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Examiners' Report June 2010

GCE French 6FR02 Paper 1

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Introduction

At the upper end of the candidature, there were excellent performances this year which suggest teachers' familiarity with the requirements, and attention to points highlighted in the June 2009 and January 2010 Examiner's Reports. 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 production of solar energy in Alsace, seeking straightforward, factual information from the passage. In response to Passage 2, about a police initiative to deter motorists from driving under the influence of drugs, candidates selected the four correct statements from eight which were presented, worth 4 marks in total. Q3, based on Passage 3 about how to surf the internet safely, was a cloze exercise worth 4 marks, where candidates selected from a pool of eight items. Q4, where 8 marks were available, requiring responses in French, was based on Passage 4, concerning how wine producers are dealing with climate change.

From Passage 5, where young people give opinions on school punishments, each of five statements had to be correctly attributed to one of four people, for a total of 5 marks. Passage 6 addressed the topic of recycling mobile telephones, 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 possible health risks from excessive exposure to the sun. 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 secondary education, and how they might change it. Up to 15 marks were on offer for both Content and Language, making Q8 worth 30 marks. 70 marks into total are available for 6FR02.

Assessment Principles

In Q1, only 0 or 1 was scored for each of four multiple choice parts. In Q2, four crosses were required to denote the four correct statements. One mark was withheld for each cross offered in excess of four: for example, six crosses, including four correct ones, would attract 2 marks in total. In Q3, if the response selected was not wholly correctly transcribed, but could clearly not be confused with another item in the pool, it earned the mark. Thus 'le parent' or 'attencion' gained 1 mark. In Q5, 1 mark was scored for each statement correctly attributed to a young person. By assimilation with Q3, if more than five crosses were proffered in response to a given statement, credit was withheld: one mark withheld for each cross written, in excess of five in total. For Q4, Q6, and Q7 examiners assessed responses in the order that elements was presented by the candidates, and considered no more elements than the number of marks available. In this session, no part was worth more than 2 marks. Thus for instance, in a 2 mark question, only the first two elements scored. Repeating or re-working the question, or preambles to an acceptable response, did not count as elements in the response. While harmless additions do 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. The first bullet point was considered to be addressed fully, if not only a person, but a motivation was cited, the prompt being 'ce qui', not simply 'qui'. The second bullet point focused on 'chez soi', not 'chez moi', so wholly personalised responses were only partially rewarded. An opinion with some justification was essential in the third bullet point for the bullet point to score fully, even if voiced in the most implicit and glancing fashion. In the fourth bullet point, a change had to be suggested for full credit, rather than mere complaint against a perceived problem. 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 Ministre de l'Éducation' and proper names of schools counted as a single word.

Question 2

As will be seen in Q5, a few candidates did not observe the rubric, and offered more than four crosses. (b) was incorrectly chosen by a notable number of candidates, perhaps not paying full attention to the past tense in the question. (e) was also often chosen, possibly not heeding the fact that certain officers only could conduct the urine test. (c) was frequently correctly retrieved, showing understanding of the potential extension of the initiative if successful. (g) were gained by many candidates, showing a good overall understanding that a blood test was still necessary.

Question 3(a-d)

By ensuring that grammatically correct sentences were formed, candidates could avoid selecting more obviously incorrect words from the pool. In Q3b, *les jeunes* was the most frequent incorrect response. Full marks were not uncommon in Q3, and Q3a was very successful for candidates of all abilities. Q3c was the least successful part, although logically, 'de l'étranger per se' does not make the attachment dangerous. Indeed, candidates mindful of the grammatical requirements of the cloze exercise as well as having a decent comprehension of the passage overall gave themselves the best chance of 4 marks. In Q3d, 'confiance' was often offered, though general experience might prove this unlikely. This question discriminated well between candidates whose understanding of the passage was good, and those who had a superficial grasp.

Question 4

All question parts are worth 1 or 2 marks and where 2 marks are on offer, they were all awarded discretely. It is worth repeating that targeted, not oblique, lifts from the passage can score in Q4 and Q7. Some candidates gained some credit in a number of parts. Lesser able candidates attempted flawed phonetic transcriptions, which had little meaning or grammatical sense. They tended to write excessively and undiscerningly. Q4 was expected to be the most challenging listening question, and responses gained credit provided that they communicated unambiguously. There were unfortunately some candidates who gained no credit. At the other extreme, a good number of candidates gained 6 marks or more. One possible way of improving written accuracy from listening passages, is the dictation periodically of short phrases.

