

Examiners' Report
June 2016

GCE French 6FR02 01

Edexcel and BTEC Qualifications

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

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



Giving you insight to inform next steps

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

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

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

Pearson: helping people progress, everywhere

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

June 2016

Publications Code 6FR02_01_1606_ER

All the material in this publication is copyright
© Pearson Education Ltd 2016

Introduction

The GCE French Unit 2 6FR02 is available in the June session only. It was set as per the GCE 2008 Specification, and is consistent with the format of all previous 6FR02 papers. Two hours 30 minutes were available for the completion of the paper, with the recording being taken away after 45 minutes. Candidates must attempt all questions, there is no optionality, and a broad range of marks were awarded.

As the end of the Specification is reached, teachers and candidates are clearly well attuned in many cases to the demands of the paper, and reference to the Results Plus Examiner's Reports, with their commentary and guidance.

This paper is marked following principles consistent with all other sessions. All passages are taken from the published General Topic Areas. The first four passages are recorded, the next three are reading passages, and the last passage is a stimulus for the written response. The paper is worth 70 marks in total.

In this paper, Passage 1 of Section A (listening comprehension) was a multiple choice question worth four marks, about a heatwave in Mali. In response to Passage 2, about how to reduce energy consumption in the home, four correct statements from a possible eight had to be selected. Passage 3, about tomatoes supplied to McDonald's, was a cloze question worth 4 marks, where candidates selected from eight items.

Section B (reading comprehension) Q4, where 8 marks were on offer, required answers in French, and involved discussion of French people moving to Quebec for work. For Q5, relating to internet safety, each of five statements had to be correctly paired with one of four people, giving a total of 5 marks. Q6 was about an organisation which provided surfing equipment for young Moroccans, and required no inference, but transfer of meaning into English. Five questions worth a mark each were answered in English. Q7 was about how men and women drive. Question parts were all in French, and required short responses in French (worth 10 marks overall).

In Section C (written response), Q8 provided the opportunity for candidates to express their views on eating out and fast food. Up to 15 marks each were available for Content and Language, so that Q8 was worth 30 marks.

Question 2

In Q2, almost all candidates indicated their answers using four crosses. One mark was deducted for every cross in excess of four. There was a good performance in this question, as in 2015. B seemed to be offered quite often, perhaps through general knowledge rather than attention to the passage. H was quite elusive, too, and this suggests that 'gaspiller' and 'branchées' were not too well-known. E and F were quite frequently accessed, and with a mean mark of over 3, this suggests that this non-verbal type of question is accessible to a broad range of candidates.

Question 3 (a)

Only about 8% of candidates did not gain this mark, and of those who did not, the distractor 'la moitié' was often chosen, other options not being grammatically possible. Taking an overview of the passage and looking at what is grammatically plausible can considerably help with the understanding of the passage. This response must be a noun, and since 'des tomates' follows the gap, it is likely to be a quantity.

Question 3 (b)

This part was the most challenging in the question, and about a quarter of candidates were not successful. There were four grammatically possible responses here, which meant that guessing from the grammar was less likely to be successful, but a present tense, third person singular form would.

Question 3 (c)

Success returned to nearly 90% in this part, even though there were equally many grammatically correct possibilities, as in Q3(b). This demonstrated that many candidates had understood the general sense that domestically produced goods are approved.

Question 3 (d)

This part was successful for about 90% of candidates, and needed to be an infinitive. This fact reduced the number of incorrect responses, and an awareness of the grammatical roles of the possible gaps is of great help to candidates.

Question 4

Examiners are mindful of the fact that this is the most challenging of the listening comprehension questions, and there is tolerance of lifted responses which are targeted and comprehensible. However, many candidates try to transcribe what they hear, without heed of the grammatical sense, and the phonetic renditions are not always successful. As with Q7, there is often information in the passage which needs manipulation, for it to be part of a rewardable and targeted response. Half marks were the mean score on this question, and while there were a number of performances where candidates gained 7 or 8 marks, zero marks were less frequent than in recent sessions, implying that candidates of all abilities were able to access some credit, and that teachers had given wide exposure to this question type. As in previous sessions, the order of elements rule was applied, so in a two mark part, the first two pieces of information were considered, and in a one mark part, only the first element was considered. This rule favours candidates whose responses are succinct and targeted.

Further detail is given in the Results Plus analysis of sample questions for Q4.

Q4a seeks two main concepts: the fact that there is perceived to be better chances of finding work in Quebec than in France, and that French workers are well-regarded in Quebec. This response targeted the workplace, so where the first element focused on a better standard of living, an element was forfeited, because this was not relevant to Q4a. A lift of 'les possibilités d'emploi plus grandes' was targeted enough to score. However, where the job, not the possibility was bigger, the response was rejected: 'un emploi plus grand'.

Q4b The one mark was earned if the response targeted workers who deserved to prosper or who have 'mérite'.

Q4c This part referred to the cheaper cost of living in Quebec than in France. There were erroneous references here to open spaces.

Q4d This two mark part was generally well-attempted, but there were some faulty transcriptions which rendered the second element unintelligible at times: 'les magasins faire tard'. The two notions were of daily opening and late night opening. Some candidates did not check their responses: 'les magasins ne ferment pas, ils ferment tard'. 'Ouvert' was not accepted if used adjectivally but rendered as a verb, for it did not communicate clearly enough: 'les magasins sont ouvrir tard.'

Q4e This two mark part was less successful than Q4d: there was much lifting and correctly retrieved material which was not manipulated to address the question directly. Candidates need to be aware of the requirement in some parts to draw inferences, so France being ill-equipped is not a response to the question of why Quebec is well-equipped. The best candidates conveyed the idea that Quebec is well organised and that there is better insulation than in France, not the other way around, or that 'l'isolation à Paris laisse à désirer'. 'Insulation' as an anglicism for 'isolation' is unfortunately too inaccurate to score.

Examiners are mindful of that fact that this is the most challenging of the listening comprehension questions, and there is tolerance of lifted responses which are targeted and comprehensible. However many candidates try to transcribe what they hear, without heed for the grammatical sense of what is written, and the phonetic renditions are not always successful. As with Q7, there is often information in the passage which needs manipulation, for it to be part of a rewardable and targeted response.

