

Examiners' Report
June 2014

GCE French 6FR02 01

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Introduction

This paper is now available in the June series only. This paper was set in accordance with the GCE 2008 Specification guidance, and adhered to the format of all previous Unit 2 papers. Centres received compact discs or accessed mp3 files, which contained four passages, whose total running time was just over four minutes. The total time allocated to this paper was 2 hours 30 minutes, with candidates having access to the recording for the first 45 minutes only. All questions were compulsory, and the vast majority of candidates attempted all questions, obtaining a broad range of marks. There were some excellent performances which suggest teachers' awareness of the demands of the paper, attention to points emphasised in Results Plus Examiner's Reports, where a commentary and tips are given to specific questions. There is an increasing corpus of past papers. This paper was marked to exactly the same principles as 6FR02 in all its previous sessions.

The passages drew on topics from the General Topic Areas and of relevance, and hopefully interest, to the candidates as far as possible, from a variety of sources. The first four passages were spoken, the latter four were written. Passage 1, relating to Q1, was a multiple choice exercise worth 4 marks, concerning an accident at a nuclear reactor in Alsace, seeking factual information from the passage.

In response to Passage 2, about fund raising evening at a swimming pool in Calais, candidates selected four correct statements from eight.

Q3, based on Passage 3 about young people's drinking habits, was a cloze exercise worth 4 marks, where candidates selected from a pool of eight items.

Q4, where 8 marks were available, requiring responses in French, was based on Passage 4, concerning a French photographer in Francophone Laos.

From Passage 5, on reducing car expenditure, each of five statements had to be correctly attributed to one of four people, for a total of 5 marks.

Passage 6 described the TGV's initiative to provide travel companions, at a cost, 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 detailed the modernisation of university restaurants in Picardy. The questions were in French, amounting to 10 marks, and required short responses in French.

Passage 8 provided the stimulus for the written response of up to 220 words on the ways in which young people do or do not choose to use media to keep in touch and the purposes to which they put these media. Up to 15 marks were available for Content and Language respectively, making Q8 is worth 30 marks.

6FR02 totals 70 marks.

Question 4

This is the most challenging listening comprehension passage of the four, but performance is generally rather higher than in previous sessions. Overall, spelling could be more carefully attempted, especially where high frequency words are involved, such as 'anglais' or 'communiquer'. Sometimes 'gestes' was incorrectly spelt, too. Candidates did well where they selected information from the passage, but attempts to transcribe in full or to lift sections from the passage, without manipulation, tended to be less successful.

In Q4a, there was some misunderstanding of the question leading to some unusual answers, ranging from the father being an Olympus to learning a lot about Paris: 'l'appareil de son père, l'Olympus'. There was frequent confusion between 'prendre' and 'apprendre' though both were accepted, with corresponding erroneous past participles. 'Savoir' crept into quite a number of responses. The keyword 'photographie' was often confused with cognates such as 'photographe' or with English spellings 'photography'.

There was confusion in Q4b over 'le/la photo' 'photographe' and 'photographie' with candidates losing marks because they used the wrong item of vocabulary. English spelling 'photography' had to be rejected but was frequently offered. The conditional tense was used occasionally, as was the future. The focus of this part is in the past tense, and therefore faulty attempts of the perfect passive were accepted: il a été conseiller par des photographes. However 'rencontrer' was often incorrectly spelt.

'Passionnant' was used quite often.

In Q4c, most candidates correctly identified 'parler anglais' but 'gestes' was less commonly spotted and frequently imaginatively rendered. Scores were helped by references to each person speaking his own language being treated as a preamble, not an element. The question targeted Julien, but the infinitive was accepted for both marks.

Various misspellings of 'appareil' were expected and found in Q4d, some too far from correct spelling, others very close. 'Sans appareil photo' without a verb was a frequent but untargeted lift so could not score, as it did not respond to the question as worded. It was accepted that 'il arrivait sans appareil photo' should score. A number of candidates were fortunate, as a transcription of 'sans' as 'son' scored.

Many candidates in Q4e seemed to understand the general notion, but were not sufficiently specific, and omitted any mention of taking photos, simply stating 'sans demander la permission' or a variant thereof. This meant that the candidate offered a partial, thus rejected response. Other candidates merely stated that they had big cameras.

There were quite a lot of good answers in Q4f, with evidence of comprehension and a wide range of responses were able to score. Many candidates wrote too much however, with more than two points. This part was answered correctly by most, but some candidates confused the subject and object in 'sharing moments' and 'taking an interest'. As only the first two elements are considered here, candidates are still writing too much and adding irrelevant material in their answers. Sometimes one notion, such as that of sharing moments, was repeated and offered as a second notion. Candidates needed to be careful that two different ideas were presented.

Question 6

Full sentences were not required in this transfer of meaning question. Some candidates are reminded that the order of elements rule rewards targeted responses, where the full information sought must occur within the first element of the response. Each part of Q6 is worth 1 mark, which is available for accurate and comprehensible retrieval of information from the passage. 3 marks was the mean.

