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Examiners' Report January 2010

GCE French 6FR02/01

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INTRODUCTION

This paper was set in accordance with the Specification guidance, and closely emulated the style of the June 2009 and sample Unit 2 paper. Centres received compact discs or mp3 files, which contained four passages, whose total running time was around five minutes thirty seconds. The total time allocated was 2 hours 30 minutes, with candidates having access to the compact disc or mp3 file for the first 45 minutes only. All questions were compulsory, and the vast majority of candidates attempted all questions, with widely varying outcomes. At the upper end of the candidature, there were excellent performances which suggest teachers' familiarity with the requirements, and attention to points raised in the June 2009 Examiner's Report. This paper was marked to exactly the same principles as 6FR02 was in June 2009. The passages sought to encompass topics of current interest from a variety of French-speaking cultures and contexts. The first four passages were spoken, the latter four were written.

Passage 1, relating to Q1, was a multiple choice exercise worth 4 marks, concerning the introduction of wireless internet access in French trains, seeking straightforward, factual information from the passage. In response to passage 2, about changing weather patterns, candidates selected the four correct statements from eight which were presented, worth 4 marks in total. Q3, based on Passage 3 about the impact of anti-smoking laws, was a cloze exercise worth 4 marks, where candidates selected from a pool of eight items. Q4, where 8 marks were available, requiring responses in French, was based on Passage 4, concerning an initiative to regenerate disadvantaged districts.

From Passage 5, where young people give opinions on mobile telephones, each of the five statements had to be correctly attributed to one of four people, for a total of 5 marks. Passage 6 discussed the response of various mayors to a teachers' strike, and required no inference, but transfer of meaning into English. Five questions worth 1 mark each, were answered in English for a total of 5 marks. Passage 7 concerned the role of exercise in maintaining good health. Questions in French, amounting to 10 marks, required short responses in French. Passage 8 provided the stimulus for the written response of up to 220 words on young people's attitudes towards Christmas present wish lists, and, more generally, Christmas in the modern world. Up to 15 marks were on offer for both Content and Language, making Q8 worth 30 marks. 70 marks in total are available for 6FR02.

ASSESSMENT PRINCIPLES

In Q1, only 0 or 1 was scored for each part. In Q2, four crosses were required to denote the four correct statements. One mark was withheld for each cross offered in excess of four: for example, five crosses, including four correct ones, would attract 3 marks in total. In Q3, if the response selected was not wholly correctly transcribed, but could clearly not be confused with another item in the pool, it earned the mark. Thus *continuer à* or *injust* gained 1 mark. In Q5, 1 mark was scored for each statement correctly attributed to a young person. If two or more crosses were proffered in response to a given statement, credit was withheld: thus, in Q5e, for instance, crosses for both Cécile and Arnaud would not score. As in June 2009, examiners assessed responses in Q4, Q6, and Q7 in the order that elements were presented by the candidates, and considered no more elements than the number of marks available. For instance, in a 3 mark question, only the first three elements scored. Repeating or re-working the question, or preambles to an acceptable response, did not count as elements in the response. While harmless additions did not cause credit to be withheld, vitiation through incorrect additions did. In Q8, candidates needed to gain at least 1 mark for Content to access any marks at all for Language, and *vice versa*. An opinion was essential in the first and last bullet points for the bullet point to score fully, even if voiced in the most implicit and tangential fashion. The practice of enforcing the word limit in Q8 is consistent with the June 2009 session: examiners read no further than to the end of the sense group after 220 words, where *il y a* and its variants and proper nouns, including *le Père Noël*, counted as a single word.

CANDIDATES' RESPONSES

Question 1

This question, sought simple, factual information in a non-verbal exercise. Many candidates gained 3 marks. Q1a was the least successful part, with some 38% of responses incorrect, usually believing that all trains were being equipped with wireless internet access. Q1b wrong-footed the unwary, who confused provision *en première classe* in Canadian trains with wireless access *partout dans le train* in SNCF trains.

Question 2

As will be seen in Q5, a few candidates did not observe the rubric, and offered more than four crosses. (c) was incorrectly chosen by a fair number of candidates, perhaps answering from general knowledge. (h) was also often chosen, possibly candidates unaware of the expected weather in Montreal. (d) was frequently correctly retrieved, showing understanding of the demonstrative pronoun *celles*. (b) and (g) were gained by many candidates, showing a good overall understanding of the passage.