This item is a good example of how a candidate has retrieved some correct information, but has not scored because it is not conveyed in a comprehensible manner.

Passage 4 – L'impact du réchauffement climatique sur les producteurs

4 Dans ce passage, il s'agit de l'impact du réchauffement de la planète sur les cultivateurs et les viticulteurs. Répondez aux questions **en français**.

(a) Quel est l'impact de l'augmentation de la température en automne ?

(2)

le croissance des plants, la sécheresse sur
de multiplie

(b) À cause de la sécheresse, comment est-ce qu'un éleveur doit maintenant nourrir ses vaches en été ?

(2)

obligée de nourrir se vaches en été
avec surqui de réserve normalement pour l'hiver

(c) Quelles solutions les viticulteurs envisagent-ils pour faire face à la sécheresse ?

(2)

enlever des vives pour le réplanter.
nous proposons d'autres les vives

(d) Quel effet positif l'effet de serre aura-t-il pour les cultivateurs de céréales ?

(1)

pousser les plants plus vite
avancé des 4 jours plus cher

(e) Comment seront les nouvelles plantes développées par les experts scientifiques ?

ils résistent mieux augmenté d'au^{et} (1)
travaillent pour développer de plants qui
résist

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Examiner Comments

The candidate has heard a reasonable amount of correct information, but has not understood it. The responses do not target the questions.

- (a) Two elements needed for 2 marks. No sense of 'more quickly'.
- (b) 'sur qui' is an infelicitous rendition of 'ce qu'il', and is incomprehensible, so cannot score.
- (c) 'vines' is English, so does not score. 'auroser' is too inaccurate to communicate.
- (d) An untargeted response, which although true, is not sought.
- (e) Begins correctly, but the response makes no sense overall.

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Examiner Tip

This candidate would benefit from ensuring that responses target the question asked, rather than give true, but irrelevant information. It is worth checking through Q4 before the listening material is removed after 45 minutes, both to ensure that the passage has been understood and to be certain that answers are in comprehensible French. Language need not be wholly accurate, but must communicate unambiguously. Candidates would be well advised to refer to the general marking principles regarding responses in the wrong language, existent verb forms, order of elements etc. They should also note that while lifts are accepted, if targeted, they must be accurate and not simply phonetic attempts to transcribe.

- (a) 'plants' is English spelling. 'plantes' is correctly spelt in Q4e.
- (b) 'sur qui' has no subject and makes no sense. The candidate should check the grammatical accuracy of the response. If the whole makes no sense, neither element can score.
- (c) English spellings are rejected. Checking can help to eradicate this.
- (d) The exact question should be checked and considered. Candidates must ensure that their response is wholly pertinent to the question.
- (e) By checking, the candidate might pick up the fact that this sentence is meaningless. Amendment to make a comprehensible sentence at least gives a chance of the mark.

This candidate has scored steadily through Q4, gaining almost full marks. While the language is not exact, it communicates, and responses address the questions directly .

Passage 4 – L'impact du réchauffement climatique sur les producteurs

4 Dans ce passage, il s'agit de l'impact du réchauffement de la planète sur les cultivateurs et les viticulteurs. Répondez aux questions **en français**.

(a) Quel est l'impact de l'augmentation de la température en automne ?

(2)

Elle accélère la croissance des plantes: En 30 ans, la récolte des pommes a avancé d'une dizaine de jours.

(b) À cause de la sécheresse, comment est-ce qu'un éleveur doit maintenant nourrir ses vaches en été ?

(2)

Il doit nourrir ses vaches avec ce qu'il réserve normalement pour l'hiver.

(c) Quelles solutions les viticulteurs envisagent-ils pour faire face à la sécheresse ?

(2)

Ils croient qu'ils peuvent enlever les vignes et les replanter avec des raisins qui résistent mieux à la sécheresse. Aussi ils proposent d'arroser les vignes avec modération.

(d) Quel effet positif l'effet de serre aura-t-il pour les cultivateurs de céréales ?

(1)

La production de céréales pourrait augmenter, et les terres pourraient être plus riches.

(e) Comment seront les nouvelles plantes développées par les experts scientifiques ?