In Q6a, there was often incomplete information, as there were two aspects to this question, with candidates omitting the notion of locking up the house, rather than simply shutting the door behind them and the client, or merely leaving home. In Q6b, translation of 'valider' proved problematic, and while a wide range of translations was offered, 'to compost' was rejected. There were a number of responses where only one way was specified. 'Courses' was not always well rendered, though in the phrase 'faire les courses' it would probably have been more familiar. Inappropriate or imprecise English was a significant factor in lower scores, such as in Q6c, where 'demand' was offered as a translation of 'demande'. Q6d needed reference to the station, as this was not implicit from the question. In Q6e, 'pay on the same day' did not specify what that day was. There was some confusion over the focus: the payment or the payee but this part was again, generally well handled.

Almost all responded in English as required and there was little incidence of switching inadvertently to French for individual parts, other than in 'demande', 'baggages' and 'composte'. Where candidates were mindful of writing in natural English and in conveying the information required, rather than lengthy sections of the passage, scores were high.

He makes sure everything is OK and closes the house.	
(b) Besides helping the customer to board the train, in which two ways can the travel companion assist at the station?	(1)
He takes care of the luggage and does a little shopping.	
(c) Where necessary, what must be made more than forty-eight hours before the scheduled departure time?	(1)
To cancel the use of a travel companies	
(d) Explain why some accompanied passengers pay more than sixty-five euros for the service.	(1)
Because they live more than 30km from the train station	
(e) Under what circumstances does the customer pay the full price for the service?	(1)
When he pays the companion on the day of the journey	



This candidate scored well, and failed to score in (c) only.

a. To 'close the house' was taken, with some licence, as meaning to lock the house up. There are the two necessary notions here of checking that everything is in order and locking up.

b. Again the two required notions are given. 'to take care' of was accepted in a variety of contexts, for example, 'to take care of the ticket.' However implications that the travel companion purchased the ticket were rejected.

c. This is a partial response, for there needs to be mention of both cancellation and alteration. Although there are two notions for one mark, this is typical of this question, and the rubric requires full information.

d. The distance is correctly given and the station is the correct reference point. Approximate conversions to miles were accepted.

e. The fact of paying on the same day at departure is key. Reference to the payee being the companion is a harmless addition, as is the means of payment.

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

(a) What does the travel companion do as far as the customer's house is concerned?

(1)

They check that everything is in order and is safe.

(b) Besides helping the customer to board the train, in which two ways can the travel companion assist at the station?

(1)

They can hold luggage or pets and keep the ticket for travelling, as well as disposing of it.

(c) Where necessary, what must be made more than forty-eight hours before the scheduled departure time?

(1)

A telephone call

(d) Explain why some accompanied passengers pay more than sixty-five euros for the service.

(1)

They live ~~to~~ further than 30 km away from the station.

(e) Under what circumstances does the customer pay the full price for the service?

(1)

They are paying for ^{the} service on the same day that they are travelling.

(Total for Question 6 = 5 marks)



This is a less successful attempt than the first Q6 sample a) and c) do not score. The candidate has retrieved much relevant information, but needs to respond with more detail and precision.

a. This response states the same notion twice, but there needs to be reference to locking the house up, so no score.

b. 'Keep the ticket' is a bit vague but fortunately, two ideas have been conveyed already, so 1 mark is awarded.

c. This is a general response, but does not give the two pieces of essential information.

d. Distance and reference to the station are explicit.

e. There is no mention of to whom the payment is made, but the key information, that payment is on the day of travel, is clear enough for the mark.

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

(a) What does the travel companion do as far as the customer's house is concerned?

(1)

They close their ~~own~~ house

(b) Besides helping the customer to board the train, in which two ways can the travel companion assist at the station?

(1)

They can make small meals

(c) Where necessary, what must be made more than forty-eight hours before the scheduled departure time?

(1)

Changes or cancelling your departure

(d) Explain why some accompanied passengers pay more than sixty-five euros for the service.

(1)

Because they live more than 30km away from the station

(e) Under what circumstances does the customer pay the full price for the service?

(1)

If they pay on the day of the departure

(Total for Question 6 = 5 marks)



This response, like sample 2, earns 3 marks. This candidate responds succinctly, but in a couple of places, is too terse.

- a. This is a partial response, as there is no reference to ensuring that all is in order in the house.
- b. Again, not only is the information erroneous, but there is only one piece information when two are sought.
- c. These are accurate renditions of 'modifier' and 'annuler'.
- d. There is a clear idea of distance from station.
- e. Payment on when are clearly and correctly conveyed.

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

- (a) What does the travel companion do as far as the customer's house is concerned? (1)

They come to the customer's house and make sure everything is in order before ~~they~~ leave, and take care of luggage.

- (b) Besides helping the customer to board the train, in which two ways can the travel companion assist at the station? (1)

They can do shopping and ~~purchase~~ validate the customer's ticket.

- (c) Where necessary, what must be made more than forty-eight hours before the scheduled departure time? (1)

Any changes or cancellations of the service

- (d) Explain why some accompanied passengers pay more than sixty-five euros for the service. (1)

Because they have to pay a supplement if they live more than 30km from the station.

