the original verb.

Question 9

This question challenged the majority of candidates; some found the passage difficult to understand and so fell back on their knowledge of the *burkini* controversy in an attempt to answer the question. Others found it difficult to select the correct information needed or to manipulate the language in order to successfully answer the question.

In Q9(a), the candidates had to supply the information that Layla wanted to give her opinion when religion was discussed, so answers such as *quand on parle de la religion* or *En ce qui concerne la religion* scored the mark. The lift *sur les sujets de société qui impliquent la religion*, where candidates had not made any attempt to manipulate the language, was not successful in gaining the mark as the question asks *dans quelle circonstance?*

In Q9(b), there was a surprising number of answers which showed that candidates had not understood either the question or this part of the text. The answer required was that a stereotypical Muslim woman would remain silent or she would not react; *muette et soumise* alone was not accepted but the mark was scored with *elle serait/resterait muette et soumise* as the question asks how she would react so this implies that a verb is required.

Q9(c) caused problems largely because of the need in some answers for a pronoun, which many candidates seem to find challenging. According to the text, Layla finds the debate on the *burkini* disgusting and so the challenge for the candidate was to manipulate her words, *Ça me répugne*, into an answer in the third person. Many candidates treated this as a reflexive verb and gave the answer *Ça se répugne* which did not make sense and so did not answer the question. If the candidate produced *Ça le/la/lui répugne*, the mark was awarded even if the pronoun was not the correct one. There were, of course, other ways of answering such as, *elle est dégoûtée* or *(elle pense que) c'est repugnant* and these were successful in scoring the mark.

Q9(d) was the most successfully answered part of this question, with most candidates understanding the incident in the *centre commercial* and being able to express the idea that Layla had been told to "*Rentre dans ton pays!*"; however, some candidates were confused by the wording of the question *la façon de s'habiller des Français* and answered by referring to *le beret et les bretelles*. The most successful candidates were those who were able to infer from the text that she suffered from racist abuse because of her veil.

Q9(e)-(g) caused candidates the most problems and many misunderstood the meaning of the text, sometimes giving the opposite answer. Q9(e) required candidates to say how the *Conseil d'État* resolved the problem, either by saying that it had revoked the law or that it had said that wearing what one wants is a basic freedom. In the latter, the answer had to include the idea of *en disant que* or *ils ont dit que* so the answer *le droit de porter ce que l'on veut est une liberté fondamentale* alone was not considered to be enough for the mark; the answer needed to be referred back to the question comment *le Conseil d'État a-t-il résolu le polémique...?* which requires an action.

Q9(f) required the answer that women could now wear the *burkini* but many candidates gave the opposite answer saying that the *burkini* could not be worn on the beach. In Q9(g), most candidates scored one mark by saying that, for Layla, freedom was being able to dress as she liked but less scored the mark for the idea that she should be able to wear her veil without criticism or abuse. An alternative answer for one mark was that freedom was the most important value for Layla. Once again, candidates struggled to use the reflexive pronoun correctly in *s'habiller*, especially as, in the text, the verb is used transitively with a direct object pronoun which makes no sense when taken out of context; candidates were unable to manipulate to *comme bon lui semble*.

The mean mark for this question was 3.25.

This candidate has approached Q9 by manipulating the language contained in the text in order to answer the questions or by using their own words. With the exception of (b) where the opposite idea is given, the candidate is successful in scoring three marks out of a possible four.

- 9 Lisez cet article d'un magazine en ligne sur les opinions d'une jeune immigrée sur le port du *burkini*. Répondez aux questions **en français**.

Française et musulmane

En France depuis seulement vingt ans, Layla n'hésite pas à prendre régulièrement la parole sur les sujets de société qui impliquent la religion. Celle qui se décrit comme « Française et musulmane » est prête à aborder des sujets polémiques afin de défier le stéréotype, au moins pour elle-même, d'une femme musulmane muette et soumise. « Ce débat autour du *burkini*, ça me répugne », a-t-elle déclaré récemment.

Développant sa pensée, elle poste un lien sur Twitter. Elle s'interroge : « Un jour où je faisais mes courses au centre commercial, une femme qui passait par là a lancé assez fort pour que je l'entende : "Rentre dans ton pays !" À chaque fois qu'on prononce cette phrase au sujet du voile islamique, je me pose la question : que signifie s'habiller comme les Français ? Est-ce mettre le béret et les bretelles ? Qu'est-ce que cela veut dire dans la France d'aujourd'hui ? ».