Passage 4 : Partir au Québec pour faire carrière, est-ce vraiment une bonne idée ?

4 Dans ce passage, il s'agit des motivations qui poussent près de 3 000 Français chaque année à s'installer au Québec.

Répondez aux questions **en français**.

(a) En ce qui concerne l'emploi, pourquoi les Français sont-ils attirés par le Québec ?

(2)

La vie est moins chère et

la possibilité d'emploi est plus grande

(b) Quels sont les employés qui bénéficient le plus de la culture d'entreprise au Québec ?

(1)

Les travailleurs français ont une bonne réputation

(c) Au Québec, pourquoi peut-on gagner moins mais vivre mieux ?

Le loyer est moins cher ^{(par 10-25%) que France} et il y a le plus grand espace ^{de la nature}

(d) Qu'est-ce qu'on apprend sur les magasins québécois ?

Ils sont ~~ouverts~~ ~~ouverts~~ ^{ouverts} chaque ^{pendant la} semaine ^{Semaine}
Ils ferment tard

(e) Pourquoi le froid est-il moins problématique que ne le pensent les Français ?

(2)

L'isolation thermique des maisons est moins implémentée en France
L'isolation thermique des bâtiments est moins désirée
Toutes les choses sont organisées ~~parfaitement~~ ^{parfaitement} bien donc on souffre moins de ^{froid} à Québec

(Total for Question 4 = 8 marks)



- (a) It was very frequent for candidates to mention that the cost of living is cheaper in Quebec, but the question targets the workplace. The scoring elements were the fact that French workers are well regarded and that there are better job opportunities in Quebec. If candidates included all three elements, only the first two were considered, in order that targeted responses were fairly rewarded.
- (b) This piece of information belongs to (a). This part needed to target the fact that the Quebec workplace is more meritocratic than in France.
- (c) 'Loyer' was frequently mis-spelt but it was deemed comprehensible if within one letter of the correct spelling. Cheaper cost of living, or specifically rent or housing, earned the mark.
- (d) The two notions of being open each day, and open late were quite frequently accessed. However this part was most susceptible to faulty transcriptions: 'ils faire tard' was not rare.
- (e) This part was quite challenging, and many candidates did not manipulate the material so that the information was targeted. The fact that France has insufficient insulation is not a reason why Quebec temperatures are a lesser problem. Good organisation in Quebec was correctly conveyed for a mark here.

Passage 4 : Partir au Québec pour faire carrière, est-ce vraiment une bonne idée ?

4 Dans ce passage, il s'agit des motivations qui poussent près de 3 000 Français chaque année à s'installer au Québec.

Répondez aux questions en français.

(a) En ce qui concerne l'emploi, pourquoi les Français sont-ils attirés par le Québec ?

(2)

Il y a ^{la chance} des possibilités d'un emploi plus grand et il y a une bonne réputation des travailleurs français.

(b) Quels sont les employés qui bénéficient le plus de la culture d'entreprise au Québec ?

(1)

Les gens qui ^{ne} ont travaillé ^{pas} dans un poste pour beaucoup d'années.

(c) Au Québec, pourquoi peut-on gagner moins mais vivre mieux ?

(1)

La vie au Québec est moins cher, vivre est moins cher. ~~Les rapports sont mieux, les gérants sont agréables~~

(d) Qu'est-ce qu'on apprend sur les magasins québécois ?

25%.

(2)

25% de personnes en faveur de Québec.

Au Québec, il y a des grands espaces, ils aiment la nature.

(e) Pourquoi le froid est-il moins problématique que ne le pensent les Français ?

(2)

Ils sont plus organisé au Québec. ~~Il y a~~
On souffrit moins au Québec parce que l'insulation thermique est mieux



ResultsPlus
Examiner Comments

Please see the introduction to the earlier Q4 response.

(a) 'La chance' was accepted, as were responses where the use of 'grand' was ambiguous and seemed almost to apply to 'emploi'. 'Un employ plus grand' could not be accepted though, as it did not focus on the opportunity of work. 'Travailleurs français' enjoy a good reputation, so both marks were gained here. However 'travailler français' could not score, as the wrong part of speech rendered the element incomprehensible.

(b) There is no sense of a more meritocratic system here.

(c) A cheaper life in Quebec is accepted for the one mark on offer.

(d) This is not very comprehensible, and there is confusion with 'grands espaces', as an incorrect transcription of 'surfaces'.

(e) The organisation notion is successful but 'insulation' for 'isolation' is too anglicised to score.

Passage 4 : Partir au Québec pour faire carrière, est-ce vraiment une bonne idée ?

4 Dans ce passage, il s'agit des motivations qui poussent près de 3 000 Français chaque année à s'installer au Québec.

Répondez aux questions **en français**.

(a) En ce qui concerne l'emploi, pourquoi les Français sont-ils attirés par le Québec ?

(2)

Parce que les travailleurs Français y ont une bonne
des meilleur
reputation et plus d'opportunités d'emploi.

(b) Quels sont les employés qui bénéficient le plus de la culture d'entreprise au Québec ?

(1)

C'est le management qui bénéficie le plus.

(c) Au Québec, pourquoi peut-on gagner moins mais vivre mieux ?

(1)

Le logement coûte beaucoup moins cher au Québec.

(d) Qu'est-ce qu'on apprend sur les magasins québécois ?

(2)

On apprend qu'ils ~~sont~~ ^{sont} ouverts ~~toute~~ ^{tout les jours de} la semaine et ferment
tard en semaine.

(e) Pourquoi le froid est-il moins problématique que ne le pensent les Français ?

(2)

Parce que c'est mieux organisé et l'isolation thermique
est ~~plus~~ mieux au Québec, qu'en ~~France~~ France.

(Total for Question 4 = 8 marks)



ResultsPlus
Examiner Comments

Please see the introduction to the earlier Q4 response.

This is a very good response, with only one mark being forfeited. The candidate has manipulated much of the information to answer the parts well.