Question 3

Q3b and Q3c were generally well tackled, whereas in Q3a and Q3d *cessé de* and *mauvais* were chosen in error by a number of candidates, and discriminated usefully. Q3a required a past participle, therefore ruling out many of the choices in the pool; Q3b and Q3d suggest adjectives, the latter being masculine singular. Candidates mindful of the grammatical requirements of the cloze exercise and well as having a decent comprehension of the passage sometimes gained 4 marks.

Question 4

For this question, where 2 marks were on offer, they were awarded discretely. It is worth repeating that targeted, not oblique lifts from the passage can score in Q4 and Q7. Q4 was expected to be the most challenging listening question, and responses gained credit provided that they communicated unambiguously.

Passage 4 – Le plan 'Espoir banlieues'

4 Dans ce passage, il s'agit du plan 'Espoir banlieues' qui cherche à réinventer les quartiers en difficulté. Répondez aux questions en français.

(a) Combien de quartiers bénéficient de cette initiative ?

(1)

50

(b) Pourquoi faut-il un tramway pour relier certains quartiers ?

(2)

pour mieux intégrer les quartiers abandonnés au reste de la ville, et le tramway qui n'a jusqu'à ^{ceux-ci} ~~ceux-ci~~ sans boire

(c) Quel est l'avantage de situer les nouveaux bureaux de recrutement dans les grands immeubles ?

(1)

On va ~~recruter les jeunes~~ recruter les jeunes là où ils habitent pour d'emploi

(d) Dans quel genre de compagnies cherche-t-on du personnel ?

(1)

don le secteur comme

~~le bâtiment~~ le bâtiment de hôtellerie - ce sera suivi par des stages de formation

(e) Qu'est-ce que les jeunes pourront apprendre à faire grâce à l'aide financière proposée ?

(1)

les jeunes pourront apprendre ^{des matières comme} ~~les langues~~ le chinois, le latin et le grec

(f) Pourquoi va-t-on ouvrir de nouveaux cafés près des établissements scolaires ?

(2)

créer des établissements où pour ~~les parents~~ les parents ~~peuvent~~ peuvent convenir discuter et participer d'avantage à la scolarité de leurs enfants.

(Total for Question 4 = 8 marks)

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Examiner Comments

Credit was gained steadily and did not lift indiscriminately. There is a good level of comprehension, and the responses convey a decent amount of relevant information. Attention to correct spelling in Q4b and Q4f would have been useful. Q4a, Q4c and Q4d are examples of succinct responses which gain the available mark. Q4a, figures are equally acceptable as the word here. Q4e shows where there has been understanding, but not a targeted response. The question was about driving, rather than language learning.

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Examiner Tip

Towards the end of 45 minutes listening time, it is worth checking questions Q1-Q4. Q4 is perhaps the most challenging listening passage, and requires responses in French. Q4b, Q4c and Q4f have spelling errors which could be eradicated through checking: *intergrer* for *intégrer*, *la* for *là*, *d'avantage* for *davantage*. The last instance actually cost 1 mark, as it is ambiguous, while the first two misspellings were tolerated. Q4d and Q4e suggest attempts to transcribe from the passage. In Q4d the information was correct, but the latter half of the response is unnecessary. In Q4e, driving needed to be mentioned.

Q4(a)

1 mark was gained by candidates across the ability range. *cinquante* and *cinquant* were tolerated spellings. A response in figures was acceptable, but vitiating figures and words were rejected: *50*, *quarante*. References to *quartiers*, even if misspelt, were tolerated, as unessential to the response.

Q4(b)

Two discrete notions were sought: insufficient transport, and the fact that these areas are neglected. Focus on *le tramway* or the general need to regeneration of these districts was not sufficient, and there needed to be the sense of necessary improvement to public transport: *les transports en commun ne sont pas assez développés*. A lift in this part was deemed targeted if substantially correct. Many candidates gained the second mark only, but others invalidated their responses by omitting the adjective, or by providing a verbal form: *certains quartiers (t.c.)*, *certains quartiers abandonner*. *banlieue* was acceptable for *quartier*.