(1)

Ils vont résister mieux au manque d'eau et à la chaleur.



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Examiner Comments

The candidate has understood the sense of the passage well overall, and has responded accurately and intelligently.

- a. The 2 marks available are discrete, so the notion of growth scores. However, *accele* is a non-existent verb form, so is unsuccessful.
- b. 2 marks gained for a very full response. *normallement* not essential to score, but is part of a detailed response.
- c. 2 marks once again, with the key words *raisins* and *arroser* correctly spelt.
- d. References to enriching the soil are a harmless addition, so the mark is gained.
- e. Future tense of the question replicated correctly in the response, *resister* correctly spelt, *mieux* included as required.



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Examiner Tip

- a. Reference to marking principles would help here. *accele* is not an existent verb form. Revision of basic conjugations and of the most frequent irregular verbs is invaluable, through the year and as the examination approaches.
- b. Good example of accurate retrieval of information, and good comprehension. *ce que* and *ce qui* are worth attention, and often confound candidates.
- c. This candidate has ensured that responses are grammatical. Checking would have avoided loss of credit for many candidates: *vines* is English, *replacer* is an Anglicism, *raison* is another French word. These errors could well have been detected by checking. This candidate has communicated clearly.
- d. Increased yield, rather than speed of growth is sought, and offered here. References to speed were tolerated as a preamble. However, candidates should take care when offering too much information, due to the order of elements rule, which encourages a selective deployment of information, rather than carpet bombing.
- e. *ils* tolerated, although feminine plural would be accurate. It is important to produce unambiguous responses, as here. Without *mieux*, the response is rejected, as the plants may resist the drought already, just less well. Responses need to be in a plausible tense, so the future or conditional would be acceptable here, but not the past. Checking the tenses of responses in English (Q6) and French (Q4, Q7 and Q8) is important in giving well honed answers.

Question 6

Full sentences were not required in this transfer of meaning question. There was no inference here, so 5 marks, 1 for each part, were on offer for accurate and comprehensible retrieval of information from the passage. A large number of candidates managed to score 3 or 4 marks. Infelicitous English was a significant factor in depressing scores, such as in Q6b, where there was comprehension, but inadequate transfer of meaning. In Q6c, partial transfer of meaning harmed some responses. Almost no candidates invalidated their response by writing in French. A small number inadvertently switched to French for individual parts.

This represents an average performance, with a reasonable level of transfer of meaning. The more straightforward marks are gained, but the more challenging parts elude.

Passage 6

Le recyclage des téléphones portables

Seulement 3 % des anciens téléphones portables sont recyclés. Près de la moitié ^{1/2} des personnes interrogées ignore qu'il est possible de les recycler. Si chacun des trois milliards de propriétaires de portables au monde rendait un appareil, nous pourrions avoir une réduction des gaz à effet de serre équivalant au retrait de 4 millions de voitures de la circulation.

Les métaux d'un téléphone portable peuvent être réutilisés pour fabriquer de nouveaux produits. D'autres composants d'un portable sont en revanche très toxiques et nécessitent un retraitement pour ne pas se transformer en déchets nuisibles à l'environnement. Selon les modèles, de 80 à 95 % des composants d'un mobile sont recyclables.

Certaines grandes surfaces et certains opérateurs de téléphonie mobile organisent des opérations de récupération de portables au profit d'associations caritatives pour les sans-abri ou de défense de l'environnement.

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

(a) How many people are unaware that old mobile telephones can be recycled? (1)

..... almost half of the people interviewed asked

(b) The recycling of three billion mobile telephones is the equivalent of what? (1)

..... of ~~the~~ taking 4 million cars off the roads

(c) What is the future risk, if some mobile telephone components are not treated? (1)

..... the toxic components can damage the environment

(d) Give **one** type of business which collects old mobile telephones. (1)

..... Mobile phone operators

(e) What is the objective of **one** organisation which benefits from these collections? (1)

..... to give the phones to homeless people



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Examiner Comments

The candidate has written short responses, not necessarily in whole sentences. This is acceptable, and the clarity of the English response is paramount. Excessive information can lead to credit lost through vitiation or the order of elements rule.

(a) 'half' needed qualification of some kind.

(b) this fragmentary response suffices for 1 mark. The sense of removing cars from use is successfully conveyed.