Alors que Layla se positionne pour revendiquer la liberté de porter certains vêtements, le Conseil d'État a tranché la question. Sans équivoque, l'institution administrative a rendu sa décision, vendredi, estimant que « le décret litigieux avait porté une atteinte grave et manifestement illégale aux libertés fondamentales qui sont la liberté d'aller et venir, la liberté de conscience et la liberté personnelle ». Cette décision vient annuler le décret pris un peu plus tôt au mois d'août imposant que des vêtements manifestant de manière ostensible une appartenance religieuse lors de la baignade et sur les plages étaient interdits.

Selon Layla, la liberté prime avant toutes les valeurs. Pour elle, c'est très simple : « Mon corps m'appartient, au même titre que toutes les femmes, et je l'habille comme bon me semble. Je porte le voile de mon plein gré et m'étonne encore d'être méprisée pour cela. »

- (a) Dans quelle circonstance Layla veut-elle donner son avis ?

(1)

Elle veut parler du sujet ~~de~~ de la religion.

- (b) Selon Layla, comment réagirait une femme musulmane stéréotypée face à des sujets controversés ?

(1)

Elle serait prête à aborder des sujets polémiques afin de défier le stéréotype

- (c) Selon le premier paragraphe, que pense-t-elle du débat sur le *burkini* ?

(1)

Elle pense est repugnée par cette idée

- (d) Qu'est-ce qui l'a poussée à réfléchir sur la façon de s'habiller des Français ?

(1)

Une femme qui a lui dit "rentre dans ton pays" (une fois au centre commercial)



In Q9(a), the candidate successfully answers the question by using their own words. In Q9(c), the candidate avoids the use of the pronoun and conveys the idea by using *repugnée* as an adjective instead of the verb and, in Q9(d), the correct answer is given. Once again, the candidate experiences problems with the position of the indirect object pronoun but this does not affect the meaning of the language used and the mark is awarded.



To earn the mark, give a simple answer, using your own words if possible.

In the second example, which shows Q9(e) to (g), the candidate is less successful. Only one mark is awarded in (g) out of a possible four marks available.

- 9 Lisez cet article d'un magazine en ligne sur les opinions d'une jeune immigrée sur le port du *burkini*. Répondez aux questions **en français**.

Française et musulmane

En France depuis seulement vingt ans, Layla n'hésite pas à prendre régulièrement la parole sur les sujets de société qui impliquent la religion. Celle qui se décrit comme « Française et musulmane » est prête à aborder des sujets polémiques afin de défier le stéréotype, au moins pour elle-même, d'une femme musulmane muette et soumise. « Ce débat autour du *burkini*, ça me répugne », a-t-elle déclaré récemment.

Développant sa pensée, elle poste un lien sur Twitter. Elle s'interroge : « Un jour où je faisais mes courses au centre commercial, une femme qui passait par là a lancé assez fort pour que je l'entende : "Rentre dans ton pays !" À chaque fois qu'on prononce cette phrase au sujet du voile islamique, je me pose la question : que signifie s'habiller comme les Français ? Est-ce mettre le béret et les bretelles ? Qu'est-ce que cela veut dire dans la France d'aujourd'hui ? ».

Alors que Layla se positionne pour revendiquer la liberté de porter certains vêtements, le Conseil d'État a tranché la question. Sans équivoque, l'institution administrative a rendu sa décision, vendredi, estimant que « le décret litigieux avait porté une atteinte grave et manifestement illégale aux libertés fondamentales qui sont la liberté d'aller et venir, la liberté de conscience et la liberté personnelle ». Cette décision vient annuler le décret pris un peu plus tôt au mois d'août imposant que des vêtements manifestant de manière ostensible une appartenance religieuse lors de la baignade et sur les plages étaient interdits.

Selon Layla, la liberté prime avant toutes les valeurs. Pour elle, c'est très simple : « Mon corps m'appartient, au même titre que toutes les femmes, et je l'habille comme bon me semble. Je porte le voile de mon plein gré et m'étonne encore d'être méprisée pour cela. »

- (e) Comment le Conseil d'État a-t-il résolu la polémique sur le *burkini* ?