Q4(c)

Many candidates succeeded in gaining the 1 mark on offer, provided that the focus was on recruitment being where the young people lived, rather than where the work existed. *ou* offered for *où* was ambiguous, so could not score. *recruiter* was anglicised, so was rejected. Unsuccessful responses sometimes did not target the young people, and *rencontrer* for *recruter* did not convey the notion of employment, rather than simply meeting. *là* was bracketed, and therefore could be omitted or spelt *la* without spoiling the mark. Confusion of *jeunes* for *gens* cost many the mark, as did oblique answers such as *ils vont recruter les jeunes (t.c.)*.

Q4(d)

Decent success was again found in this part. *les cafés* or *les restaurants* as per the mark-scheme were seldom offered, and *hôtellerie* and *bâtiment* were heard, and frequently gainfully proffered. *bâtiments* occurred in a number of responses, but does not imply the sector, rather than in the actual buildings, and was rejected, whereas *secteur de bâtiments* was allowed, and la construction was sought. It was possible to lift acceptably: *dans les secteurs comme le bâtiment et hôtellerie*. The most common acceptable answer was *les hôtels* or *l'hôtel*, and it was fortunate for some candidates that the spelling *hôtellerie* was accepted. *l'architecture* was rejected as too vague, and is not synonymous with the building sector.

Q4(e)

A considerable number of candidates scored here for conduire or conduite; the biggest stumbling-block was the lifted permis de conduire, which did not target the question. The order of elements was important to many candidates here: responses beginning with references to language learning were not rewarded, whereas those which began with driving, then mentioned languages, scored, allusion to languages being treated as a harmless addition.

Q4(f)

Two discrete marks were earned for greater involvement in children's education. A lift could gain both marks: *les parents pourront venir discuter, et participer davantage à la scolarité de leurs enfants*. For the first mark there were alternative routes: *les parents discutent* or *participent davantage*. If *participer* was used, an intensifier was needed. The ambiguous spelling *d'avantage* invalidated 1 mark, but if the first option were to be offered as well, it was tolerated as not vitiating the first mark. Many good candidates scored with a lift, but the lesser able candidates suffered from offering flawed lifts: *le paron puron vener discoutay est participater des avantage de la scholariter de leurs enfon*. The anglicised spelling *scholarité* caused the second mark to be withheld.

Question 5

The information required here is straightforward and factual. Candidates scored very well in this question, with all five parts attracting a strong majority of correct answers. A few candidates vitiated their responses by offering more than one name for some parts. Q5b was the least successful part, with Arnaud not always being identified.

Question 6

A large number of candidates managed to score 4 marks. Infelicitous English was a significant factor in depressing scores, where there was comprehension, but inadequate transfer of meaning. Thankfully few candidates invalidated their response by writing in French. A small number inadvertently switched to French for individual parts.

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

(a) Give **one** reason why the teachers are on strike.

(1)

They want an increase in salary

(b) How are some primary schools managing to stay open?

(1)

They are getting employed adults from the town to look after the children.

(c) How will this measure affect working parents?

(1)

They will still be able to go to work, as they don't have to stay at home to look after their children.

(d) Why do many socialist mayors consider this policy illegal?

(1)

Because it is contrary to the right of striking.

(e) Why are some other mayors worried about this policy?

(1)

Because if there was an accident, they would be held responsible.

(Total for Question 6 = 5 marks)



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Examiner Comments

This is a good answer, and only missed out on 1 mark in Q6b, the most challenging part in Q6. The responses are clear and concise in Q6a and Q6e especially. In Q6c, there is rather more information than is needed, and the first half of the response would have scored. In Q6b, the candidate seems to have identified the information to be transferred, but did not render the English sufficiently felicitously. In Q6d the English expression was again rather stilted, but this time, communicated adequately. Full sentences have been used in this instance, but they are not required *per se*.


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Examiner Tip

Teachers and candidates should ensure that this question type is practised, including the use of specimen and relevant legacy questions. In Q6, responses will always be found in the passage, as transfer of meaning, rather than inference, is being tested. It is very rare for responses to be wholly in the wrong language, but candidates should ensure through checking that French influence has not slipped in. In June 2009 *lecture* appeared sometimes, in January 2010, Q6a *salaire* for *salary* could not be credited. Candidates should look over their responses in Q6 and judge whether their transfer of meaning seems natural. In (b), *getting employed adults from the town* does not convey the notion of replacement staff employed by the mayors. Care is also needed with accurate translation: *garder les enfants* is more *to watch over* or *keep an eye on the children* than *to watch the children*. *the right to strike* in Q6d needed similarly careful rendition. *the rights of a strike* is meaningless or even ambiguous. In Q6c *éviter* was key, and candidates are advised to try to get a sense of the whole passage. Given that employees are coming in to replace the striking staff, it is unlikely that parents would have to take the day off work to look after their children. This converse understanding is illogical, but was frequent. Attentive reading of the passage will maximise achievement.