(c) damage to the environment was the idea needed here.

Many unsuccessful responses included French: toxique, environnement. environment was often misspelt. If the environment was not mentioned, there was no score here.

d. 'operaters' is a misspelling, and is an Anglicism from the passage which was rejected. This could appear harsh, but businesses or companies were rather more felicitous offerings.

e. Correct target is given: homeless people, but is spoiled by reference to mobile telephones. This is vitiation of a correct response by erroneous information.



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Examiner Tip

(a) 'almost' needs to be rendered in some way. Failure to do so meant no score here, as all relevant information is required. Candidates should look over their Q6 responses, to check that they include all information. It is easy to omit details when transferring meaning.

(b) The equivalent of 4 million cars was a frequent wrong answer. If candidates consider the question followed by this response, it is illogical. In English responses, the English must make sense: removing 4 million cars in traffic was often preferred, but does not communicate effectively. English expression is being assessed in Q6.

(c) The environment had to be mentioned to gain 1 mark. The response must be complete to score. Candidates should look thorough their Q6 responses to ensure that English is used, not French inadvertently copied from the passage.

(d) It is easy to attempt to translate literally. English spelling should be as accurate as possible in Q6. Candidates should consider if the cognate is the most appropriate translation. Here 'operator' was not.

(e) Candidates should check the terms of the question carefully. Many in this part answered the imagined question: what is the objective of collecting old mobile telephones? The focus here needs to be the work of ONE charity mentioned. It is not advisable to offer alternatives, as each must be correct. Therefore, to help homeless people, to give them mobile telephones would not score, as the second element vitiates to correct first element. Candidates should stick to one element per mark.

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 2 marks. Targeted lifts were accepted. There were 10 marks on offer. Discrete marking in the 2 mark questions allowed candidates who had partially understood, to access some credit.

This candidate has scored well, obtaining 7 out of 10 marks available. There are some simple ways in which achievement could have been further raised. Lifting must be targeted, and carpet bombing from the passage is unlikely to be successful. Where an error is repeated, credit is withheld on the first occasion only.

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

(a) Quelle est l'activité de vacances qui est particulièrement dangereuse pour les Français ?⁽¹⁾
 Rester sous le soleil pour se bronzer.

(b) Qu'est-ce qui montre que les Français ne sont pas concernés par les dangers posés par le soleil ? Donnez deux détails révélés par l'enquête.⁽²⁾
 57% des adultes choisissent faire le bronzage presque tous les jours, dont 47% s'exposent entre 11 et 16 heures, quand c'est le plus dangereux.

(c) Plus de la moitié des enfants sont en danger pendant les vacances. Pourquoi ?⁽²⁾
 43% des enfants qui ont moins de 3 ans sont sous le soleil pour 3 heures ou plus normalement chaque jour. Aussi, la plupart des jeunes sont exposés de midi.

(d) Pourquoi les enfants de certaines familles sont-ils plus vulnérables que d'autres au rayonnement du soleil ?⁽²⁾
 Puisque, il y a un plus grand risque pour les enfants dont un membre de la famille avait un cancer de la peau.

(e) Pourquoi n'est-il pas recommandé de tremper les vêtements dans l'eau quand le soleil brille ?⁽¹⁾
 L'eau réduit la protection des vêtements et donc on est plus à risque sous le soleil.

(f) Quand votre ombre devient plus longue, comment le danger du rayonnement change-t-il ?⁽¹⁾
 Le danger du soleil ~~diminue~~ diminuera.

(g) Si on veut trouver de la place sur la plage, qu'est-ce qu'il faut faire ?⁽¹⁾
 Il faut faire l'attention, car il y a le danger du soleil.



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Examiner Comments

This candidate has been generally successful. Parts have been addressed in clear but simple and comprehensible French. (a) provided the most successful part of Q7, accessed by almost all candidates. In (b), 2 marks are available, and the candidate, by sticking closely to the passage, almost gains both marks. However, 'dont 47% s'exposent' vitiates the second mark: it is not 47% of 57% who go out at the hottest time of day. In (c) the candidate could justifiably have gained no credit. The question concerns more than half, but the answer begins with 43%. The notion of being under the sun is discrete, however, so gained 1 mark. In (d), an untargeted lift causes 1 mark to be withheld. The inclusion of 'dont' renders the response oblique. (e) is worth 1 mark for the notion of reduced protection, which is clearly conveyed. If there was no indication of changed protection, the mark was not gained. (f) also scores, as the future tense is not implausible. (g) needed mention of the times of days before and after which it would be safe to sunbathe. The response offered is too vague.