(a) Both scoring ideas are conveyed succinctly.

(b) 'Le management' was frequently the incorrect focus. Hard workers should have been the focus here.

(c) Accommodation being less expensive in Quebec was credited.

(d) The two notions necessary are offered: daily and late night opening.

(e) This response is quite rare, in gaining both marks. The candidate has inferred correctly that the insulation is better in Quebec, not the other way round.

Passage 4 : Partir au Québec pour faire carrière, est-ce vraiment une bonne idée ?

4 Dans ce passage, il s'agit des motivations qui poussent près de 3 000 Français chaque année à s'installer au Québec.

Répondez aux questions **en français**.

(a) En ce qui concerne l'emploi, pourquoi les Français sont-ils attirés par le Québec ?

(2)

Ils sont attirés par la perspective d'une vie moins chère
et par des possibilités d'emploi plus grandes

(b) Quels sont les employés qui bénéficient le plus de la culture d'entreprise au Québec ?

(1)

Les employés qui bénéficient le plus sont celles qui travaillent
mieux.

(c) Au Québec, pourquoi peut-on gagner moins mais vivre mieux ?

Salaires cadres moins

(1)

Parce que

les logements ~~ont~~ ont des prix plus bas

(d) Qu'est-ce qu'on apprend sur les magasins québécois ?

(2)

Les magasins sont ouverts sept jours sur sept et
~~se ferment tard en semaine~~ ferment tard en semaine

(e) Pourquoi le froid est-il moins problématique que ne le pensent les Français ?

(2)

Parce que tout est organisé et en France l'isolation
thermique des bâtiments laisse à désirer.



ResultsPlus
Examiner Comments

Please see the introductory comments to the Q4 above.

This candidate has scored well, and has missed the second mark in 2 two mark parts.

- (a) Better job prospects are correctly identified, but the reference to a cheaper cost of living is not relevant to the part.
- (b) The best workers prosper in Quebec, and this is correctly identified.
- (c) Cheaper accommodation is mentioned, so scores.
- (d) The shops' daily and late opening proved to be an accessible two mark part.
- (e) The second element eluded because, in common with many candidates, it is stated that French insulation leaves a lot to be desired, whereas this does not explicitly show that Quebec's provision is better.

Question 6

The marking principles for Q6 should be exemplified through the samples commented on below. There is no need to write in full English sentences, but candidates should remember that this is the transfer of meaning question, and should write in natural and unambiguous English. The order of elements rule rewards targeted responses in this question, as in Q4 and Q7. Each part is worth one mark. The mean mark was over 3.

Q6a The notion to convey is that a small, limited or wealthy part of the population is alone in affording to surf. 'Only those who can afford to surf' is tautological and was rejected. 'Certain people' was also not acceptable, as it did not convey specifically how restricted surfing is in France. Examiners accepted the opposite angle: 'most people cannot afford to surf'.

Q6b This was the most challenging part of Q6. Many candidates identified that Iban went to Morocco to surf, but omitted the key notion that he went after the season, that is to say, in winter. Erroneous renditions of 'le pays Basque' were tolerated, but the seasonal nature of Iban going to Morocco was needed, and this eluded many.

Q6c In order for the series of elements not to prevent candidates' correct information from being considered, references to 'Moroccans having nothing but giving everything' were considered to be a preamble. Erroneous comments had to count as an incorrect element, however: Moroccans had nothing because the Europeans had taken everything. The key notions were either reciprocity or Moroccan hospitality. This part was accessed by most candidates.

Q6d and Q6e became a little confused, and examiners tried to award credit as much as possible, tolerating information from one part in the other. It had to be clear that the organisation either collected or distributed equipment, and either notion scored. Ideas of the organisation borrowing, hiring or buying equipment could not be credited, as the context is of a charity collection, which will enable the club to introduce young people to surfing. 'Glisser sur l'eau' provided some creative but ultimately rejected translations: waterskiing, gliding on water, watering, being waterboarded. 'Recollect' for 'recolter' was a common translation issue; 'initialise' for 'initier' was also attested.

- 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) What impact does the high cost of equipment have on surfing in France?

(1)

Surfers wouldn't buy their own equipment.

(b) Why does Iban go regularly to Morocco?

(1)

He goes there to surf.

(c) What motivated Iban to set up *Surfeurs solidaires*?

(1)

~~People~~ Europeans who love surfing leave during the winter.

(d) What does the organisation do?

(1)

Provide surfing clubs for young people.

(e) Thanks to the organisation, what can the Club in Tinzit do?

(1)

Young people can do water skating.



ResultsPlus

Examiner Comments

This response is included to illustrate how quite a lot of information can be conveyed and every part attempted, but without success, because responses were not targeted correctly.

- (a) Not all surfers would fail to buy equipment, so the section of society who cannot needs to be communicated.
- (b) The time of year needs to be included.
- (c) There is no mention of reciprocity or Moroccan hospitality.
- (d) The organisation provides equipment for the club and not the club itself, so this is not quite close enough to score.
- (e) There were a number of erroneous renditions of 'glisser sur l'eau' and waterskating or water skiing were not surfing, so were rejected.

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) What impact does the high cost of equipment have on surfing in France?

(1)

This means that surfing is ^{reserved} ~~limited~~ for a small part of the population who can afford it

(b) Why does Iban go regularly to Morocco?

(1)

He goes to Morocco regularly to practice surfing

(c) What motivated Iban to set up *Surfeurs solidaires*?

(1)

He wanted to give back to Morroccans who have nothing and gave him good hospic -away

(d) What does the organisation do?

(1)

The organisation provides surfing equipment to Club Tizit

(e) Thanks to the organisation, what can the Club in Tinzit do?

(1)

club Tinzit allows young Morroccans to surf

(Total for Question 6 = 5 marks)



ResultsPlus

Examiner Comments

This candidate gained four of the available five marks, and missed out on (b), which was the most challenging.

(a) 'A small part of the population' was correct, so scored.

(b) This response did not mention the off season or winter, so could not score.

(c) The response includes the fact that there is reciprocity for good Moroccan hospitality.