Q6(a)

Almost all candidates scored in this most accessible part of Q6 with the idea of *wanting a pay rise*. *low(er) pay* was rejected, as it did not convey the desire for a rise. *wages* and *pay* were both acceptable for *salary*. *saliarié* and *salaire* were rejected as not communicating in English.

Q6(b)

A number of translations were not accepted: *entertainers, clowns, animators, supply teachers, carers, guardians, child-minders, support staff, cover supervisors*. *people in the town* was too vague, and some candidates did not make clear that these potential employees were not physically in the town, but were employed by the town, meaning here civic organisation. The response also had to include *to look after children* or similar, so *they are employing extra staff (t.c.)* the mark was withheld. *to watch* rather than *to watch over* was not quite sufficient to score.

Q6(c)

Most candidates clearly understood *journée de congé*, but far fewer gave the correct response; many wrote the exact opposite: parents will have to take a day off work to look after the children. Other responses were too vague: *children will not have to stay at home* and *supervision is provided* do not explain that these options meant parents need not take time off work.

Q6(d)

There were many good answers, with *droit de grève* being well understood. This part discriminated well, as the transfer of meaning tested candidates' English expression. A few incorrectly mentioned *protests* or *demonstrations*, or *the law of strikes*. Candidates at times struggled to render the concept felicitously: *it goes against the rights of (a) strike* was tolerated, but, somewhat less effective *it's contrary to strike rights* or *it's against the laws of strikes* did not score.

Q6(e)

This was generally well done, with both concepts, *responsibility* and *possible accident*, being grasped and conveyed. Both notions were needed to gain the available mark. *accident* could be expressed as *if something goes wrong, if there is an incident, if there are problems*. Erroneous information about striking sometimes crept in ineffectively from Q6d.

Question 7

In the same way as Q4 for spoken language, Q7 seeks responses in French to the written word. No question part is worth more than 3 marks. Targeted lifts were accepted. There were 10 marks on offer. Discrete marking in the 2 and 3 mark questions allowed candidates who had partially understood to access some credit.

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

(a) Selon le premier paragraphe, que pensent les jeunes des activités sportives ?

(1)

Ils le saisissent pour le plaisir.

(b) Comment le cerveau réagit-il pendant l'activité physique ?

(1)

Il y a une sécrétion d'endorphines.

(c) Que faut-il faire pour fournir au corps une activité minimale ?

(2)

Seulement une demi-heure de marche peut fournir au corps.

(d) Selon le texte, en quoi les gens qu'on rencontre en faisant du sport sont-ils différents de ceux qu'on rencontre d'habitude ?

(2)

Partager les valeurs communes et issues avec plus de contact avec d'autres gens.

(e) Selon le quatrième paragraphe, quelles seraient les qualités d'un sportif idéal ?

(3)

Le sport vous donne une sense de la rivalité et compétition, c'est idéal si vous faites le meilleur de soi, même si vous ne gagnez pas et jouer avec chacun.

(f) Selon le dernier paragraphe, qu'évite-t-on si on pratique une activité sportive ?

(1)

Vous pouvez se débarrasser et canaliser votre agressivité, en maîtrisant votre émotions.

(Total for Question 7 = 10 marks)



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Examiner Comments

This candidate has not been particularly successful, and contrasts with many, who produced clear responses in simple, but comprehensible French. Under half the available credit has been gained. Q7a uses a non-existent verb form, which cannot communicate or score. Q7b is a lift from the passage, but it is targeted, so scores. This contrasts with Q7c, where the lift is indiscriminate, and demonstrates a lack of understanding. The response is ungrammatical. This is unfortunate, since if the second half of the sentence were wrong, but comprehensible and plausible, the first half could score. As it stands, the sentence makes no sense. In Q7d the misspelling of *ave* for *avec* perhaps hinders comprehension, and there is no credit here. The response begins with reference to shared values, but the question concerns differences. Q7e is worth 3 marks, and although the first element is incorrect, it does not invalidate the latter two elements, which score. The candidate has correctly offered three pieces of information in response to a 3 mark part. Again, some lifting has been successful, but *une sense* is an anglicism, and is within a rejected element anyway. Q7f shows a confusion over reflexive pronouns, but examiners accepted this as just comprehensible, with an attempt to manipulate the passage.