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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. Targeted lifting is accepted, provided that it is in direct answer to the question asked. Therefore, when lifting from the reading passage in Q7, the candidate should ensure that the lift makes sense, and that it is grammatically accurate. If it makes no sense, it will not score. Often, manipulation of the passage is needed, rather than a direct lift, and candidates should be ready to adapt the passage where necessary. Where 2 marks are available it is worth trying to divide the response into clear parts, so that two distinct notions are offered. 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, candidates do not have to contrive responses to avoid lifts. In the passage, there are several percentages and figures, and candidates need to be clear before attempting the questions, otherwise there can be confusion.

(a) Whole sentences are not required. 'se bronzer' would suffice. An activity is needed here.

(b) Candidates need to be careful where figures are involved, and to consider the overall logicity of their response. 47% of 57% could be accurate, but should be double checked. Responses need to be explicit and unambiguous. Some candidates identified correctly that 47% of people go out at between 1100 and 1600, but were not explicit in stating that these were the hottest hours. It did not suffice to give the hours, without explaining what they mean. 'adults' for 'adultes' did not score, as it is English. Candidates should beware of English spellings creeping in.

(c) Again, careful checking of the question is needed, to avoid 43% being part of a question relating to over half. The order of elements rule is important to remember: going out at midday is the problem, not being out for three hours per day. The reference to midday comes after the two first elements which alone are considered when giving credit in a 2 mark part.

(d) By thinking through the response, it will be seen that a lift might not be direct enough, and that some manipulation is needed. 'dont' means that the lift is not targeted. Full information is needed, and many candidates unsuccessfully mentioned cancer for the second mark, with no reference to 'de la peau'.

(e) In this part and in (f) there is confusion between parts of speech which can cost candidates marks. 'la protection est réduire' would not score, as, in this formulation, an adjective, not a verb is needed. The same consideration affected some candidates in (f).

(g) Specific times are required here. Candidates should check the times as some mentioned 1100 and 1600, which were from elsewhere in the passage. It was deemed safe to sunbathe until 1030, so at 1030 would not be plausible, but was offered by several candidates. The responses in the comprehension questions are always to be found in the order presented in the passage, so candidates should use this fact when searching for the correct information.

Question 8

Virtually every candidate made some attempt at this question. The education system and possible changes to it proved to be a theme with which almost all candidates, irrespective of age, nationality, experience or gender engaged to some degree successfully, and a broad spread of achievement ensued. Almost all 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. There were quite a few candidates who answered bullet points 1 and 2 fulsomely, and then ran out of words for development of bullet points 3 and 4. Strong candidates planned their responses, perhaps eventually saving time and wasted words. Credit was not withheld from short length work, but it could be self-penalising. Necessary development was often not achieved and Language variety limited. The most successful responses frequently dealt with the bullet points in the order in which they were presented, 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 would be excluded from 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. Over reliance on the stimulus was rare, as candidates were able to draw copiously on their own experiences. Many teachers had armed their candidates with a range of useful constructions and the ability to start and finish a letter appropriately. There was perhaps greater incidence than in January 2010 of rather contrived pre-learnt phrases, which contributed more to word count than to convincing responses. 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 école, avantage, lycée and bus, agreement of adjectives, and possessive and demonstrative adjectives. Pre-learnt phrases were sometimes conspicuous by their presence in lesser able candidates' responses, couched amid less successful sentences, and at other times were woven authentically into convincing responses. 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. There was more evidence of Anglicism which sometimes impeded communication in this session: les examinations, les exams, la location for location, passer un examen for passing an examination, le degré for university degree, les résultats, provider, les écoles grammaires. It is well worth checking Q8 carefully, and ensuring that basic grammar from GCSE level or earlier is correct. Straightforward accuracy is possibly better regarded than more sophisticated constructions which are not always wholly convincing.

- This bullet point was fully addressed by most candidates, but the distinction between 'qui' and 'ce qui' was lost on many. If those responsible for the choice were mentioned, and their motivation stated, the full bullet point could be awarded. For responses identifying the selector of the school only, a partial bullet point was given. An indulgent view of school nomenclature and the age at which the choice seemed to have been made, was adopted, given wide variation, both nationally and internationally, as to the age at which lycée begins. Frequent responses, beyond oneself or parents, revolved around proximity, reputation, results and family tradition. Some referred to school specialisms, or the negative properties of a given school which obliged them to look further afield.

- The second bullet point was a good discriminator, with emphasis on the distinction between 'chez moi' and 'chez soi'. Examiners gave candidates the benefit of the doubt as to whether a response was personalised, and, therefore, worth a partial bullet point only, or whether a more general answer was given, worth full credit. Responses sometimes overlapped legitimately with bullet points 1 and 3. The main problem cited over local schools was that results and discipline might be poor, but that sleep and the environment would benefit from a nearby establishment. A number of candidates cited the distance to a further away school as an advantage in gaining independence, possibly through boarding.
- This bullet point produced a pleasing range of responses, which did not appear to divide simply along the lines of the school attended by the candidate. Some over-generalisation and stereotypes abounded: local maintained schools would be full of unruly pupils gaining poor results, independent schools necessarily meant boarding and aristocratic privilege. Much mention was made of independent schools as being the only means of escaping catchment area rules, but that they are costly. More able candidates displayed the ability to develop sophisticated arguments: independent schools, for good or bad, not being bound by the national curriculum, grammar schools as more academic than some independent schools, bursaries opening fee-paying schools up to less affluent pupils, independent schools needing to exist on the grounds of the free market and freedom of choice.
- Word count was again an issue by the time the fourth bullet point was reached. Without mention of this, 9 marks for Content is a maximum. Many candidates who wrote excessively sometimes squeezed the fourth bullet point in basically, but without development. Others simply repeated their opposition to independent schools. Fewer examinations, later starts and no uniform were frequent changes envisaged. A number of candidates gave more than the one change required, so listed without expansion. Full credit could not be given if a problem was raised, without a suggestion of change, for example, results are poor. This prompt drew a wide array of responses from candidates of all abilities, sometimes related to the number of words available for it.

This candidate's response is of interest, as it demonstrates that despite quite weak language skills, a high content mark could have been achieved. This was not the case, however, given rubric issues: the response is not in a letter format, and the word limit of 220 has been exceeded, before the 4th bullet point was addressed.

SECTION C: WRITING

Passage 8

Comment bien choisir son lycée ?

Jusqu'à présent, la plupart des collégiens devaient poursuivre leurs études dans le lycée le plus proche de leur domicile. Maintenant, les parents peuvent faire une demande pour échapper à cette règle. À l'avenir, chacun pourra aller dans l'établissement qu'il souhaite, s'il y est accepté.

Autre possibilité : aller dans un lycée privé. Dans ce cas l'adresse n'a plus d'importance et on peut demander le lycée de son choix, mais il y a des frais de scolarité à payer.

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

- Ce qui a décidé de votre choix de lycée - *why decided on your choice of school?*
- Les avantages ou les inconvénients d'aller au lycée le plus proche de chez soi - *Adv + Disadv of going to school more close to home*
- Ce que vous pensez de l'éducation privée - *What I think of Private education?*
- Un aspect du système éducatif que vous changeriez - *An aspect of the school system I would change. (One should be able to attend the school they wish to just the one closest).*

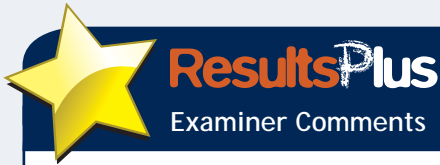
Personnellement, je décidé aller un lycée normale parce que c'est vraiment proche de chez soi et je peux visiter ma famille et mes copains assez facilement, toutefois, également comme mon lycée est très bien, surtout par les résultats, quelle est très important pour mon occupation dans a l'avenir. Finalement, je connais le ville et le meilleur restaurants et clubs pour quand nous soignons, avec mon petite copine et mes amis.