(d) Provision of equipment scores.

(e) The club allowing young Morroccans to surf is required for the mark.

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

(a) What impact does the high cost of equipment have on surfing in France?

(1)

A small population surge as people can't afford it.

(b) Why does Iban go regularly to Morocco?

(1)

Because he goes and practises when the season is over.

(c) What motivated Iban to set up *Surfeurs solidaires*?

(1)

When the Europeans leave in winter the Moroccans have nothing.

(d) What does the organisation do?

(1)

They get materials and give them to the Club in Tinzit.

(e) Thanks to the organisation, what can the Club in Tinzit do?

(1)

Get the equipment to allow young Moroccans to start surfing.

(Total for Question 6 = 5 marks)



ResultsPlus

Examiner Comments

This was a good performance with only one unsuccessful part.

(a) The sense of the response needed to convey that only a small or wealthy minority could surf.

(b) This part was the more elusive, as many candidates did not get the idea that surfers went to Morocco, not only to surf but when the season was over in France.

(c) It was not sufficient motivation to note that Moroccans had nothing, but the focus needed to be on reciprocity or on repaying Moroccan hospitality. This response is oblique, in that the Europeans are not responsible directly for the Moroccans having nothing.

(d) This mark could be accessed either by conveying either the collection or distribution of equipment. There was some mis-translation, and sometimes it is forgotten that this is a transfer of meaning question: recollection of equipment is not accepted, and equipment is neither bought nor sold.

(e) This part was successful, as the notion of the club enabling Moroccans to surf was conveyed.

Question 7

Full credit in this question often required the understanding and use of comparatives, and these were not secure across the ability range. There was a spread of attainment consistent with previous series, but as with Q4, fewer candidates scoring very low marks, and more around the upper end of the spectrum. There was a mean score around the 50% mark, and all two mark questions, as in Q4, were marked discretely, meaning that credit to either mark was awarded independently of the other. There is further commentary below on the samples offered across the ability range.

Q7a This part requires, as in Q4, manipulation to ensure that the response targets the question, and provides the information needed. Many candidates responded from the female point of view or did not provide a comparison. However, the two marks were for conveying the fact that men drive worse (one notion) than women (second notion).

Q7b The succinct 'rien' scored in this part, or 'il n'est pas changé.' Candidates occasionally forgot that a correct form of speech is needed to communicate, so 'il n'est pas changer' could not score.

Q7c This was not wholly successful for many candidates, but the idea of the experts giving their opinion was often accessed: 'ils ont donné leur opinion'. The second element needed to convey that the experts had considered the different driving styles of men and women. Unsuccessful attempts sometimes wrote from the insurers' point of view, detailing what they had asked the experts to do. The lift: 'ils ont donné leur avis à ce sujet' could only gain the first mark, since the 'sujet' is not clear from the question or its answer.

Q7d This part provided quite straightforward credit, and had to communicate the idea of a big change in hormones, or a resultant change in behaviour. The most common causes for lost credit were stating that men's oestrogen levels were up, or that their testosterone was up, but not stating that it was up greatly or fourteen-fold.

Q7e Lifts from the passages provided credit for a large number of candidates. Those who were not successful tended to point to men wishing to show off, which does not focus on the women, as required in the question part.

Q7f 'Inattention' would have sufficed for the mark, but sometimes 'ils' and 'elles' were confused ambiguously. Checking would be useful here as 'elles manquent d'inattention' was ironically offered at times.

Q7g This part was not successfully answered with a lift, and those who focused on what a minority of men thought were not credited. The part targeted 'la plupart' and either thinking they are good drivers or that they are not bad drivers, conveyed the notion for the available mark.

Q7h This part eluded a number of candidates, for there were many lifts which targeted the system or took the idea of 'mauvais' without qualification, or without attention to the need for an attitude. 'Négative' was a laconic but effective way of responding, but aversion shown for the police was credited, with some indulgence over imprecise pronoun use: 'ils ne les aiment pas'.

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

(a) Expliquez « au volant, le sexe faible, c'est l'homme ».

(2)

~~En termes de la connaissance~~ En réalité les femmes ^{conduisent} ~~sont~~ mieux que les hommes selon une ^{étude récente}

(b) Qu'est-ce qui a changé dans le nombre de victimes et de conducteurs condamnés ces dix dernières années ?

(1)

Les chiffres ^{n'} ont pas changé depuis dix ans

(c) Selon le premier paragraphe, comment les experts ont-ils aidé cet assureur ?

(2)

~~ils~~ les experts ont expliqué pourquoi les hommes conduisent ^{différemment} ~~et~~ des femmes ^{ou} ~~volont~~

(d) Pour quelle raison le changement hormonal joue-t-il un si grand rôle chez les hommes ? ^{*cause les hommes être plus agressifs et compétitifs}

le plus grand nivel de testostérone ^{*cause beaucoup de changements les attitudes}

(e) Pourquoi les femmes ont-elles moins d'accidents que les hommes quand elles dépassent la limite de vitesse ? ^{les hommes ont plus de comportements négatives comme l'agressivité}

(1)

~~parce que si une femme dépasse la limite de vitesse, il est la cause de l'inattention, n'est pas intention~~

(f) Pour quelle raison dépassent-elles généralement la limite de vitesse ? ^{intention}

(1)

si une femme dépasse la limite de vitesse, il est à cause ^{ou d'inattention, n'est pas une intention}

(g) Comment se jugent la plupart des hommes interrogés ?

(1)

la plupart des hommes interrogés ne pensent que il ^{est leur faute}

(h) Quelle est l'attitude de la plupart des automobilistes masculins envers la police ?

(1)

que leurs infractions ^{de la police} ils pensent, il est la faute ~~de~~ ^{de la police} parce que ils sont cherchant pour ~~de~~ ^{de la police}

(Total for Question 7 = 10 marks)



This candidate scored respectably in the longest and most challenging comprehension question of the paper. There was clearly a reasonable level of understanding, but candidates often need to target the question, and at times, are required to infer from the passage, rather than simply lifting from the passage.