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Examiner Tip

Grammar is explicitly assessed only in Q8, but attention to basic verb forms and agreements is always useful, and avoids credit being lost through non-existent verb forms. Lifting, as mentioned, is accepted, provided that it is in direct answer to the question asked. Therefore, when lifting from either the listening or reading passage, the candidate should ensure that the lift makes sense, and that it is grammatically accurate. If it makes no sense, it obviously will not be able to score. Often, manipulation of the passage is needed, rather than a direct lift, and candidates should be ready to adapt where necessary. Practice of transposing possessive pronouns and verb forms is useful for Q4 and Q7. In (d), there is insufficient material for credit to be gained, but checking the requirements of each part is vital: differences, not common traits are involved here, and a potentially correct response then risks running out of scoring elements. The order of elements rule exists to prevent carpet bombing, and is explained in the general principles section. (e) shows the discrete element rule at work, in favour of the candidate. Where a number of marks are available, here 3 marks are on offer, it is worth trying to divide the response into clear parts, such that for 3 marks, three distinct elements are offered. The first element offered here is diametrically false, but does not vitiate the latter two elements. (f) shows the need to manipulate and to target the response. *channelled aggression* is desirable, so not what is being avoided. This question, as is often the case, is set in such a way as to encourage some manipulation, so again, care is needed regarding the appropriateness of straight lifting. Candidates and teachers are sometimes unsure as to how much lifting is tolerated. The 6FR02 rubric in Q7 requires candidates to use their own words **as far as possible**, but if a lift responds directly to the question, it is not necessarily possible, then, to use your own words. Candidates do not have to produce contrived responses to deliberately avoid lifts, therefore.

Q7(a)

The simple answer *ils l'aiment* or *ça leur plaît* was deceptively simple for some, who lifted, without targeting the young people, so did not score: *le plaisir est la première motivation qui pousse les jeunes à faire du sport*. *ils s'amuse* and *ils prennent plaisir* were also acceptable. *elles sont calmantes* was rejected as ambiguous, since it could be from the point of view of the activities, not the young people.

Q7(b)

This part was well done: a lift of *par la sécrétion d'endorphines* answered the question directly and served many candidates well. References to the calming effect were also accurate answers. *sécréter* was evidently unfamiliar to many candidates, and *produire*, *créer* or *donner des substances pour calmer* fitted the bill. *produite(s)* was not accepted as a verb form, as it was an incorrect lift from an adjectival usage, hence the wrong part of speech. *les activités peuvent être calmantes* was rejected, as it does not target the brain.

Q7(c)

This part yielded 2 straightforward marks here for many candidates, and this was among the most successful parts of Q7. However, a significant number omitted an essential detail, and gained only 1 mark: *trente minutes de marche (t.c.)*, *trente minutes d'activité physique tous les jours*. *activité physique* or *un peu d'exercice* for *marche* were too vague to score. The regularity was rendered creditably in a number of ways: *quotidiennement*, *tous les jours*, *par jour*, *chaque jour*. *(se) promener* was acceptable for *marcher*. Less able candidates sometimes showed carpet bombing from the passage and perhaps lack of comprehension of what they were writing: *une demi-heure de marche peut fournir au corps*.

Q7(d)

The order of elements affected candidates who began their response by mentioning *intérêts communs*. Of the 2 marks available, many scored just 1 for the notion of different values: *ils ont d'autres cultures*, *ils ont des valeurs différentes*. Few tackled the second element successfully. *culture* could be rendered adequately here by *cadre* or *milieu*. The second mark was most often gained through comparison to the usual school environment: *... que ses amis à l'école*.