Il y a beaucoup d'avantages et inconvénients d'aller au lycée le plus proche d'on maison. Comme je l'ai déjà dit, c'est utile comme on ~~peut~~ ^{peut} visiter les parents et aussi, pour certain ~~personnes~~ ^{personnes}, en particulier, les jeunes, ils ~~peuvent~~ ^{peuvent} avoir un petit-job pour gagner d'argent et ils voudraient

continuer et donc, ils ne veulent pas ~~aller~~ ^{aller quelques} autres villes lycée dans un autre ville. En revanche, il y a ~~des~~ ^{negatifs} pour un collège locale. Par exemple, l'expérience est ne bien par comme on est ~~toujours~~ ^{concerné environ} les parents et ~~quelquefois~~ ^{enfin,} les jeunes sont pravaquer être conscions d'autres choses, alors que ~~les~~ leurs familles tandis que leurs études. ~~Enfin,~~ ~~ils ne sont pas le~~

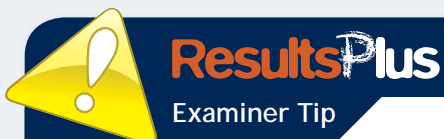
A mon avis, je trouve que l'éducation privée pourrais ~~être~~ plutôt utile si on peut payer pour celle. C'est estimé que les scolaires privée sont ~~très~~ ^{moi} extrêmement populaire avec les ados, cependant, selon ~~certains~~ ^{moi} personnes, ils préfèrent aller ~~à~~ je ~~préférerais~~ aller au lycée locale avec mes amis, plutôt que le lycée privée. C'est injuste pour les étudiants qui ~~sont~~ ^{sont} ~~de~~ ne peuvent pas d'argent.

Si je pourrais changer ^{methode} un ~~aspect~~ dans les système scolaire aujourd'hui, je voudrais introduire un règle ~~que~~ ^{que} fait augmenter le nombres des jeunes et le prix par aller ~~à~~ dans l'éducation privée. ~~Le~~ le prix par attend un lycée privée pourrais relativement bon marché et aussi, ils ~~veulent~~ pourraient être pour les étudiants avec le meilleur résultats, premerement.



Examiner Comments

The response is not a letter, so 1 mark for content is withheld.
 The first bullet is fully attained, as the candidate made the choice, but justifies why: results and friends also attending the school.
 The response to the second bullet point is very detailed, and in the end, contributes to this response being too long.
 The third bullet point is competently answered. Many candidates chose the argument that it is good in principle, but unfair to less affluent families.
 The fourth bullet point fell beyond the word count. However, it would have been wholly valid as a response. 13 marks or more could have been gained for four fully addressed bullet points.
 C-7, meaning that three bullet points were addressed, either fully or partially. The third bullet point was rather perfunctory, preventing C-9, and 1 mark had been deducted for the response not being a letter. The use of a letter format, and coverage of all four bullet points within word count would have moved the response to C-13 at least. Language was satisfactory, but not good, so squarely within the C7-9 band. The response could move up a band with correct formation of tenses covered in the programme of study: 'pourrais' on a third person singular form, 'un autre ville', 'je décidé' are all simple errors which are not part of a good level of language.



Examiner Tip

Candidates should observe the context - for example, in June 2009 an article was sought, which would imply the need to provide a title. In January and June 2010, a letter was invited, so a salutation and/ or valediction was required. Teachers should familiarise candidates with some of the more common types of letter format, for example, formal or informal.
 In the first bullet point, 'ce qui' was used. Candidates must be familiar with the difference between 'ce qui', 'ce que' and 'qui' and 'que', as these are key question paper vocabulary from the AS programme of study.
 Candidates need to be careful with the terms of the bullet points: the second one requires only pros OR cons of the local school. Candidates could save words by heeding this, and offering here, say two details on EITHER side of the debate.
 The response offered regarding independent education is fairly canonical. However, this allows lesser able candidates to gain credit in simply language and contents.
 Planning is highly recommended, with a sense of the number of words being used on each bullet point. A paragraph per bullet point is a methodical way of ensuring that none is omitted. It is essential that all four points are addressed within the word count, which excludes the salutation and valediction.

This is an example of an excellent response, both in terms of language and content. It shows that faultless work is not required for the top mark band to be achieved. This response is very well organised, with a separate paragraph for each bullet point, an acceptable salutation, all within 220 words.

SECTION C: WRITING

Passage 8

Comment bien choisir son lycée ?

Jusqu'à présent, la plupart des collégiens devaient poursuivre leurs études dans le lycée le plus proche de leur domicile. Maintenant, les parents peuvent faire une demande pour échapper à cette règle. À l'avenir, chacun pourra aller dans l'établissement qu'il souhaite, s'il y est accepté.

Autre possibilité : aller dans un lycée privé. Dans ce cas l'adresse n'a plus d'importance et on peut demander le lycée de son choix, mais il y a des frais de scolarité à payer.

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

- Ce qui a décidé de votre choix de lycée
- Les avantages ou les inconvénients d'aller au lycée le plus proche de chez soi
- Ce que vous pensez de l'éducation privée
- Un aspect du système éducatif que vous changeriez

Cher éditeur,

~~Comme un étudiant étranger~~ Quand je suis arrivé en Angleterre il y a cinq ans pour inscrire à un lycée comme un étudiant étranger, j'ai eu besoin d'un avec la facilité domicile commode et agréable. De plus, les résultats scolaires étaient à mon avis également importants, en particulier en ce qui concerne ceux des baccalauréats.

Après avoir passé ^{de} cinq ans au lycée comme un internat loin de chez moi, je reconnais de nombreux avantages d'aller au lycée proche de chez soi. D'abord, on est face à moins de réglementations scolaires. En outre il ne faut pas qu'on mange toujours à la cantine de l'école (bien que l'alimentation

sculaire soit souvent plus saine que la restauration rapide que les étudiants ^{souvent} apportent). Au contraire, il existe beaucoup d'inconvénients d'aller au lycée le plus proche : par exemple, les jeunes ne pourraient pas développer son indépendance ou prendre sa propre responsabilité.

Quant à l'éducation privée, si je suis riche, mes enfants iront sûrement dans un lycée privé. Un tel système fournit ~~la~~ moi fournirait la meilleure opportunité à mes enfants pour réussir dans la vie. C'est une récompense juste pour les parents qui travaillent dur.

À mon avis, les baccalauréats ~~deviennent~~ deviennent de plus en plus facile depuis la dernière décennie (selon les gens ^{ainsi}). Cela ~~dev~~ peut devenir un problème très grave à moins que le gouvernement ne fasse quelque chose pour ~~changer~~ ^{changer} cette tendance. Les ^{examens} ~~examens~~ doivent rester difficile ~~par~~ car sinon réussir aux ~~aux~~ examens ne vaudrait rien à l'avenir.

Merci,

Joon

24/05/10

**ResultsPlus**

Examiner Comments

The first paragraph contextualises succinctly, and includes some idiom: 'il y a cinq ans'; a demonstrative pronoun, and correct past tense formation and adjectival agreement. The second bullet point is addressed, clearly from a general, not personal viewpoint. There is some inaccuracy over possessive adjectives, but the paragraph, as the response overall, reads well.

The third bullet point is answered from a personal perspective, and includes a si-clause and development, which adds to the convincing nature of the response.

The fourth bullet point focuses on the single issue of examinations becoming easier, with expansion on this theme. Some more sophisticated grammar is included quite convincingly.

**ResultsPlus**

Examiner Tip

This response is in the top band for both content and language. Perhaps bullet points 2 and 3 could be a little more specific in order to gain slightly higher marks.

Advice and Guidance

1. All candidates, but especially those targeting the higher grades, should ensure that basic grammatical knowledge is secure. Only in Q8 is language explicitly rewarded, but poor language can compromise comprehension, and therefore Content marks.
2. The specific requirements of the bullet points in Q8 must be met to gain full credit. Direct attention to all four bullet points can gain excellent Content marks, even if Language is poorer.
3. Candidates should familiarise themselves with the various marking principles mentioned in this Report. Avoidance of non-existent verb forms and the order of elements rule, for example, are noteworthy for candidates.
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.
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 checking listening responses before the 45 minutes with the listening stimulus is up.
7. Practice with short phrases of dictation would assist performance in the listening questions, especially Q4.
8. Lifts are not rejected per se but must make sense in context. Re-working the response is often more fruitful.

Grade Boundaries

| Grade | Max Mark | A | B | C | D | E | N | U |
|-----------------------------|----------|-----|----|----|----|----|----|---|
| Raw mark boundary | 70 | 52 | 47 | 42 | 37 | 32 | 27 | 0 |
| Uniform mark scale boundary | 140 | 112 | 98 | 84 | 70 | 56 | 42 | 0 |

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