- (e) Under what circumstances does the customer pay the full price for the service? (1)

If they pay on the day of departure rather than in advance.

(Total for Question 6 = 5 marks)



This candidate responds at greater length than in some examples, and scores in every part other than a).

- a. There is too much of the wrong information here: although meeting at the house of the client is true, it is a harmless addition and does not target the house. The locking up idea is absent, as the candidate only refers to 'leaving' the house.
- b. 'Validate' was accepted, as the concept is difficult to translate, so two acceptable notions are offered here, so score.
- c. 'The service' seems clear enough here, so is accepted along with the notions of changing and cancelling for 1 mark.
- d. As with many examples, the candidate has scored by mentioning the distance in kilometres from the station.
- e. Payment on day of departure is clearly communicated, and there need be no reference to the identity of the payee.

Question 7

In this session for Q7, small details being omitted or inadequately conveyed caused much lost credit. Partial credit was quite frequent in the 2 mark parts, thus it is good to write down as much targeted information as possible, for it could score 1 of the 2 discrete marks available.

Many candidates found Q7a challenging to convey, and omitted an intensifier. Given the difficulty in spelling 'accueillir', an infinitive was accepted, provided an acceptable quantifier was added.

In Q7b, several correct answers relied on 'le travail d'amélioration' from the text but others omitted the notion of improved management or of what: 'il gère les restaurants' or 'il gère mieux'.

There were a lot of variations in part Q7c, many involving long and unnecessary lifts from the text and indiscriminate use of the adjective 'susceptibles'.

Many candidates seemed to misunderstand the meaning of 'susceptibles' and left it hanging at the end of a sentence: eg 'des produits alimentaires susceptibles'. Buying cheap food was one notion, the other discrete notion was that it was from local shops. Setting up local shops selling cheap food was an equally acceptable route to 2 marks.

In Q7d, leaving out 'acheter' was common, and many focussed on 'les produits bio'. 'Vendre des fruits et des légumes' appeared in many answers. The discrete mark for 'localement' even if accompanied by an erroneous second notion, was often gained. Candidates were favoured by the fact that the incorrect element does not need to be plausible in context, for example 'ils jouent localement' would still get the second mark. Again there were quite a few long and rambling responses here, many including irrelevant references to saving fuel and organic vegetables and often failing to gain a mark for not distinguishing between centralisation and its opposite.

In Q7e 'combien' was seemingly frequently misunderstood. Some candidates did not give the number three but referred to the name of three courses which was accepted. Some added up all options stated for all courses, thus reaching an incorrect number of courses.

'(Faire) cuire' proved not to be well-known in Q7f and led to a variety of forms, mostly without 'faire', or with a misspelt -ss- in 'cuisson', were presented. The quantifiers 'mieux', 'plus' or similar were necessary for the mark, but were quite often omitted. 'manquant un peu de cuisson' was quite often offered as an incorrect lift. Some candidates focused on the idea of a sauce, but most recognised the cooking was at fault. Many candidates offered partially correct answers, gaining 1 mark. The first line of the final paragraph was often lifted without further detail. 'Moins d'étudiants fréquentent ces établissements' was commonplace. This part elicited some very lengthy answers, the majority of which were focused on the correct information. Some of the correct answers were very well-expressed.

Most spellings of 'moins' were correct, too. However references to the cost of food were not relevant in this part. This part rewarded a targeted reading, since cost is a factor, but not in response to this part.

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

(a) Selon le premier paragraphe, comment les étudiants se sentiront-ils dans les restos-U modernisés ? (1)

Les étudiants se sentiront

(b) Renaud Poix, qu'essaie-t-il de faire de son budget ? (1)

Il tient sept restaurants universitaires et onze cafétérias implantés.

(c) Comment pourra-t-on composer un repas équilibré pour cinq euros ? (2)

En utilisant des produits alimentaires bon marché

(d) Qu'est-ce que le Crous aimerait faire pour développer ses achats ? (2)

En vendant plus de fruits et des légumes sur le plan local car ce n'est pas toujours possible.

(e) Si un étudiant prend le menu à 2,90 euros combien de plats reçoit-il ? (1)

Deux

(f) Comment aurait-on pu améliorer les pommes de terre ? (1)

En ~~la~~ augmentant le cuisson.

(g) « ...les professeurs ne respectent pas toujours les horaires, ce qui impacte sur l'heure du déjeuner. » Selon le passage quel en est le résultat ? (2)

Chaque année ~~la~~ moins et moins étudiants utilisent quotidiennement ces établissements.

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION B = 20 MARKS



The candidate scores 4 marks.

- a. This is a meaningless lift, and does no more than re-work the question.
- b. This is a true statement, but does not target the notion of 'qu-essaie-t-il de faire...'. There needs to be a sense of a changed management style.
- c. This response is unfortunate in that it conveys some information, but misses the specifics: 'acheter' not 'utiliser' is needed; and there is no mention of local shops.
- d. This time, the candidate has mentioned the local aspect of the foodstuffs, but purchase, not sale is involved. Though the first element is the converse of the correct notion, the second notion scores discretely.
- f. 'Augmenter' just about conveys the notion of more cooking, so scores 1 mark.
- g. This part earns 2 marks, as it seems implicit that restaurant use equates to eating there.