Q7(e)

Candidates were advantaged by there being no need to respond in the conditional tense, and a slightly manipulated lift could gain all 3 marks: *participer et donner le meilleur de soi, même on ne gagne pas*. The three notions were to get involved, quite a straightforward concept as *participer* sufficed for the first, to do one's best, and to be motivated by participation, not necessarily victory. The second mark could be gained: *donner le meilleur de soi* or *faire de son mieux*. There were also good attempts at the concept of outcome not important, including *gérer* or *maîtriser sa rivalité*. *meilleur* and *mieux* became confused for some candidates: *faire son meilleur*, *donner son mieux* and did not score. On occasion, candidates re-worded the same element in various ways, though the element could only be credited once: *ils font son mieux*, *ils donnent le meilleur de soi*, *ils font beaucoup d'effort*.

Q7(f)

The notion sought was of unchannelled aggression, or stress, but this was perhaps the least profitable part for candidates, with many giving the converse or lifting obliquely from the passage: *de déstresser*, *on peut apprendre à canaliser son agressivité*. *stresse* for *stress* was not accepted, as it is a verb form, and *agressivité (t.c.)* without qualification, such as *pas gérée* or *pas canalisée* was insufficiently specific. *agréssion* was an inaccurate anglicism.

Question 8

This question was found to be accessible to the vast majority of candidates. It proved to be a theme which almost all candidates, irrespective of age, religion or gender accessed successfully, and a broad spread of achievement ensued. Almost all candidates attempted the task, using the stimulus more or less effectively. The word count of 220 words proved generally adequate, and candidates who exceeded the limit often did so because of excessive length or possible irrelevance in the earlier bullet points. Credit was not withheld from short length work, but it could be self-penalising as the necessary development was possibly not achieved, and language variety could be curtailed. The most successful responses frequently dealt with the bullet points in the order in which they were presented, often dividing the response into one paragraph per bullet point. The paragraph most profitably began with a straightforward, targeted response, and further sentences then developed or discussed the response. A letter was required, and the response was regarded as a letter provided that at least either a salutation or valediction was proffered, which are not considered for the word count. Failure to provide this format invalidated 1 mark for Content. A sentence of contextualisation or introduction, and one to round off the response were often successful. Candidates were able to draw on the stimulus, and are advised to do so. Over reliance on the stimulus was less marked than last summer, but there was still some hidebound repetition of the bullet points. Many teachers had supported their candidates noticeably well: useful expressions to introduce an opinion *d'après moi, selon moi, à mon avis, à mon opinion* abounded, as did adjectives to give an opinion: *formidable superbe, affreux, nul*. As ever, grammatical accuracy varied greatly, from the almost incomprehensible and thoroughly anglicised, to the near faultless and sophisticated. Simple subjunctive constructions had often been well taught. Of concern remains the very tenuous grasp of many candidates on basic grammar (see points of advice below): all tenses of all regular and common irregular verbs, genders of common nouns including *garçon* and *fille* and agreement of adjectives. A number of candidates who included a date in their letter format did not write it correctly. Tense usage, in terms of range and accuracy; and agreements of nouns and adjectives were especially discriminating features. Incorrect pronouns and possessive adjectives often led to ambiguity. Basic accuracy is possibly better regarded than more sophisticated constructions which are not always wholly convincing. Some common errors may be helpful to suggest areas which could be improved:

Les petit enfant pouvent écrire les listes à le Père Noël ; j'offris l'argent au lieux d'un cadeau ; les adolescents faissent qui ils veut avec l'argent ; le Noël est commercialiser par les magazines ; revender dans l'internet es horribel..

SECTION C: WRITING

Passage 8

Les listes au Père Noël

Pour la liste au Père Noël, la publicité joue un grand rôle. Certains parents tentent d'offrir ce que demande leur enfant pour être sûrs de lui faire plaisir, mais n'est-il pas important aussi de lui réserver quelques surprises ? À l'adolescence, les jeunes préfèrent souvent recevoir de l'argent de la famille : avec cet argent, ils pourront s'offrir quelque chose de plus important. Cependant, si le 25 décembre, un cadeau les attend à côté des enveloppes qui contiennent l'argent, ils seront ravis.

8 Vous écrivez **une lettre** à un magazine de jeunes pour expliquer ce que vous pensez de Noël. Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- Ce que vous pensez des listes pour le Père Noël
- Ce qui vous inciterait à offrir de l'argent au lieu d'un cadeau
- Ce qui a changé dans la manière dont on célèbre Noël de nos jours
- Ce que vous pensez des personnes qui revendent sur Internet les cadeaux qu'elles n'aiment pas

cher Monsieur,
deu

Cher Monsieur,

objet: Le Noël

Je vous écris au sujet du Noël. À mon avis, trop de parents achètent ^{seulement} ~~seulement~~ ce que la liste de leur enfant dit.

Il n'y a pas assez de surprise. Je comprends la raison pour laquelle on achète peut-être un ou deux ^{cadeaux} ~~cadeaux~~ de une liste, parce que c'est probable que l'enfant l'aime, mais ~~chacun~~ ^{chaque} un chaque cadeau est un peu ridicule.

Je suis totalement contre l'idée d'offrir l'argent au lieu d'un cadeau, car c'est très ennuyeux. Ce n'est pas spécialement de tout. Ce que me convient plus, c'est de recevoir un bon cadeau, avec beaucoup.

de sentiments. C'est trop facile ~~de~~ ^{de} donner l'argent. Quelquefois, les enfants mettent l'argent dans la banque, et c'est comme ils n'ont pas jamais reçu un cadeau.

De nos jours, je crains que Le Noël n'a changé. Maintenant, ~~des~~ des personnes passent le jour avec ^{leurs} amis, boire d'alcool. ~~Parfois~~ Tandis qu'il y a vingt-cinq ans, c'était un jour pour la famille. Je pense que c'est nécessaire de ~~changer~~ ^{recharger à un} ~~de son~~ ^{un} jour familial.

Je ne peux pas supporter les personnes qui revendent leurs cadeaux sur l'internet. C'est dégoûtant. Quelqu'un a essayé très dur de trouver un cadeau fantastique, mais cette personne préserverait un peu d'argent. C'est ridicule, ça montre une manque de sentiment.

Merci de te lire ma lettre.

Je vous prie d'agréer, Monsieur, un expression de mes sentiments distingués.

John Barlow



ResultsPlus

Examiner Comments

This is a very good response, and the examiner was looking in the top bands of the marking grid when assessing it. The stimulus requires a letter in response, and this register is followed. The word count is also respected. (circa 210 words here, see general marking principles for how this is counted.) Each bullet point is addressed in a separate paragraph, with some development within each. This response would be credited with having addressed all four bullet points fully, and the development would be noted. Bullet point 2 was frequently attempted from the incorrect angle, i.e. not from the viewpoint of the giver. This response has the correct angle. Overall, 14 marks for content would be likely. The language used is generally very accurate, though not faultless: conjugations are largely accurate, there are examples of subordination, adverbs, pronoun objects, negation, concessive constructions, attempted subjunctive formulation, and dependent infinitives. In short, a very good range of the grammar from the AS programme of study, with errors of a minor nature, and certainly seldom, if ever, impeding communication. The candidate would be in the top band for language, albeit at the lower end.

**Results Plus****Examiner Tip**

Teachers sometimes ask whether it is advisable to do Q8 before the reading questions. Examiners do not have a view on this, as there is no evidence either way. It suffices to state, though, that for Q8, worth 30 of the total 70 marks, there must be reserved a commensurate proportion of the 2 hours 30 minutes, including checking time. Q8 offers the only explicit language marks in 6FR02 – 15 of the total 70 marks, so the proportion of the total is high. Candidates less confident in grammar should not be discouraged – accurate simplicity is often more successful than over-ambitious and contrived constructions. If the response includes all the bullet points directly and fully, at least 13 content marks will be gained. A letter format was sought in this session, but in June 2009, it was an article. While the title of an article and the words in the salutation and valediction of a letter are not counted within the 220 words, they are important. If the letter format was not observed in January 2010, 1 mark for content was withheld. Similarly, an article without a title would be less likely to gain the highest content marks. 220 words is the upper limit. Candidates must ensure that their answers are within this limit. It is sadly not uncommon for the fourth bullet point to fall entirely or partially beyond the limit, thus limiting content to 9 marks at most, the maximum if one bullet point is not addressed. Planning is strongly advised in order to help stay within word count. However, wholesale rough drafts are not encouraged, as they compromise the time available for the fair copy and checking. A separate paragraph for each bullet point, the order the bullet points are set in the question, is often beneficial. This frequently helps the organisation of the response, and seems to make the candidate more aware of word count. Bullet point 2 caught a number of candidates out, so a careful examination of the terms of the bullet points, plus some time considering how the stimulus could be put to good use, is worthwhile. This candidate gained further credit for development of each bullet point. Development is only credited if the bullet point is fully addressed. This candidate scored in the top band for language. Some teachers could be surprised that straightforward language scores so well. But examiners are realistic in their expectations. To gain higher language marks still, more sophistication could well be sought, so is worth pursuing this with more able candidates.