- (a) This is correct information, but it does not target the question, which requires an answer from the men's perspective.
- (b) This was frequently correctly answered. Candidates could have responded with 'rien'.
- (c) There were two elements to this part, both gained by this candidate. The notions of explaining and the differences between the two genders were both needed. However, many candidates wrongly focused on what the insurer did.
- (d) There were a number of changes due to the greatly increased levels of testosterone which could have scored. Aggression and increased competitiveness are rewardable here.
- (e) This part focuses on women speeding only marginally, but there were many incorrect responses which mentioned men wishing to show off.
- (f) This part was frequently successful, and 'inattention' alone was enough to score.
- (g) 'La plupart' was overlooked by many candidates and incorrect responses often targeted the fact that a minority of men accepted that they drive badly. It was not a question of fault, so this response did not score, but more of believing themselves to be good drivers.
- (h) This part proved quite challenging, even though a simple 'négative' would have sufficed. Paraphrases were acceptable but responses which focused on the shortcomings of the system, not of the police, were rejected.

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

(a) Expliquez « au volant, le sexe faible, c'est l'homme ».

(2)

Dans l'étude, les hommes sont le pire à conclure que les femmes – ils sont au volant et le sexe faible.

(b) Qu'est-ce qui a changé dans le nombre de victimes et de conducteurs condamnés ces dix dernières années ?

(1)

Ne rien – les statistiques ^{ont} ne changent pas.

(c) Selon le premier paragraphe, comment les experts ont-ils aidé cet assureur ?

(2)

Les experts ont partagé leur avis et ces chiffres n'ont devenu pas pire.

(d) Pour quelle raison le changement hormonal joue-t-il un si grand rôle chez les hommes ?

Ils ~~ne~~ sont plus agressif la prise de ns que et plus compétitif!

(e) Pourquoi les femmes ont-elles moins d'accidents que les hommes quand elles dépassent la limite de vitesse ?

Les femmes, prennent moins des risques, petits excès de vitesse. (1)

(f) Pour quelle raison dépassent-elles généralement la limite de vitesse ?

C'est lié à l'inattention ^{généralement} Elles sont ⁽¹⁾ plus attention.

(g) Comment se jugent la plupart des hommes interrogés ?

Dans un tribunal. (1)

(h) Quelle est l'attitude de la plupart des automobilistes masculins envers la police ?

Quand ils sont reportent ^{ils parlent que} c'est une faute dans le système. (1)

(Total for Question 7 = 10 marks)



ResultsPlus

Examiner Comments

Please see the general comments above. This candidate has gained most of the available marks.

- (a) This is a well targeted response, and makes the necessary comparison between men and women at the wheel. It would also be possible to score in contrasting men and women's role in causing accidents.
- (b) The response re-works the same information twice but 'ne rien' is sufficiently clear to score.
- (c) This is a two mark part, and as the marks are awarded discretely, the first mark is gained for the experts giving an opinion, but the second is withheld, as the difference in driving behaviour between men and women was not expressed.
- (d) The increased aggression notion is conveyed sufficiently here.
- (e) Women taking fewer risks may be true, but does not focus on the aspect of exceeding the speed limit, so this response did not score.
- (f) 'Inattention' is enough to gain the mark.
- (g) This response does not target the men's opinion of themselves.
- (h) This response does not score either, as the emphasis is on the system, not the police.

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

(a) Expliquez « au volant, le sexe faible, c'est l'homme ».

(2)

En réalité les ~~hommes~~ femmes conduisent mieux que les hommes, ce qui n'est pas le point de vue traditionnel.

(b) Qu'est-ce qui a changé dans le nombre de victimes et de conducteurs condamnés ces dix dernières années ?

(1)

Le nombre de ^{victimes} ~~changé~~ et de conducteurs condamnés n'a pas changé - la grande majorité est encore les hommes.

(c) Selon le premier paragraphe, comment les experts ont-ils aidé cet assureur ?

(2)

Ils ont donné leur avis au sujet des raisons pour lesquelles les hommes se ~~conduisent~~ conduisent si plus mal que les femmes.

(d) Pour quelle raison le changement hormonal joue-t-il un si grand rôle chez les hommes ?

(1)

Leur ~~taux~~ ^{taux} de testostérone augmente d'une quantité beaucoup plus grande que le ^{taux} d'œstrogène des ^{femmes} ~~hommes~~ (par quatre au lieu de ^{seulement} ~~deux~~ par trois).

(e) Pourquoi les femmes ont-elles moins d'accidents que les hommes quand elles dépassent la limite de vitesse ?

(1)

Leur excès de vitesse est normalement plus petit.

(f) Pour quelle raison dépassent-elles généralement la limite de vitesse ?

(1)

Il y a manque d'attention.

(g) Comment se jugent la plupart des hommes interrogés ?

(1)

La plupart des hommes interrogés ne reconnaît pas seulement leurs infractions.

(h) Quelle est l'attitude de la plupart des automobilistes masculins envers la police ?

(1)

Ils considèrent la police comme l'ennemi, qui veut les piéger.



Please see the comments on the first sample of Q7. This is a successful response and the candidate has gained quite a high score.

- (a) The wrong angle is given. The focus must be on men's driving being worse than women.
- (b) This was one of the most successful parts.
- (c) The two elements required are given: that the experts have given their view on the difference in the behaviour of men and women when driving.
- (d) Either a correct increase of fourteen-fold, or a great increase in testosterone gained the mark.
- (e) This response correctly focuses on marginal speeding by women.
- (f) 'Manque d'attention' is treated as the same as 'inattention'. There was some evidence of insufficient checking or confusion: 'manque d'inattention'.
- (g) This response did not get at the notion that most men believe themselves to be good drivers.
- (h) This response is targeted, even though there is substantial lifting of the notion 'piéger'.

Question 8

This question was very successful for candidates of all abilities. The mean mark was around 22, showing once again that the topic was well within the range of the vast majority of candidates, that the marking principles were appropriate, and that the examiners sought a realistic performance to award high marks. Eating out and fast food seemed to be topics on which almost all candidates could write, and very few candidates did not attempt the question.