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

(a) Selon le premier paragraphe, comment les étudiants se sentiront-ils dans les restos-U modernisés ? (1)

Ils se sentiront chaleureux et conviviaux

(b) Renaud Poix, qu'essaie-t-il de faire de son budget ? (1)

Il gère les sept restaurants universitaires et les onze cafétérias implantés à Compiègne, Amiens et Beauvais

(c) Comment pourra-t-on composer un repas équilibré pour cinq euros ? (2)

en
En utilisant l'alimentation qui est achetée près des restaurants.

(d) Qu'est-ce que le Crous aimerait faire pour développer ses achats ? (2)

Le Crous aimerait développer ses achats particulièrement en fruits et légumes sur le plan local.

(e) Si un étudiant prend le menu à 2,90 euros combien de plats reçoit-il ? (1)

Trois, un entré, un dessert et le plat du jour

(f) Comment aurait-on pu améliorer les pommes de terre ? (1)

en
Font ils plus de cuisson

(g) « ...les professeurs ne respectent pas toujours les horaires, ce qui impacte sur l'heure du déjeuner. » Selon le passage quel en est le résultat ? (2)

Le nombre des étudiants qui visite les restaurants universitaires et les cafétérias a diminué d'année en année.

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION B = 20 MARKS



This response is good, and scores well for this question. Interestingly, the longer responses do not necessarily earn more credit.

- a. This part has the wrong target, and does not necessarily represent a change from the unmodernised restaurants. 'mieux' needs to be conveyed in some form.
- b. This lengthy response misses out the key notion of better or improved restaurant management, so no credit is gained.
- c. This candidate received some credit here, so the local idea: près des restaurants, but there is no mention of low cost food.

All further parts gain full credit. It will be seen that in F though there is faulty language, it does convey the message and in G eating was accepted implicitly.

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

(a) Selon le premier paragraphe, comment les étudiants se sentiraient-ils dans les restos-U modernisés ? (1)

se sentiraient
Ils ~~se sentent~~ mieux accueillis et

(b) Renaud Poix, qu'essaie-t-il de faire de son budget ? (1)

Il essaie d'améliorer les restaurants et les cafétérias qu'il gère.

(c) Comment pourra-t-on composer un repas équilibré pour cinq euros ? (2)

En achetant des produits alimentaires bon marché des boutiques de proximité, et en créant des repas plus sains, utilisant des produits fruits, salades ou poissons.

(d) Qu'est-ce que le Crous aimerait faire pour développer ses achats ? (2)

Le Développer les achats sur le plan local (plus proche), surtout en ce qui concerne des fruits et des légumes.

(e) Si un étudiant prend le menu à 2,90 euros combien de plats reçoit-il ? (1)

3 (trois)

(f) Comment aurait-on pu améliorer les pommes de terre ? (1)

Cuire les pommes de terre pendant plus longtemps.

(g) « ...les professeurs ne respectent pas toujours les horaires, ce qui impacte sur l'heure du déjeuner. » Selon le passage quel en est le résultat ? (2)

Le nombre d'étudiants qui vont à ces établissements diminue (est en baisse) chaque année.

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION B = 20 MARKS



This candidate scored full marks. Most responses are concise but they convey sufficient information because it is targeted.

- a. The adverb and the past participle are correctly formulated. The infinitive would have been accepted for the mark, too.
- b. The notion of improvement was only rarely obtained. It is correctly written here, along with the verb 'gérer'.
- c. This is the only convoluted response, and the first two elements only are considered. Thus fortunately the correct elements are offered first. The remaining notions about healthier meals and fruit and vegetables are considered as harmless additions.
- d. This is a clear answer. 'le plan local' is a correct lift, so earns the second mark.
- e. The figure or word sufficed here, there was no need for an enumeration of the dishes on offer.
- f. The verbal construction here was accepted provided that it communicated, even if not very appropriately: 'cuire plus longtemps'.
- g. Reducing diners were the key concepts. 'est en baisse' is a synonym for 'diminuer' but does not contradict, so 2 marks are gained.

Question 8

Please see the summary of the paper for the marking principles concerning Content, and what constitutes a full or partial bullet point. The majority of candidates understood all bullet points and answered accordingly. The stimulus material and bullet point prompts seemed to fall within the experience of nearly all candidates. Some failed to personalise their responses to bullet points 2 and 3 and used generalisations, which meant that full credit was withheld from the first bullet point response in which this occurred. Some also wrote about the future when responding to bullet point 3. Only a small minority went over the word limit and few candidates missed more than two of the bullet points. Essential objects ranged from a book, camera and suntan lotion to the more mundane or esoteric: bible, dog, family members, an open mind or even yellow and green trousers. Many candidates scored 13 or 14 marks for Content, and scores over 10 for Content, meaning that all four bullet points were to some extent addressed, abounded. This assisted the candidature to a mean score for Q8 of over 22 marks in total.