~~L'interdiction des vêtements religieux est sur la plage~~ (1)
~~Le décret sur les burk la loi est contre la liberté personnelle~~
~~était a été annulé~~

- (f) Qu'est-ce qui a changé pour les femmes musulmanes à la suite de la décision du Conseil ?

Que la loi qui interdisait le burkini est annulé (1)

- (g) Être libre, que cela signifie-t-il pour Layla ? Donnez **deux** détails.

Il signifie que son corps est à son (2)

elle s'habille son corps comme elle veut



In Q9(e), the mark is not awarded because the idea of the *Conseil d'État* saying that the law goes against personal liberty is missing; the answer as it stands does not answer the question. The answer to Q9(f) is really the answer to Q9(e) and so does not score; the question asks what changed for Muslim women *à la suite de la décision du Conseil*, not what the decision was. In Q9(g), the first element does not score as the answer does not convey a message but the second element is awarded one mark.



Read the questions carefully to ensure you give the appropriate answer.

Question 10

This question involved translating a passage about the role of Jean Moulin in uniting resistance groups during the German Occupation from French into English. Candidates found this task very challenging and there is a need for more practice of this skill. The passage contained material of varying levels of challenge but, even at the lower end, candidates were often not scoring the mark.

The question carries a possible twenty marks and is marked in boxes; therefore, any one error in the language in a particular box means that the candidate does not score the mark available for that box. Far too many candidates were careless in their spelling and some tried to paraphrase what the French said while others added words or left them out. At the end of the exercise, it is essential that candidates should read through their work to see if the piece reads as a piece of written English; if the piece does not make sense to the writer, it is unlikely to score highly. The skill in this exercise is to keep as closely to the original as possible but to accurately translate idiomatic language and to make the passage sound like a piece of well-written English.

Centres should also make sure their candidates know how to translate proper nouns; *le Général de Gaulle* was often translated as “the General of Gaul(le)”, which clearly is not acceptable for a mark. The sections where candidates did often score were *il a demandé à Jean Moulin de devenir, sous les noms de Rex ou Max, à tout prix* and *c’était au printemps de l’année suivante*, although this last box revealed that several candidates did not know the seasons of the year, with some giving “autumn” for *printemps*.

The boxes that caused most difficulty for candidates were *à se faire reconnaître, par les résistants de l’intérieur, son porte-parole auprès de ces derniers, tout en masquant son identité* and *Moulin menait au grand jour*. Other words which caused problems included *le sol français* (this section was often translated as “Moulin was parachuted over the French sun”, which clearly makes no sense), *un marchand d’art, ancien homme politique, réunir, chefs* and *fonder*.

The mean mark for this question was 7.9.

This candidate scores a total of six marks for this translation out of a possible twenty.

It is recommended that candidates first write a rough version of their translation before giving the final version; this should help the candidate produce the best possible answer and it is helpful for the examiner to be marking a version without crossings-out. The rough version should be clearly labelled and crossed through. There are several pages available for this at the end of the answer booklet and there should be no need to use a supplementary sheet.

10 Translate the following extract from an article about Jean Moulin into **English**.

En 1942, le Général de Gaulle avait du mal à se faire reconnaître par les résistants de l'intérieur, encore ^{adown} peu nombreux et divisés. Il a demandé à Jean Moulin de devenir son porte-parole auprès de ces derniers. Moulin a donc été parachuté sur le sol français. ^{therefore} ^{was} ^{was} parachuté ^{he} ^{was} ^{onto} ^{French} ^{soil}.
 Tout en masquant son identité sous les noms de Rex ou Max, Moulin menait au grand jour la vie paisible d'un marchand d'art et ancien homme politique.
 Mais il fallait qu'il essaie d'unifier à tout prix les mouvements de résistance.
 C'était au printemps de l'année suivante que Moulin a réuni clandestinement les principaux chefs de ces mouvements, et les a convaincus de fonder le CNR.

In 1942, General de Gaulle was known by the by ^{the} ^{resistants} ^{to} ^{do} ^{interrogation}, ^{aggravated} ^{few} ^{divided} again with little numbers. He asked Jean Moulin to become his parole ^{to} ^{replace} ^{after} the last. Moulin therefore was parachuted onto French soil.

In order to ~~mass~~ mask his identity under the names of Rex or Max, Moulin had a long day, ~~in~~ ~~the~~ ~~life~~ ~~of~~ ~~passing~~ the life of an art merchant and ~~old~~ former male politician.

But he ^{had} ^{to} ~~must~~ try to unify all those in the resistance ~~movement~~.

It was springtime of the following year that Moulin was ~~secretly~~ ^{secretly} renamed the main head of this movement et ^{he} ^{later} ~~to~~ ~~then~~ ~~later~~ founded the CNR.



The marks are awarded for "*He asked Jean Moulin to become/Moulin therefore was parachuted/onto French soil/under the names of Rex or Max/but he had to try/it was springtime of the following year*". There was nothing else that could be awarded a mark according to the mark scheme; *d'un marchand d'art* required the translation "of an art dealer" not "an art merchant". It is clear from the translation that the candidate has found it difficult to understand the passage as well as to write a coherent English version.



Read through your work at the end of the translation to ensure that it sounds like a piece of well-written English that makes sense.

This candidate scores the mark in fourteen out of the twenty boxes. This example shows how a good candidate can easily lose marks, for example in the spelling of the word *mouvements*.

10 Translate the following extract from an article about Jean Moulin into **English**.

(20)

En 1942, le Général de Gaulle avait du mal à se faire reconnaître par les résistants de l'intérieur, encore peu nombreux et divisés. Il a demandé à Jean Moulin de devenir son porte-parole auprès de ces derniers. Moulin a donc été parachuté sur le sol français.

Tout en masquant son identité sous les noms de *Rex* ou *Max*, Moulin menait au grand jour la vie paisible d'un marchand d'art et ancien homme politique.

Mais il fallait qu'il essaie d'unifier à tout prix les mouvements de résistance.

C'était au printemps de l'année suivante que Moulin a réuni clandestinement les principaux chefs de ces mouvements, et les a convaincus de fonder le CNR.

In 1942, General de Gaulle had some difficulty in making himself recognised by resistance members inside France who were still few in number and divided. He asked Jean Moulin to become his mouthpiece for the latter. Moulin ~~was~~ was therefore parachuted onto French ~~the~~ soil.

All the while hiding his identity under the names Rex or Max, ~~at~~ most of the time Moulin was leading the peaceful life of an art merchant and former politician.

But he had to try to unify at all costs the resistance movements.

It was in the spring ~~the following~~ of the next year that Moulin

secretly reunited the main leaders of resistance

movements, and he convinced them to found the

CNR.



In this example, the candidate is not awarded the mark in the following boxes:

- In Box 6, the candidate has mistranslated *porte-parole* but also *auprès des derniers*, giving the idea that Moulin was speaking for those who were resisting within France.
- In Box 9, "all the while" was not credited for *tout en masquant*; as this was felt to be an awkward use of English.
- In Box 11, the mistranslation of *au grand jour* (outwardly/openly) meant that the mark was withheld.
- In Box 12, no mark was given for "an art merchant".
- In Box 15, the candidate has used the French spelling of *mouvements* and so the mark cannot be awarded.
- In Box 18, the mistranslating of *réuni* prevents the awarding of the mark; "reunited" gives the message that the leaders of the resistance movements had previously met but the meaning of the sentence is that Moulin brought the leaders together.

However, the candidate has dealt well with the first four boxes which caused problems for so many candidates.



Be sure to check your spelling in English to avoid losing marks.

Paper Summary

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

- "Answer the questions in your own words or by manipulating the language of the text."
- "Avoid attempting to "lift" language from the audio or written passages."
- "Provide short, targeted answers."
- "Remember the importance of accuracy to allow your answer to communicate successfully."
- "In the summary, look for concise ways to sum up each point and signpost your three points clearly."
- "Avoid writing extended answers; if a supplementary sheet is needed, the answer is probably too long."
- "Think carefully about the spelling of similar sounding words (for example, *ce/ceux/se, ça/sa*)."
- "Read back your translation passage when you have finished the exercise."
- "In the translation exercise, aim to produce a piece which conveys a clear message to an English reader."

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>