Bullet point 1:

This bullet point was fully addressed by many candidates. Those who did not score fully tended to state that lists to Father Christmas held a different status for young children in contrast to teenagers, without giving an opinion on either. Lists were generally felt to be a good idea, though they could lead to materialism and excessive expectations, in contrast to those who liked a surprise. Candidates who seemed to be parents expressed relief at knowing what their children would like. A few candidates who do not celebrate Christmas, perhaps on religious grounds, still offered wholly valid responses and opinions.

Bullet point 2:

Examiners gave candidates the benefit of the doubt as to whether the correct angle was adopted: *ce qui vous inciterait...* required a response from the point of view of the giver of the present, not the recipient. However, many candidates gained partial credit only, as they wrote about how they preferred the freedom that money, rather than a gift, afforded. If the candidate mentioned even quite superficial justifications for giving money, the bullet point was considered to have been fully addressed: giving money, because the potential recipient preferred it, asked for it, or was difficult to buy for.

Bullet point 3:

Successful responses gave an explicit contrast between Christmas past and Christmas present, and others conveyed something of this notion through adverbs: *maintenant, de nos jours, actuellement*. Commercialisation and the loss of the centrality of Jesus' birth were frequently mentioned, as was the encroachment of materialism, and the weakening of family Christmases in favour of celebrating with friends. Less successful answers were too personalised, whereas the use of *on* in the bullet point suggested a more general response. In less effective answers, candidates focused on their own celebrations without taking into account more general changes. Somewhat original content was also acceptable: the impact of the credit crunch on expenditure, internet purchasing, cheap imports of goods, technological requirements in gifts, the rise in people celebrating Christmas alone, on holiday or not at all, such as employees working, or bachelors or spinsters.

Bullet point 4:

Word count was again an issue by the time the fourth bullet point was reached, but less so than in June 2009. Without the fourth bullet point, 9 marks for Content is a maximum. Many candidates who wrote excessively sometimes squeezed the fourth bullet point in basically, but without development. If possible, reference to the internet was assumed in responses, even if implicit. Opinion divided fairly evenly, between those who thought it quite acceptable to re-sell unwanted gifts, in order to either purchase something more to the recipient's taste, or to realise some cash; and those who deplored re-selling as materialistic and unfeeling towards the giver. Development was varied and original at times: the ease of using the internet given sites such as eBay, the risk of the giver spotting the gift for re-sale, amassing money to pay for driving lessons. This prompt elicited a wide array of responses from candidates of all abilities.

ADVICE AND GUIDANCE

- 1 All candidates, but especially those targeting the higher grades, should ensure that basic grammatical knowledge is secure. Verbs without an ending of any kind are obviously non-existent forms which cannot score. Singular nouns with plural verbs and *vice versa* are worth eradicating. Up to 15 marks for language are awarded explicitly in Q8.
- 2 Attention is needed to the precise terms in which the bullet points of Q8 are couched, so that the correct tenses and angle are used.
- 3 Candidates should familiarise themselves with the various marking principles mentioned in this report, such as the use of the correct language and rejection of untargeted lifts. Such awareness helps to maximise performance.
- 4 Practice of non-verbal and non-productive question types in both listening (Q1, Q2 and Q3) and reading (Q5) is important, as such questions account for 17 marks. Performance had improved on June 2009 in these questions.
- 5 In Q6 candidate must seek to respond in natural English.
- 6 Allowing checking time within the 2 hours 30 minutes, especially for Q8, is strongly recommended. This includes taking care that any planning or drafting of Q8 does not compromise time to check the actual response.
- 7 Practice with short phrases of diction would assist performance in the listening questions, especially Q4. Faulty attempts to transcribe, regardless of grammatical accuracy, tend not to succeed, as they are often incomprehensible. Candidates should remember that the listening source is removed after 45 minutes.

Statistics

Unit 2 (6FR02) Understanding and Written Response in French

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	70	51	46	42	38	34
Uniform boundary mark	140	112	98	84	70	56

Please note that although the modern foreign languages specifications share a common design, the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across MFL specifications are comparable at specification level.

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