Quality Of Language - this appeared to be higher than in previous sessions with heed being paid to the need for basic accuracy before complex and over-ambitious structures which were not appropriately rendered. Less overloading of subjunctives and pre-learned phrases was attested, although the latter was evident in a significant number of cases. Disappointingly many candidates did not manipulate frequent irregular verbs well, even in the first and third persons of the present tense: je peut, il dois, je save.

Similarly 'une livre' and 'le vacances' were seen too frequently. Some candidates do not appear to be taught to avoid the subjunctive when the subject is the same in both parts of the sentence, eg 'Je prends mon livre pour pouvoir me détendre' rather than 'pour que je puisse me détendre'. Conversely, many candidates displayed an impressive knowledge of vocabulary and grammar and were able to express their ideas accurately and, in some cases, imaginatively and stylishly, with frequently good or very good grammar.

Overall, the question evoked a smaller number of very weak responses and a higher proportion of outstanding answers. The most common causes for lost credit were responses in excess of the word limit, or failure to address one or more of the bullets. Pre-learned introductory paragraphs used up the word count, and therefore lost out on the opportunity to gain more marks. For example, it was not uncommon for the second bullet point to be a substantially pre-learned account of the pros and cons of the internet. A few candidates answered the bullet points in a different order from that suggested which was wholly acceptable but did lead to a higher than average incidence of omission. Some did not give more or less equal weight to the four sections, with especially the fourth bullet point receiving cursory treatment.

SECTION C: WRITING

Passage 8

Rester connecté en vacances ?

Pourquoi ne pas emmener son ordinateur et rester connecté sur son smartphone en vacances ?

Dans leurs valises, 95 % des Français emportent au moins un objet high-tech et consacrent quatre heures par jour à surfer sur Internet, envoyer des mails ou rester pendus à leur smartphone.

Cependant, impossible de profiter de son accès wi-fi de manière illimitée. En vacances, si on est équipé d'un ordinateur portable ou d'un smartphone, la connexion au Web passe par des hotspots ou des accès wi-fi payants.

8 Vous écrivez **un article** pour le journal du lycée de votre correspondant(e) suisse pour exprimer vos opinions sur la technologie.

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

- Votre moyen préféré de rester en contact avec vos ami(e)s
- Ce qui influence en général votre usage d'Internet
- Si vous êtes déjà parti(e) en vacances sans smartphone ou ordinateur
- **À part un objet high-tech**, une chose qui vous serait indispensable en vacances

~~① → stay in contact by phone
 → easy that way → fast → can make plans through
 the phone. Seulement dans l'espace de quelques minutes tu
 peut chatt
 ② → Ce qui influence. Bien que j'aie toujours utilisé avant,
 maintenant, je ne sens que je perds du temps sur l'Internet
 sur choses qui n'ont pas
 ③ →~~

Personnellement pour moi, je préfère rester en contact avec mes amies par le usage des téléphones portables, car il est très facile comme ça. Seulement dans l'espace d'un peu minutes, tu peut chat beaucoup. De nos jours, tu peut télécharger sur le téléphone portable, un app qui vous pourriez chat avec ~~votre~~ vos amies face en face. Grâce à nouvelle technologies, ~~communication~~ ^{la} communication est devenu ~~très~~ rapide et facile.

En général, ce quoi ~~influence~~ m'influence d'utiliser l'Internet est principalement quand j'ai des devoirs. Mes professeurs à l'école m'encourage d'utiliser pour rechercher pour mon travail. Bien que j'aie trouvé utile avant, maintenant je me sens que j'en perde ~~beaucoup~~ du temps.

Quand j'étais petite, comme à sept ans, je n'ai pas un smartphone ou ordinateur en vacances. Nous avons un téléphone portable, mais pas un smartphone. De contacter ~~pour~~ nos amies et famille qui ont ~~été~~ été étrange à difficile. Heureusement, il a devenu très facile, et nous toujours parlons avec un smartphone ou ordinateur.

D'avoir un smartphone ou ordinateur en vacances est la seule chose que je trouve indispensable, à mon avis. D'avoir ~~mon~~ ~~comptes~~ d'argent dans ~~mon~~ ^{mes} poche et ~~mes~~ mes famille et amies avec moi est le ~~plus~~ chose ~~imp~~ qui est la plus importante. Je pense que d'avoir un bon temps avec le ~~plus~~ gens qui vous aimez le plus, est la plus importante en vacances.



ResultsPlus

Examiner Comments

This response scores reasonably. This score was immediately attributable to the candidate misunderstanding the fourth bullet point. Bullet 4 was supposed to deal with any item other than a smartphone or computer. Furthermore, in bullet 3, the response about going on holiday without these devices does not develop very meaningfully. There is enough though for bullet points 1 and 2, along with bullet point 3, to reach the highest Content mark available where one bullet point is left out - ie 9 marks.

In Language there are a number of flaws leading to ambiguity and to the message being impeded. There is an attempt to enhance the response with adverbs, linking words, and dependent infinitives, for example. However few attempts are successful, it is not clear what timeframe applies to the past holidays, and grammar on the programme of study is not well handled. 'Travaille' is confused for the noun, and there are basic weaknesses in spelling and verb morphology. The attempt to bring in a range of constructions and vocabulary is positively seen, so the candidate gains seven marks for Language.

SECTION C: WRITING

Passage 8

Rester connecté en vacances ?

Pourquoi ne pas emmener son ordinateur et rester connecté sur son smartphone en vacances ?

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Cependant, impossible de profiter de son accès wi-fi de manière illimitée. En vacances, si on est équipé d'un ordinateur portable ou d'un smartphone, la connexion au Web passe par des hotspots ou des accès wi-fi payants.

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- Votre moyen préféré de rester en contact avec vos ami(e)s *preferable means of staying in contact with*
- Ce qui influence en général votre usage d'Internet *what generally influences how much you use it*
- Si vous êtes déjà parti(e) en vacances sans smartphone ou ordinateur *have you been on holiday before?*
- **À part un objet high-tech**, une chose qui vous serait indispensable en vacances *what else you had*

Bonjour,

personnellement il y a deux façons que je reste en contact avec mes amis. Souvent je utilise l'internet de parle avec mes amis, par exemple sur Facebook. Je utilise aussi mon portable. A mon avis je pense que c'est mieux de utilise ^{des sites} l'internet car c'est gratuit. En général ~~j'estime~~ j'estime que c'est plus commun de utilise l'internet que les portables.

Ce qui est vrai est que il y a plusieurs choses qui influence votre usage d'internet. Pour beaucoup de gens il s'agit que quoi technologies ils ont. Si un persone à des technologies ^{qui sont} portable il utilisera l'internet plus souvent car il peut utiliser l'internet quand il n'est pas dans son maison.

21 Chaque année je vais en vacance ^{et} cependant je ne ^{prendre} prends jamais ~~mon~~ ^{mon} ~~mon~~
 22 ~~jean~~ ^{ordinateur} ~~ordinateur~~ cependant je toujours prends mon portable parce que si je perds
 44 mon famille ce sera important d'avoir un façon de pour je les contacte.
 58 Bien que ça peut être assez cher d'utiliser un portable ^{si} quand vous êtes à
 67 l'étranger, ce serait plus important de trouver votre famille.

 82 ^{quelquefois} D'habitude quand je vais en vacance, je visite un pays où le temps ^{est} ~~est~~ chaud
 94 donc je pense que c'est vraiment important d'avoir un chapeau pour protéger
 207 votre tête des rayons solaires. Je pense que quand vous êtes en vacance
 219 votre santé est la chose la plus importante.

 188 Merci beaucoup, ~~bonne nuit~~
 20



ResultsPlus

Examiner Comments

This sample is included as an example of a candidate whose technique has enabled the top band to be given for Content, despite the Language being satisfactory.

A letter format is proffered here, which received neither credit nor penalty, as this was deemed to be a plausible article format. All the bullet points are covered fully, and there is development, even if it is quite ineffective in the instance of the sunhat in bullet 4. Similarly, stating that the candidate has never gone on holiday without a smartphone, is just about a direct response to bullet 3. This is why the top band is obtained but at the lowest mark.

Language is satisfactory. Basic genders are faulty, 'vacance', 'je utilise', 'il y a plusieurs choses qui influence' are examples of errors which mean that Language cannot be considered to be strong. There is not a great richness of vocabulary: utiliser is a frequent verb.

It is noted that where Language is modest, a high Content score is not precluded, nor for that matter vice versa.

SECTION C: WRITING

Passage 8

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~~PLAN:~~

~~P1: les réseaux sociaux
le portable~~

~~P2: schwach/business~~

~~P3: never taken laptop exemple~~

~~and perf.~~

~~P4: ~~le portable~~~~

~~sur écran~~

~~d'ici...~~

Reste en contact

Je disais que ma façon préférée pour rester en contact avec mes amis est le Facebook. C'est un réseau social indispensable dans le monde d'aujourd'hui. ~~Idem pour moi, il est essentiel que~~ et, sans Facebook, je serais très isolée. Je peux ajouter tous mes amis de mon enfance ou du collège et rester en contact avec eux dans ~~un~~ seulement un lieu. 5/5

Mon usage d'Internet est influencé par mes études. Si j'avais moins de travail, je j'utilisais l'Internet plus souvent, mais je n'ai pas assez de temps. En ce moment, j'ai les examens donc je ne peux pas utiliser l'Internet trop souvent, mais quand les examens seraient finis, ~~je~~ j'utiliserais l'Internet beaucoup. 4/5

Je pars en vacances sans mon ordinateur toujours. Pour moi, c'est une chance d'échapper la vie virtuelle. ^{pendant,} Un fois, je suis partie en vacances avec mon ordinateur mais ~~je~~ j'aurais dû le laissé chez moi; c'était simplement une inquiète. ~~pour moi~~ Si j'aurais le laissé à ma maison, j'aurais fait plus d'activités en vacances. ~~plutôt que jouer~~ 5/5

Une chose indispensable en vacances est la crème solaire, particulièrement aux pays chauds. Le cancer de la peau ^{peut être} un grand problème après ~~on~~ être resté au endroit dans le sud. Dans, il est ^{indispensable} ~~essentiel~~ que qu'on applique beaucoup de crème solaire pendant son séjour. ~~Si nous~~ ^{ne l'appliquons} ~~l'appliquons pas~~, d'ici 2030, le taux de cancer de la peau aura augmenté beaucoup. 5/5



ResultsPlus

Examiner Comments

It will be seen that this sample shows work earning the top band for both Content and Language. In the Content mark grid, the candidate scores comfortably in the top band: all four bullet points are fully dealt with, and there is some adornment in each case. There is a perfunctory title, and while the response could be seen as formulaic, it answers the task fully, so should be highly credited for this reason.