The majority of candidates understood all bullet points, at least partially, and answered accordingly. The stimulus material and bullet point prompts seemed to fall within the experience of all candidates. A minority of candidates continued to exceed the word limit and a few candidates missed more than one of the bullet points. In previous sessions, two bullet points have not infrequently been ignored, so higher Content marks have been scored, pushing the mean mark up. Excessively long introductions were rarer than in previous sessions. Some candidates answered the bullet points in a different order from that presented. This was entirely acceptable, but did lead to a higher than average incidence of omission.

Some candidates did not give approximately equal weight to the four bullet points, with especially the second or third bullet point receiving partial or tangential treatment. Where there was development which could have been attributed to more than one bullet point, it was treated on its merit, and was credited wherever possible.

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

Bullet 2: The response required a personal opinion on the price of fast food. There was a lot of illuminating opinion, ranging from writing in favour of its affordability, to the dangers of cheap, unhealthy food and the desirability of paying more for better dishes. Partial credit was given where there was no personal opinion, and commonly, things wrong with fast food prices were enumerated but without judgement.

Bullet 3: Full credit could be given where candidates referred to any future developments, and commonly, greater use of robots or technology was suggested. Some very plausible developments were offered, such as there being fewer restaurants, as more food could be delivered, or people would prefer their own cooking, using healthier ingredients. The most common failure to address the bullet point was where candidates responded solely on how they would change restaurants in the future, rather than speculating on changes generally.

Bullet 4: It sufficed at the simplest level to state whether working in the catering industry appealed or not. Some development dismissed such posts quickly and seemed to move into pre-learnt career information, whereas the best responses discussed aspects of roles instead or outside of catering which explained the attitude given to working in catering.

Grammar, for which 15 marks are available in Q8, needs attention for the most ambitious candidates. As advised in previous Examiners' Reports, all candidates, but especially those targeting the higher grades, should ensure that they have a solid grounding in grammatical concepts, especially those in the Programme of Study, and basics, such as present tense formation, and adjectival and verb agreement, remain significant issues for many candidates.

Q8 has 15 marks for quality and range of language. Advanced grammatical constructions in Q8 are impressive if used correctly and in the context of a good overall response.

Similarly, the gender and spelling of quite basic words could be gainfully revised: la prix, la restaurant, le nourriture, le travaille, la diner. The stimulus and bullet points can include clues for some of the words which are likely to be relevant: le restaurant, à l'avenir not dans le futur, la cuisine.

Excessive ambition may lead to ambiguity. Good, natural linking enhances Q8 responses substantially. All candidates gain marks in Q8 by fully addressing each bullet point.

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

In terms of content, candidates need to personalise or generalise their responses to the various bullet points, according to the demands of the bullet point.

With regard to language, many responses contained examples of the subjunctive and conditional, but in a good many, more basic verbs and tenses including auxiliaries were flawed and canonical errors persisted.

There were some inspired constructions as well as the familiar hidebound ones. Both have their place, if suitably incorporated into the response, and if able to enhance, not hamper the ideas being conveyed.

SECTION C: WRITING

Passage 8 : Allez-vous souvent au restaurant ?

Je vis seule et mange au restaurant, c'est la solution de facilité pour moi. Pour 20 € par repas, je varie la cuisine que je choisis: japonaise, car j'adore les sushis, chinoise, italienne... Et il m'arrive aussi d'aller dans des restaurants gastronomiques. Pourtant mon copain et moi dépassons souvent les 30 € par personne pour un dîner dans des restaurants que je qualifierais simplement de « normaux ». Une fois de temps en temps, ça vaut le coup d'y investir jusqu'à 100 €.

Caroline Lavoie, Colleville-sur-Mer

8 Vous écrivez **une lettre** à Caroline Lavoie pour lui exprimer ce que vous pensez des restaurants. Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- Si vous aimez aller au restaurant
- Ce que vous pensez du prix des repas dans les restaurants de fast-food
- Ce qui changera, selon vous, dans les restaurants à l'avenir *devrait*
- Si vous aimeriez travailler dans la restauration

À Caroline Lavoie,

~~Je~~ aussi Comme vous, j'aime manger dans un restaurant. J'aime y aller parce que ~~non~~ j'adore la nourriture,

Surtout japonaise! En fait, mon parents habitais dans Japon et j'ai visité

Chaque été depuis l'âge de huit ans. Je n'aller pas au restaurant souvent & car à mon avis il ~~est~~ peut devenir ~~est~~ trop cher et aussi pour moi je ~~pe~~ perdre le ~~sur~~ excitement. Je suis d'accord ça du prix des ~~rap~~ repas dans les restaurants de fast-food est moins cher, par exemple McDonalds (quand j'habite dans ~~la~~ canterbury) un burger est seulement 99p!

Ceci dit, trop fast-food est mauvais pour la santé et peut causer une personne devenir gross.

Je pense que ~~dans la future~~ à l'avenir les restaurants pourrais ~~deven~~ devenir plus populaire que

Aujourd'hui, dans votre époque moderne, grâce au unq augmenter en véhicules dans la rue; J'espère avaient ^{les} ~~petit~~ pièces ~~q~~ plus grande avec plus variété.

Mon frère et sœur travaille dans un cuisine dans un restaurant et ~~ils~~ ils dit ~~te~~ il est très difficile, alors je dirait que ~~ja~~ je jamais ~~veut~~ veux dans un restaurant.

J'aimerais dans le futur je peut
~~me~~ montrer mes enfants mes ² restaurants
favori!

Je ne pense pas qu'il soit un
bon idée aller les restaurants tout
le temps parce que 20€ par

Seulement ~~un~~ un repas est très
cher, tandis que, si vous achète
des nourriture dans une super-marché

vous peut avoir un repas le demi le
prix. Je connais dans le futur

mes enfants ~~ce sera~~ mangerais à
restaurants rarement^m et ~~vous~~ n'e

regardons pas le télé pendant un repas.
~~parce que il est asoa~~

- Rosie



ResultsPlus
Examiner Comments

This candidate has addressed all four bullet points, but has not reached the 13-15 markband, as some of the treatment of the bullet points is rather superficial and is quite tangential. There is a direct response about the candidate's liking to eat in a restaurant, and it is fairly clear that the candidate is not contemplating working in a restaurant. However, the responses to bullet points 2 and 3 are less clearly articulated, and bullet point 3 has only been addressed in the most glancing of ways, referring to larger rooms.