There is no an introduction, but the candidate has gone straight into addressing the bullet points to good effect.

Some genders are incorrect: 'un fois', and the tenses of some of the constructions attempted are faulty. However, overall, there is a richness of grammar and vocabulary, thus the response just about earns the top box. There is an attempt to link the piece into a coherent response.

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La technologie

Personnellement ma moyen préféré de me communiquer avec mes amis est mon smartphone. Pour moi le smartphone a plus des avantages que les autres façons de rester en contact avec mes amis, comme les ordinateurs. Si je n'avais pas mon smartphone je ne saurais pas que faire car je l'utilise toujours.

Mon usage de l'Internet est influencé par trois raisons principales: mon travail scolaire, les réseaux sociaux et la musique. Normalement j'écoute de la musique en faisant

mes devoirs pour me mieux concentrer. Il faut que je fasse mes devoirs avant d'utiliser les sites sociaux comme Facebook car ~~une fois que~~ quand je me connecte je ne peux ~~rien faire~~ plus faire du travail.

les derniers trois fois que je suis partie en vacances je n'ai pas pris mon smartphone. Si j'avais pris mon smartphone je n'aurais pas été capable de l'utiliser à l'étranger.

Par contre normalement je pris mon ordinateur en vacances car je l'utilise pour étudier pour mes examens.

Quant à moi une chose indispensable en vacances serait un livre. Bien que je fasse beaucoup des choses pendant mes vacances la chose que je fais le plus est lire. J'aime me relaxer sur la plage en lisant un roman car je peux oublier tous mes soucis.



ResultsPlus

Examiner Comments

This is an example of an excellent response, which is not faultless but which scores very nearly full marks. It is not a requirement to write the piece in the order of the bullet points, nor to provide a paragraph per bullet point. The title is not counted in the word count, and is seen positively though it is unnecessary.

This candidate addresses the bullet points immediately and does not use up words on irrelevant or general introductory comments. An introduction can be acceptable, but needs to be relevant, and a pre-learned first paragraph absorbs words, whereas these words could be used to develop each point.

All bullet points are developed using an accurate and wide range of grammar from the AS programme of study. There is explicit response to all bullet points. For example, past holidays are alluded to where there was no smartphone, plus a plausible development.

There is some misspelling and some flaws in constructions, but there is sufficient range and ambition for the top box for Language to be comfortably attained.

Paper Summary

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

Candidates of all abilities gained the maximum of 4 marks, with 80% success at least in every part, so an increase in last session. In Q1i, the time of day was not well grasped by all, and in Q1ii, death rather than injury was the most common misconception. Q1iii was the most successful part of Q1, showing that candidates are coping better with distinguishing between figures.

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 gain 2 marks in total.

In Q3, if the response selected was not completely transcribed correctly, but could clearly not be confused with another item in the pool, it still earned the mark.

In Q5, just as in Q2, if crosses were placed in excess of the number permitted, in this case a total of five, one mark was withheld for each cross written, in excess of five. This was rare in Q2 and Q5 alike. The general performance across the candidature was good to excellent in Q2.

In Q3a, it was excellent, with over 90% of candidates earning the mark on offer, but in the four other parts, success was between half and two-thirds. Under 50% of responses were correct in Q3c, with the notion of lax supervision being missed. A wide range of distractors were selected, thus grammar alone was not sufficient to gain the marks. However grammatical accuracy is a useful clue for candidates. Most candidates only dropped 1 mark for Q2. This was frequently due to offering G in lieu of H.

As far as possible, candidates are advised to consider the context of the whole passage, rather than to regard listening as a word by word exercise, thus the overall sense becomes clearer. Care is needed with understanding the precise terms of each prompt, for example a number of candidates offered B and C, whereas they are unlikely both to be correct.

Equally, in Q3, while this is not intended to be a purely grammatical exercise, common sense and reference to topics in the programme of grammar study will preclude many incorrect possibilities. Thus Q3a had to be a verb in the infinitive beginning with a vowel, as the vast majority of candidates discovered.

Similarly, whatever was offered for Q3c, a feminine singular adjective was needed, and attention to this narrowed down the possibilities. Clearly, comprehension of the passage is primary, but an awareness of plausibility gained through general topic work will assist scores in Q3.

In Q5, 1 mark was scored for each statement correctly attributed to a young person, and there was over 90% success in all parts save Q5iii. This part proves more challenging, as not accelerating as much was not seen immediately as a change in driving habits.

As hitherto in this unit, examiners assessed responses in Q4, Q6, and Q7 in the order that elements were presented by the candidates, and considered no more elements than the number of marks available. In this session and many recent ones, no part was worth more than 2 marks. Thus for instance, in a 1 mark question, only the first element was considered. Repeating or re-working the question, or preambles to an acceptable response, did not count as elements in the response.

Q8 Bullet 1: An example of a means of communication with friends sufficed for the full bullet point, as long as it was followed up with some development of the example given. An example without development gained partial credit. The stimulus related to the candidate's preferred means of communication, so a personal response was needed, not simply a general statement about media which was not uncommon.

Bullet 2: The response needed again to be personalised, and the bullet was partially gained if the response was general. A number of candidates did not focus their treatment of this bullet point, and wrote generally about the pros and cons of social media, or indeed of the internet generally, without attention to the 'influencer' emphasis. Examiners found that 'influencer' was not well addressed, with many candidates effectively responding to 'motiver' in terms of internet use. This was accepted as a full response.

Bullet 3: Full credit could be given where candidates referred explicitly to a holiday where a smartphone or computer had not been taken. Not having done so with some development was equally acceptable. However vague assertions of how a holiday without a smartphone or computer might be, or vowing to do without these items this coming summer did not amount to a full bullet point. Again, the response needed to be personal, rather than an account of how people generally cope without smartphones or computers.

Bullet 4: It sufficed at the baldest level to specify an item without which the candidate could not go on holiday. 'Une livre' (sic) was frequent and was tolerated with some goodwill as a full bullet point, specifying 'un livre'. The best answers followed on from the third bullet point, less effective responses referred to activities not items, so rather than 'un roman', 'la lecture' was proposed as an essential activity, without stating the chosen reading material. 'Chose' was interpreted liberally, so 'mon frère' and 'ma copine' featured and gain full credit. As advised in previous Examiners' Reports, all candidates, but especially those targeting the higher grades, should ensure that they have a solid grounding in grammatical concepts, especially those in the Programme of Study.

Q8 has 15 marks for quality and range of language. In Q4 and Q7, comprehension is key but is often compromised by grammatical inaccuracy. Advanced grammatical constructions in Q8 are impressive, but particularly if used correctly and in the context of a good overall response. Basic and accurate grammar, such as singular subjects with singular verbs and use of correct verb forms, is equally if not more important. Similarly, the gender of quite basic words could be gainfully revised: la livre, une ordinateur, le vacance, mon vacance were in evidence.

The stimulus itself can include grammatical clues for some of the words which are likely to be relevant: gives not only possible points du départ, but also clues to genders and spellings of words which are likely to be needed: sur Internet reminds candidates that 'Internet' has no article in French, though in the vast majority of responses it erroneously did, un ordinateur and un smartphone reveal that these are masculine nouns. Excessive ambition may lead to ambiguity. Good, natural linking enhances Q8 responses greatly.

All candidates gain marks in Q8 by fully addressing each bullet point. A direct response to each, with some development is much preferable to a pre-learnt response which may not be fully relevant. 'Il y a' in any tense is considered as one word, as are proper nouns, names or titles, though this rule was not of great impact in Q8 in 2013 or 2014 on the 220 word limit. A word has a space either side of it, and was counted as presented by the candidate.

Examiners read only to the end of the sense group, not necessarily the sentence after 220 words. Thus often very good but excessively long responses receive no credit for say the fourth bullet point, if entirely beyond the 220 word limit.

For Q8, the following guidance holds good for the Content (C) mark from all previous sessions.

- C13-15 requires a direct response to all four bullet points.
- C10-12 requires at least a partial or oblique response to all four bullet points.
- C7-9 is where three bullet points are addressed, directly or partially. C-9 is the maximum where one bullet point is omitted, but less might be awarded.

- C-6 is the maximum where two or three bullet points have been omitted, but again, less might be awarded.
- Content and Language must both score, or neither scores, but C-1 and L-15 is theoretically possible, and vice versa.
- This article task required no title, salutation or valediction, though the presence of any of these was tolerated and excluded from the wordcount.

Guidance:

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

1. Care needs to be taken when there are English and French words with similar spellings or meanings. 'Photograph', 'photographe', 'photographie', 'photography' and 'photographer' in Q4 are examples of where ambiguity can arise.
2. Handwriting is increasingly an issue in some candidates' work. This can lead to spellings and accents becoming unclear or ambiguous, and should be addressed by some. Others present with excellent clarity and neatness.
3. Targeted comprehension responses are needed. Candidates need to check that their response is direct and complete, as full credit is not given for approximate or partial answers.
4. Allow checking time within the 2 hours 30 minutes, especially for Q8. This includes checking listening responses within the first 45 minutes.
5. Q6 requires transfer of meaning into English, and it is important to check responses to ensure that the English is natural, and that they are full yet succinct.
6. Many successful candidates write a plan, which is strongly recommended, though is not considered in awarding the mark. The aim in Q8 is for the candidates to write a plausible response to the four bullet points as an article, not as four separate responses to four questions in a reading comprehension.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



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