Language in this response is not effective and impedes communication significantly. There is error in basic tense formation, such as the present tense, and in simple genders, such as le télé, un cuisine and une supermarché. There is clearly some communication, but the candidate would score more highly if there were more accuracy in basic tenses, such as vous achète and je peut. This would help to lift the performance into being generally satisfactory.

SECTION C: WRITING

Passage 8 : Allez-vous souvent au restaurant ?

Je vis seule et mange au restaurant, c'est la solution de facilité pour moi. Pour 20 € par repas, je varie la cuisine que je choisis: japonaise, car j'adore les sushis, chinoise, italienne... Et il m'arrive aussi d'aller dans des restaurants gastronomiques. Pourtant mon copain et moi dépassons souvent les 30 € par personne pour un dîner dans des restaurants que je qualifierais simplement de « normaux ». Une fois de temps en temps, ça vaut le coup d'y investir jusqu'à 100 €.

Caroline Lavoie, Colleville-sur-Mer

8 Vous écrivez **une lettre** à Caroline Lavoie pour lui exprimer ce que vous pensez des restaurants. Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- Si vous aimez aller au restaurant
- Ce que vous pensez du prix des repas dans les restaurants de fast-food
- Ce qui changera, selon vous, dans les restaurants à l'avenir
- Si vous aimeriez travailler dans la restauration

Salut,

~~Je crois que les restaurants peuvent être un bon moyen de se rencontrer avec les amis ou famille parce que vous avez le temps libres sans les distractions. ^{par contre,} Cependant, aussi, j'aime passer mon temps chez moi avec la nourriture de maison car ~~ce serait~~ ~~pourrait~~ très cher pour ma famille (4 personnes) si nous allions au restaurant.~~

~~Le prix de la nourriture dans les restaurants de fast-food sont très raisonnable ^{et moins cher}, mais je préfère quelque chose un peu plus cher parce qu'il ~~serait~~ ~~serait~~ mieux qualité. Je ne aime pas~~

à beaucoup de fast-food, mais il peut être plus facile ~~bonne bonne~~ si je suis tard, par exemple, ou si je n'~~est~~ avais pas beaucoup d'argent, je l'achèterais ~~bonne bonne~~. Aussi, il est important que ~~vous j'avez~~ Aussi, je ne pense pas que le fast food soit ~~sa~~ sain donc, j'essaie manger plus les nourritures fraîches.

Dans l'avenir, j'~~est~~ estime que les nombres de restaurants des ~~nourritures~~ ~~fast~~ fast food (comme McDo) augmentent parce que les gens n'ont pas le temps ou ~~l'argent~~ ~~à~~ à passer sur les autres restaurants. Surtout car a beaucoup de parents sont travailler ~~et ont~~ ~~avec~~ les enfants.

Je ne veux pas travailler dans une restaurant parce que l'heures ~~sont~~ ~~très~~ ~~très~~ ~~longs~~ et c'est toujours dans les soirs. Je pense que c'est très impressionnant d'être un ~~vous~~ Vous avez besoin de dedication à travailler dans une restaurant et a ~~beaucoup~~ beaucoup de temps, vous ~~ne~~ gagnez ~~pas~~ peu.

PTO

Salut,

Je crois que les restaurants peuvent être un ~~je~~ façon génial à rencontrer avec les amis ou famille parce que vous avez, d'habitude, le temps libre, sans les distractions. Par contre, j'aime aussi passer mon temps chez moi avec la nourriture dans ma maison car ce serait très cher pour ma famille (moi, ma mère, mon père, et mon frère) si nous allions sortir.

La prix de la nourriture de fast food sont moins cher, et quelque fois, c'est vraiment raisonnable. Mais, à mon avis, la nourriture qui est plus cher est mieux pour qualité. J'achète seulement le fast food quand je suis tard ou ~~quand~~ si je n'avais pas beaucoup d'argent - puis je l'achèterais. Aussi, ~~le fast food~~, je ne pense pas que le fast food soit sainement, donc, c'est très cher pour votre santé.

Dans l'avenir, j'estime que le nombre des restaurants de fast food augmentent parce que les gens n'ont pas le temps ou argent pour les nourritures fraîches. Surtout pour les parents qui sont travailleurs

et ont les enfants - ils sont fatigués.

Je n'aimerais pas travailler dans un restaurant parce que l'heure est trop longue et toujours dans la soirée. Aussi, d'habitude, vous gagnez seulement un peu. Je pense qu'il serait difficile pour moi de rester motivé.

merci,
Mollie

~~Subjunctive ✓~~
~~present ✓~~
~~imperfect ✓~~
~~perfect ✓~~
conditional ✓
~~'si' clause ✓~~
future ✓
~~par contre ✓~~



ResultsPlus Examiner Comments

This example is included because the candidate has tried hard to respond to the bullet points and to couch the answer in decent and varied language but at times there is over-ambition, and it could be more profitable to respond more directly. The second bullet point is rather confused, and while there are views on fast food and the fact that customers who pay more get a better product, there is no direct opinion offered on the price of fast food, nor clear development. For this reason, the response fell just short of the top markband of 13-15 for Content.

In terms of language, there is satisfactory communication, and while this is quite different from the Content mark, the Language and Content marks do not affect one another, save that a candidate must score in either to score in the other. This work is not in the markband for good language, as use of a variety of structures and vocabulary is not generally successful: la prix...sont cher, la nourriture qu'est plus cher est mieux. Une restaurant and l'heures are further examples of quite basic errors, but language is overall satisfactory and there are attempts to vary tenses and to give opinions in appropriate language.

SECTION C: WRITING

délicieuse

Passage 8 : Allez-vous souvent au restaurant ?

Je vis seule et mange au restaurant, c'est la solution de facilité pour moi. Pour 20 € par repas, je varie la cuisine que je choisis: japonaise, car j'adore les sushis, chinoise, italienne... Et il m'arrive aussi d'aller dans des restaurants gastronomiques. Pourtant mon copain et moi dépassons souvent les 30 € par personne pour un dîner dans des restaurants que je qualifierais simplement de « normaux ». Une fois de temps en temps, ça vaut le coup d'y investir jusqu'à 100 €.

Caroline Lavoie, Colleville-sur-Mer

8 Vous écrivez **une lettre** à Caroline Lavoie pour lui exprimer ce que vous pensez des restaurants. Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- Si vous aimez aller au restaurant 53
- Ce que vous pensez du prix des repas dans les restaurants de fast-food 65
- Ce qui changera, selon vous, dans les restaurants à l'avenir 51
- Si vous aimeriez travailler dans la restauration 50

trop
bropsmalsain
malsaine

① → letter ! ! . . . cher / sincèrement

→ beaucoup de choix, amusant, sortir,
mais... je préfère cuisiner chez moi.

→ très bas - mais très malsain
le prix a causé un régime alimentaire pire.

→ moins de fast food ?

→ oui - apprendre à être un chef + faire
beaucoup des plats différents + propre restaurant
- Ah - très difficile / pas stimulant /

Cher Caroline,

Personnellement j'aime aller avec mes amis au restaurant pour essayer des nouveaux plats et découvrir d'autres cultures. Mais bien que la cuisine soit souvent ^{delicieuse} ~~delicieux~~, je trouve que les restaurants de bonne qualité sont devenus ~~très~~ trop chers. Je préfère cuisiner chez moi quand je suis seul; c'est sans doute plus facile et économique.

A mon avis, il ~~me~~ ^{me} semble que le prix des ~~repas~~ ^{repas} dans le ~~resto~~ restaurants de fast-food soit très bas. Ce bas prix est une des raisons pour le changement des habitudes culinaires en France. La majorité de gens essaye de ~~reussir~~ dépenser le moins argent possible, et un prix si bas encourage la consommation de nourriture malsaine, ce qui a mené à des régimes alimentaires déséquilibrés.

Selon moi, avec l'arrivée des applications électronique comme 'Deliveroo', le nombre de 'take-aways' ~~augmentera~~ augmentera et la plupart de gens mangera chez eux les plats du restaurants sans y mettre un seul pied. Avec toutes les campagnes ~~de~~ de santé en ce moment, j'espère qu'il y aura moins

restaurants de fast-food à l'avenir.

Sans doute j'aimerais apprendre à ~~être~~ être un chef et créer beaucoup de plats différents; je pourrais, peut-être, avoir mon propre restaurant ~~dans~~ à l'avenir. En revanche, je trouve le monde de la restauration très compétitif et je ne pense pas que je puisse avoir beaucoup de succès sans investir beaucoup ~~de~~ d'argent.

Sincèrement,

Carlo

(2189 words)

Selon moi, avec l'arrivée des applications
électroniques, ^{comme} les restaurants seront ~~plus~~ ^{plus} différents.
Plus de gens choisiront le nombre de 'take-aways'
augmentera et ~~plus~~ la ^{de part} majorité mangera
chez-eux ~~sans même~~ ^{la nourriture} les plats du
restaurants sans y mettre ^{un seul} pied. Avec toutes
les campagnes publicitaires de santé en ce moment,
j'espère qu'il y aura moins restaurants de
Fast-food à l'avenir. (5)

Personnellement, j'aimerais apprendre à être
un chef et faire beaucoup des plats différents;
je pourrais, peut-être, avoir mon propre restaurant.
En revanche, je trouve le monde de la restauration
très compétitif et je ne pense pas que je
puisse avoir ~~un~~ beaucoup de succès, sans
investir beaucoup d'argent. (6)

Cher Caroline,

et découvrir d'autres cultures

① Personnellement, j'aime ^{aller} ~~être~~ avec mes amis au restaurant pour essayer des nouveaux plats.

Mais bien que la cuisine soit souvent délicieuse, je trouve que les restaurants de bonne qualité sont devenus ~~très chers~~ très chers. Je préfère cuisiner chez moi quand je suis seul; c'est sans doute plus facile et ~~est~~ économique. (53)

② A mon avis, il me semble que le prix ~~des~~ ^{des} repas dans les restaurants de fast food soit très bas. Ce bas prix est une des raisons pour ~~l'augmentation~~ le changement des habitudes culinaires en Europe. La majorité des gens ~~essayent~~ de manger beaucoup sans payer beaucoup, et un prix si bas encourage la consommation de nourriture malsaine ce qui a ~~pas~~ mené à des régimes alimentaires déséquilibrés. (64)



ResultsPlus Examiner Comments

It is useful to point out that work does not need to be faultless to gain marks in the highest markbands, as this response does. The candidate gains full marks for Content, as in response to each bullet point there is a direct reply and development. The candidate is at the top of the top band because the information is clearly conveyed in appropriate language and the communication of information is accurate and apposite. Each paragraph deals with a different bullet point, and while this is not a pre-requisite, it appears to be helpful to candidates in ordering and developing their responses.

There are some errors in the language, and 'take-aways' appears in English but there is enough for a top band score. With reference to the programme of grammar study, much material is included and accurately deployed. More ambitious structures could have been included, but sometimes these confuse the response, as they can be less well used or artificially inserted.

Paper Summary

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

- Care needs to be taken when there are English and French words with similar spellings, especially in Q6.
- Handwriting continues to be an issue in some candidates' work. This can lead to spellings and accents becoming unclear or ambiguous. There is no need to write on alternate lines.
- Candidates should pay particular attention when 'lifting' text. Untargeted responses cannot score. Full credit is not given for approximate or partial answers. Inference and manipulation are sometimes needed.
- It is worth using some of the 2 hours 30 minutes to check through.
- Many successful candidates write an essay plan. Q8 requires a continuous response with a development of all four bullets which should be addressed explicitly, not as four comprehension questions.
- The Programme of Grammar study guide is worth looking at, to avoid unnecessary complex and artificial constructions.

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



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL.