

Examiners' Report
June 2019

GCE French 9FR0 01

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Introduction

This was this second year of unit 9FR0_01. This paper aims to test candidates' comprehension of spoken and written material based on the four main themes of this Specification. In addition, candidates are required to translate a passage based on one of the sub-themes from French into English. In this paper, there are 80 marks available in all.

The paper is comprised of five listening passages and five reading passages, followed by the translation from French into English. There are no option questions; candidates are expected to attempt all questions, although they can work through them in any order. Answers must be provided in the target language or in a non-verbal format, such as multiple-choice. The demand of the questions varies.

Questions 4(b)(i) and (ii) test the skill of summarising; candidates are required to summarise in French the three main ideas of each of the two speakers. Summaries should be short, focused on each of the three bullet points and clearly signposted by the use of bullet points or numbers. Candidates should avoid trying to transcribe material from the recording; they should manipulate the language or try to answer in their own words. They should be aware that a direct "lift" is unlikely to score marks as there will have been no or little attempt to summarise. Answers should be concise and given on the question paper in the space provided; candidates who used supplementary sheets this year invariably gave answers that were too long.

Similarly, candidates should aim to offer concise and targeted answers in the comprehension questions. A direct 'lift' is unlikely to provide the answer required; candidates should be aware of the need to move from first to third person in some questions and that other questions will require candidates to provide information that is only inferred to in the passage. Long, rambling answers can cause marks to be lost; in a one-mark question, the examiner can only consider the first idea, or element, that is offered and so, if the correct answer comes later in the sentence, it will not score the mark.

While there are no marks specifically for accuracy in this paper, the mark cannot be awarded if the message is unclear or ambiguous due to grammatical errors. Minor spelling inaccuracies are tolerated unless the error turns the word into a French word with an alternative meaning or a word in another language, including English. Misuse of pronouns, both subject and object, can also give rise to an ambiguous message which, again, would mean that the mark could not be awarded.

In the translation question, candidates should be aiming to produce a piece of fluent English prose which makes sense, while staying close to the original passage. It is inadvisable to leave gaps or offer alternative translations as this can lead to the mark being withheld. Candidates should also remember that the translation passage is taken from one of the sub-themes of the Specification and they should consider the translation passage in the context of the sub-theme.

This report will provide exemplification of candidates' work, together with advice and comments for a selection of questions. The exemplification will be taken mainly from questions which required more complex responses from candidates.

Question 2

Question 2 proved largely accessible to most candidates, with (a) and (c) being generally well-answered. Some candidates understood that the Fête de la Musique was in some way linked with Garou but were unable to clearly articulate the idea that it was the festival that had started his career. In (c), many candidates understood the idea of him wanting to serve the community. Some lost marks by lifting from the audio *tout le monde doit avoir une conscience sociale* as the answer needs to be linked to the singer; the addition of *il pense que..* allowed the mark to be awarded. In (b), the idea of surprise or confusion was successfully conveyed by many candidates. Others lost the mark by the use of *choqué* (too strong) or invented adjectives, such as *surprisé* or *confusé*. In (d), most candidates had understood the message behind Garou's words but not all were able to successfully convey the message in their answer.

2 Écoutez l'interview entre Garou, chanteur canadien, et des fans. Répondez aux questions en français.

(a) Pourquoi est-ce que Garou a une attitude positive envers la Fête de la Musique ?

(1)

Parce qu'il a commencé à une fête à Québec et cela est la raison pour laquelle il fait la musique aujourd'hui.

(b) Quel a été le sentiment éprouvé par Garou quand Sting lui a proposé de faire un duo ?

(1)

Il était choqué.

(c) Pourquoi est-ce que Garou a participé au Téléthon ?

(1)

Parce qu'il croit que tout le monde doit avoir une conscience sociale

(d) Selon Garou, qu'est-ce qu'il a appris au cours de sa carrière ? Donnez deux détails.

(2)

Il a appris que il faut faire musique parce que vous l'aimez, pas ne pas être ne devenir pas célèbre



This candidate performs well in this question, scoring the mark for (a), (c) and two marks in (d). In (a), the candidate successfully explains how Garou began at a festival and, as a result, is still playing music today. In (c), the addition of *parce qu'il croit que* allows the mark to be awarded and, in (d), the two ideas are present, although the second could be considered a little ambiguous but the mark has been awarded, as benefit of the doubt has been given. However, in (b), the use of *choqué*, in the reject column of the mark scheme, causes the mark to be withheld.

This candidate scores 4 of the available 5 marks.



Think about the meaning of the question and aim to give the answer that is targeted; consider the overall sense of the passage rather than focusing on individual familiar items of vocabulary.

(a) Pourquoi est-ce que Garou a une attitude positive envers la Fête de la Musique ? (1)

sur le ~~scène~~ d'une
Parce qu'il s'est retrouver ~~la~~ scène ~~de~~ fête à Québec

(b) Quel a été le sentiment éprouvé par Garou quand Sting lui a proposé de faire un duo ?

plus (1)
Il ne comprenne ~~plus~~ Sting s'est passé.

(c) Pourquoi est-ce que Garou a participé au Téléthon ?

(1)
Car il a une responsabilité de servir.

(d) Selon Garou, qu'est-ce qu'il a appris au cours de sa carrière ? Donnez **deux** détails.

(2)
Ne fait pas la musique pour devenir un star.
et ~~ça~~ vous n'aime pas ça



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Examiner Comments

In this response, the candidate offers an incomplete answer to (a); this does not make the link between the festival and how it started his career. In both (b) and (c), the message is unclear; the answer does not make sense and so the mark is not awarded. In (d), the first answer is a good response and the mark is awarded but the second part of the sentence again does not make sense and so cannot score marks.

This candidate scores 1 of the 5 available marks.



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Examiner Tip

It's very important to communicate a clear message; inaccurate language can prevent the message from being conveyed.

Question 3

This question proved challenging for candidates across the grade range. Once again, many candidates tried to transcribe words from the audio recording rather than trying to understand the overall meaning and using their own words to respond to the questions. Q3 required precision in the answers which many candidates did not provide and some attempted to answer from their own knowledge of the topic rather than focusing on the material in the audio recording.

In (a), many candidates failed to pay close attention to the wording of the question which asks *comment...se sentent-ils?* and so failed to score here. In (b), candidates were required to identify that the *patrons* were guilty of racial prejudice or being racist, rather than simply being prejudiced (possibly because they were young or another, unspecified, reason). Q3(c) was a two-mark question and candidates were generally aware that two details were required; the use of bullet points can be useful to clearly denote the two distinct ideas. Some candidates were successful in identifying one or both of the ideas, but others gave details of the *taux de chômage* which did not link with why the attitude of the French was surprising. Inaccuracies in the language here, in particular between *ces, ses* and *c'est*, sometimes made the answer less clear and many candidates failed to understand *pluriethnique* and tried to transcribe what they thought they had heard, with little success (*plus ethnique, plus ryethnique*). Q3(d) was also a two-mark question and this was answered with more success; most candidates offered the *défis* in the form of an infinitive rather than a noun and both were acceptable ways to answer. In the second part of the answer, many candidates lost the mark as their response was made ambiguous by the use of *la société* for *l'entreprise*, as *répondre aux besoins de la société* could have two meanings; some candidates did even refer to *la société française*. However, candidates who specified *cette société* or *leur société* were successful in earning the mark.

Q3(e) was looking for the idea of having to fight to get a job, although an alternative answer, that she was not expecting racial discrimination, was also acceptable here. Q3(f) was targeting the idea that Jean-Louis believed there should be equal opportunities for all. Candidates should ensure that the answer they give is compatible with the question form. Here the question is *qu'est-ce qu'on devrait faire...?* and so *l'égalité des chances* alone cannot score as the answer requires a verb, for example, *donner l'égalité des chances à tous* or *respecter l'égalité des chances*. Many candidates were distracted by the idea of *égalité républicaine* which, alone, did not score; however, if the *valeurs républicaines* were mentioned in a preamble which led to the correct answer, the mark was awarded. Q3(f) was well-answered in many cases but other candidates focused incorrectly on the importance of employing people of all races.

3 Écoutez cette interview sur le chômage chez les jeunes issus de l'immigration. Répondez aux questions **en français**.

(a) Comment les jeunes français issus de l'immigration se sentent-ils quand ils obtiennent un travail ?

ils ~~ont~~ ^{ont} ~~peuvent~~ de l'insertion ~~professionnelle~~ ^{professionnelle} (1)

(b) Quelle est l'attitude des patrons envers ces jeunes ?

ils ont des préjugés raciaux envers les immigrés (1)

(c) Pourquoi l'attitude de beaucoup de Français est-elle surprenante ? Donnez **deux** détails.

• la France ~~est~~ ^{est} construite ^{grâce aux} en partie, ~~des~~ immigrés. (2)

• la France est plus ~~ethnique~~ ethnique qu'avant.

(d) Pour Rachida, quels étaient les défis qu'elle pensait rencontrer au travail ? Donnez **deux** détails.

• comment augmenter les chiffres d'entreprises. (2)

• comment optimiser ces compétences.

(e) À quoi ne s'attendait-elle pas ?

~~elle~~ elle doit se battre pour y ~~entrer~~ entrer dans une entreprise (1)

(f) Selon Jean-Louis, qu'est-ce qu'on devrait faire pour améliorer la situation ?

il faut leur donner de l'égalité de chance. (1)

(g) Selon Yasmina, de quoi les chefs d'entreprise devraient-ils se souvenir ?

que quelqu'un lui en donner le chance d'être embocher. (1)



The answer to Q3(a) does not offer an appropriate response and so the mark cannot be awarded. The candidate offers a good answer to Q3(b), scoring one mark and, in Q3(c), one mark is also scored for the first answer given. The language here is not totally accurate but close enough for the mark to be awarded. However, the mark cannot be awarded for the second idea as the answer makes no sense, the candidate having misunderstood the word *pluriethnique*. The candidate scores two marks in Q3(d) for the two correct ideas. The errors are tolerated as minor spelling mistakes; *chiffre d'enterprises* is accepted with the plural agreement made on the incorrect noun and the spelling error in *enterprises* being taken as one letter incorrect, as the letters are reversed. In the second part of the answer, *ces* is treated as a spelling error for *ses* and the mark is awarded.

In the first part of Q3, this candidate has scored 4 out of a possible 6 marks.



Try to express the answer in your own words rather than attempting to transcribe what you think you hear, especially if it is an unfamiliar word.

(e) À quoi ne s'attendait-elle pas ?

(1)

~~elle~~ elle doit se battre pour y rentrer dans une entreprise.

(f) Selon Jean-Louis, qu'est-ce qu'on devrait faire pour améliorer la situation ?

(1)

il faut leur donner de l'égalité de chance.

(g) Selon Yasmina, de quoi les chefs d'entreprise devraient-ils se souvenir ?

(1)

que quelqu'un lui en donner le chance d'être embocher.



In Q3(e), the candidate has offered a correct answer; there is a repeated (and therefore not penalised) error in the spelling of *entreprise* and the pronoun *y* is unnecessary in the sentence but does not distract from the message that the candidate conveys successfully. The mark is therefore awarded. Similarly, in Q3(f), the candidate scores the mark; the spelling error in *égalité* can be ignored as it is only incorrect by one letter. However, the mark cannot be awarded in Q3(g); the use of the verb *embocher* (which cannot be considered a spelling error as there are two letters incorrect) and the ambiguous beginning of the answer *que quelqu'un lui en donner* means that the response does not offer the correct answer and so cannot score marks.

In the second part of Q3, this candidate has scored 2 out of the 3 available marks.



Try to make your spelling as accurate as possible; incorrect spellings can cause marks to be lost.

Question 4

Q4 is in two parts; Q4(a) is a comprehension exercise made up of five questions and Q4(b) is an exercise which requires the candidate to summarise what has been heard, following prompts in the form of bullet points.

In Q4(a)(i), many candidates were able to give the idea that *l'Occupant* was not interested in the Jews in the free zone, although some struggled with the verb *intéresser*, offering an idea which did not convey the answer, such as *il n'a pas intéressé* or *il n'était pas intéressant*. In Q4(a)(ii), some candidates lost the mark because they failed to clarify that the Jews who came to France needed to escape poverty and lack of work *dans leur pays d'origine*. Q4(a)(iii) was generally well-answered, as was Q4(a)(v), but the mark in Q4(a)(iv) was sometimes lost by the misspelling of *statut*, given as *statue* or *status*.

In Q4(b), many candidates continued to try to transcribe what they heard, offering answers that were over-long and complicated. This exercise is aimed at summarising the main ideas, guided by the bullet points, and candidates are encouraged to signpost their three answers to each section, Q4(b)(i) and (ii). They should offer one element only for each bullet point, or they risk losing the marks under the order of elements rule.

4 (a) Écoutez le reportage au sujet des Juifs en France au début de la Seconde Guerre mondiale. Répondez aux questions en français.

(i) Quelle était l'attitude de l'Occupant envers les Juifs en zone libre ?

(1)

ils ~~étaient~~ n'étaient pas particulièrement intéressés

(ii) Pourquoi y avait-il un grand nombre de Juifs étrangers en France au début de la guerre ? Donnez deux détails.

(2)

il y avait un grand nombre de Juifs à cause de la misère ^{et} d'un manque de travail.

(iii) Comment les Français ont-ils réagi à l'arrivée des immigrants juifs ?

(1)

ils ont réagi avec une réaction très hostile.

(iv) Qu'est-ce que le gouvernement français a introduit en 1940 ?

(1)

un statut qui représentait la place des juifs en France.

(v) Après 1940, qu'est-ce que les Juifs en France ne pouvaient plus faire ?

(1)

ils ne pouvaient pas d'exercer toute profession dans la fonction publique.

(b) Écoutez le reportage sur les Juifs en France pendant la Seconde Guerre mondiale. Répondez **en français**.

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

- la nouvelle loi (1)
- comment Pétain a changé le document original (1)
- ce que ça nous montre de Pétain (1)

La nouvelle loi était renforcé par la propagande

Pétain rediger le document originale

l'enseignements ~~pas~~ ne pouvaient pas d'exerciser leur métier.

(ii) Résumez ce que la femme nous dit :

- des Juifs étrangers (1)
- des dénonciateurs (1)
- de comment le régime de Vichy a expliqué ses actions (1)

La police a rafferé des juifs étrangers dans la rue d'hiver.



In Q4(a), this candidate scores the mark in (i), (iii), (iv) and (v). However, in Q4(a)(ii), the mark cannot be awarded as there is no reference to the poverty or lack of work in their country of origin.

In Q4(b), the candidate is less successful. In Q4(b)(i), the first answer does not score as the answer is not specific enough for a mark; *renforcé par la propagande* is not accurate enough. Similarly, the second bullet point needs to refer specifically to the changes made by Pétain to stop the Jews from being part of the teaching profession and the third point (here exemplifying point two), must be taken as the third point and so does not answer bullet point three. As a result, the candidate scores no marks in Q4(b)(i). In Q4(b)(ii), the candidate offers one answer only, which must be taken as the response to the first bullet point; this scores 1 mark.



Clarify your answers by clearly signposting using bullet points or numbers.
Offer only one element for each bullet point.

Question 6

Q6 is a reading comprehension question presented in a non-verbal form. The candidate is required to choose the correct four sentences from a possible nine, based on the passage that has been read. The majority of candidates coped well with this question, scoring 3 or 4 out of a possible 4 marks.

<input checked="" type="checkbox"/>	A Après que le premier couple s'est marié, la loi <i>Taubira</i> a été décrétée. X
<input checked="" type="checkbox"/>	B Le problème des préjugés homophobes a presque disparu en France. X
<input checked="" type="checkbox"/>	C À Montpellier, le mouvement gay est soutenu par une association. •
<input checked="" type="checkbox"/>	D Un élu a fait preuve d'hostilité envers le mouvement gay. •
<input checked="" type="checkbox"/>	E Un membre du conseil municipal a manifesté pour montrer son soutien.
<input checked="" type="checkbox"/>	F On a créé un évènement afin de combattre les préjugés.
<input checked="" type="checkbox"/>	G En 2014, le nombre de mariages gay a cessé d'augmenter. X
<input checked="" type="checkbox"/>	H Il est peu probable qu'un couple gay qui se marie vive à la campagne. • $\frac{2}{3}$
<input checked="" type="checkbox"/>	I L'âge moyen des hommes qui se marient a augmenté. X



This candidate has scored full marks; C and H proved to be most accessible, with F the most challenging.



Record your answers clearly, with an X as requested. If you change your mind, make sure your selected answer is clear to the examiner.

Question 7

Q7 proved challenging to many candidates who were unable to pinpoint the exact information needed to answer each question. Once again, far too many candidates tried to 'lift' sections of the text but, without some attempt to manipulate the language, this approach is unlikely to prove successful. Some candidates gave answers which lacked the specific detail required to score the mark. In Q7(a), the answer *retourner* alone was not enough to earn the mark and the candidate needed to add *au Maroc* or *au pays de leurs parents*.

In Q7(b), many candidates gave the answer *des raisons économiques*, which did not answer the question, *Qu'est-ce qu'ils cherchent?* Q7(c) caused some confusion with candidates not always clear whether they were referring to Mohamed or his father; the answer required a mention of growing up with the idea of one day going back to Morocco, for example, *Il a grandi avec l'idée de retourner au Maroc un jour*. Again, some candidates offered too much information here and lost the mark through the 'order of elements' rule.

Q7(d) required the answer of creating a Franco-Moroccan website; the word *site* alone was not accepted, requiring vocabulary that specifically linked the site with the Internet, such as *site web*, *site d'informations*, *portail* or *plate-forme*. In Q7(e), many candidates lost the mark by not answering the question *que ressentait les jeunes franco-marocains?* The answer *trouver leur identité* alone does not directly answer this question; it needed to explain *ils n'avaient pas de vraie identité* or *ils voulaient retrouver leur vraie identité*. Q7(f) was generally well-answered, with candidates recognising and being able to articulate the idea of shared experiences or being in the same situation.

- 7 Lisez cet article de journal sur un jeune franco-marocain. Répondez aux questions en français.

Pour sa carrière, il a choisi le Maroc, pas la France

Ils ont en commun d'avoir grandi ou fait leurs études en France. Pourtant, pour plusieurs Franco-Marocains, l'appel du « retour » a été le plus fort.

Certains, comme Mohamed Ezzouak, fondateur du site d'informations *yabiladi.com*, se sont investis dans le pays de leurs parents. Mais, au-delà des raisons économiques, c'est souvent une quête de mieux se connaître qui explique leur retour.

Ezzouak nous raconte : « Mon père était toujours conscient du décalage d'identité avec son pays d'accueil. J'ai grandi avec le "mythe du retour". J'avais donc toujours cette idée en tête. »

Spécialisé en informatique, Ezzouak a débuté sa carrière en France. Déjà en pleine réflexion sur l'idée d'un portail franco-marocain, le jeune homme a décidé de *créer un pont entre les deux pays*. Il souhaitait créer « un endroit où les jeunes d'un milieu semblable au mien pourraient retrouver leur vraie identité ».

Ezzouak dirige toujours le premier portail francophone du Maroc. *Yabiladi* est devenu, comme l'espérait son fondateur, le site de la culture marocaine pour ceux qui ont partagé la même expérience que lui.

- (a) Qu'est-ce que beaucoup de jeunes franco-marocains ont décidé de faire ?

(1)

retourner au Maroc

- (b) Qu'est-ce qu'ils cherchent, à part une meilleure connaissance d'eux-mêmes ?

(1)

plus d'opportunités économiques

- (c) Comment les idées de son père ont-elles influencé Mohamed ?

(1)

il a toujours pensé au "mythe du retour"

- (d) Comment est-ce que Mohamed a « créé un pont entre les deux pays » ?

(1)

en créant un portail franco-marocain

- (e) Selon Mohamed, que ressentait les jeunes franco-marocains comme lui ?

(1)

un manque d'une vraie identité

- (f) Pourquoi Mohamed comprenait-il les besoins d'autres Franco-Marocains ?

(1)

parce qu'ils ont eu la même expérience que lui



This is an excellent example of how a successful candidate has answered the questions concisely and accurately; Q7(a) to (f) all score one mark each. In (c), the *il* at the beginning of the sentence clearly refers to Mohamed as the question is asking about him; the candidate has used the idea of the '*mythe du retour*' but has placed it in a sentence of his own making. In Q7(d), the question *comment?* is successfully answered by the use of *en créant* and in (e), the use of the noun in *un manque d'une vraie identité* accurately sums up the feelings of the *jeunes franco-marocains*.

This candidate has scored full marks on Q7 and the technique for answering the questions accurately and succinctly is to be commended.



Think carefully about what the question is asking. Try to offer a concise answer which pinpoints the correct information, expressing the idea in your own words. You may need to use some language from the text but this should be manipulated or it is unlikely to be successful.

Question 8

Many candidates clearly understood the sense of the passage from *le Petit Nicolas* and were able to offer correct answers, although some again included too much information in their answers and so lost the mark through the 'order of elements' rule. For a one-mark question, only one idea (or element) should be offered. Other candidates appeared to be totally lost, some even leaving the answers blank without attempting a response.

In Q8(a), some candidates misunderstood the verb *reprocher* and so offered the answer *les carnets* rather than explaining that the *directeur* was unhappy with their lack of discipline. In Q8(b), the targeted answer was that Clotaire cried because his parents would stop him from having dessert and watching television, so the answer *C'est le dernier de la classe* alone did not score. This is a 'lift' and candidates should be aware that more is required of them than lifting a sentence from the text. However, if the sentence was used as a preamble, using an expression such as *donc* to lead to the correct answer, then the mark could be awarded. The frequent misspelling of *dessert* as *désert* did not allow the mark to be awarded as it changed the meaning of the answer.

Similarly, in Q8(c), some candidates thought that the reason that Agnan could not do better was that he was *le chouchou de la maîtresse* rather than the correct answer that he had good marks.

Q8(d) required some manipulation of the verb *faire l'imbécile* to give the idea that the children had misbehaved, which many candidates answered successfully, as they did in Q8(e), giving the idea of the children going out of the classroom quietly or without running. Q8(f) was also generally answered well, with many candidates producing *ils marchaient en traînant les pieds*. In Q8(g), candidates were required to produce a verb in the future or conditional tense, such as *il ne recevrait pas de dessert* or *ses parents n'allaient pas lui donner du dessert* but many offered an incorrect tense and the use of pronouns, which can clarify and enhance an answer, seemed to challenge even the most successful candidates.

In Q8(h), many candidates successfully answered with the idea that the father's *tableaux d'honneur* had disappeared and some even suggested that this probably meant that they had never existed. However, other candidates lost the mark with the answer *parce qu'il avait disparu dans le déménagement* which produced an ambiguous and therefore incorrect answer as the question refers to *le père de Nicolas*.

- 8 Lisez cet extrait du livre « Le petit Nicolas » de Sempé-Goscinny. Répondez aux questions en français.

Les carnets

Cet après-midi, le directeur est venu en classe nous distribuer les carnets. Il a dit : « Je n'ai jamais vu une classe aussi indisciplinée. » Clotaire s'est mis à pleurer. Lui, c'est le dernier de la classe et, tous les mois, en recevant son carnet, son papa et sa maman le privent de dessert et de télévision.

Sur mon carnet il y avait : « Élève turbulent. Pourrait faire mieux. » Pour Rufus, c'était : « Joue en classe. Pourrait faire mieux. » Le seul qui ne pouvait pas faire mieux, c'était Agnan, le chouchou de la maîtresse, à cause de ses bonnes notes.

Nous, on était bien embêtés, parce que les carnets, nos papas doivent les signer. Il faut dire que ce mois-ci, nous avons un peu fait l'imbécile. Alors, quand la cloche a sonné, au lieu de courir tous à la porte comme d'habitude, nous sommes sortis sans rien dire.

Dans la rue, nous marchions en traînant les pieds. Devant la pâtisserie, on a attendu Clotaire qui était entré acheter six petits pains au chocolat. « Il faut que je fasse des provisions, nous a-t-il dit, parce que ce soir, pour le dessert... »

Maintenant, il fallait que je rentre chez moi. Papa, il me dirait que lui était toujours le premier de sa classe et qu'il ramenait de l'école des tas de tableaux d'honneur et qu'il aimerait me les montrer, mais qu'ils avaient disparu dans le déménagement.

- (a) Qu'est-ce que le directeur a reproché aux élèves ?

(1)

Il pense qu'ils sont indisciplinés.

- (b) Clotaire, pourquoi s'est-il mis à pleurer ?

(1)

Il ne peut pas manger le dessert ou regarder la télévision car ses parents ne se permettent pas à cause du carnet.

- (c) Pourquoi est-ce qu'Agnan ne pouvait pas faire mieux ?

(1)

Parce qu'elle est une bonne élève qui a des bonnes notes.

- (d) Pourquoi est-ce que les mauvaises notes étaient bien méritées ce mois-là ?

(1)

Ils ont ~~été~~ ~~gâtés~~ un peu fait l'imbécile.

- (e) Comment est-ce que le comportement des élèves a changé en sortant de l'école ?

(1)

~~Usant~~ Ils ont peur des mots de ses ^{pères} parents. Ils se sentent coupables.

(f) Comment sait-on que les enfants ne voulaient pas rentrer chez eux ?

(1)

..... Ils traînent les pieds et gaspillent le temps en visitant la pâtisserie.....

(g) Pourquoi Clotaire avait-il besoin de provisions ?

(1)

..... Parce qu'il ne mangera pas le dessert ce soir à cause de son comportement et le carnet.....

(h) Pourquoi est-il difficile de croire que le père de Nicolas avait été un bon élève ?

(1)

..... Parce qu'il a disparu dans le déménagement.....



This candidate scores 1 mark on both Q8(a) and (b); both answers give the correct information and, although there is some incorrect language in the second part of the answer in (b), this can be ignored as the order of elements rule is applied here and the first element gives the correct answer. In this question, present, future or conditional tenses were all acceptable.

In Q8(c), the candidate refers to Agnan as *elle* and this is accepted; the candidate cannot be expected to know that Agnan is a boy. The answer therefore provides the correct information and again scores the mark. In Q8(d), present, perfect and pluperfect tenses were accepted so this question also scores.

However, the response to Q8(e) does not target the correct information and so the mark cannot be awarded. Both Q8(f) and (g) score the mark; in (f), the mark is awarded for the first part of the answer and in (g), the verb is incorrect but it is a recognisable future verb form, which allows the mark to be awarded. The mark is not scored in Q8(h) as the candidate has given the incorrect answer; here, *il* refers to Nicolas' father and so the answer does not make sense.

In total, the candidate scores 6 out of a possible 8 marks.



Think about how the question is phrased. Make sure that, in your answer, you focus on the subject of the question so that you don't give an ambiguous answer.

(a) Qu'est-ce que le directeur a reproché aux élèves ?

(1)

il distribuer les carnets

(b) Clotaire, pourquoi s'est-il mis à pleurer ?

(1)

parce que il est le dernier de la classe.

(c) Pourquoi est-ce qu'Agnan ne pouvait pas faire mieux ?

(1)

parce que il a des bonnes notes.

(d) Pourquoi est-ce que les mauvaises notes étaient bien méritées ce mois-là ?

(1)

ils sont sortis sans rien dire.

(e) Comment est-ce que le comportement des élèves a changé en sortant de l'école ?

(1)

(f) Comment sait-on que les enfants ne voulaient pas rentrer chez eux ?

(1)

(g) Pourquoi Clotaire avait-il besoin de provisions ?

(1)

il fasse de provisions.

(h) Pourquoi est-il difficile de croire que le père de Nicolas avait été un bon élève ?

(1)

il avait disparu dans le déménagement.



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In this second example, the candidate has been less successful. No marks can be awarded for Q8(a) or (b) as the candidate has targeted the wrong answer. Q8(c) is correct and scores the mark but, in Q8(d), the candidate gives the answer for Q8(e), which remains unattempted, and so cannot score the mark on either question. The candidate also does not attempt to answer Q8(f) and, in both Q8(g) and (h), the candidate targets the wrong information, so the mark cannot be scored.

In total, the candidate scores 1 out of a possible 8 marks.



Try to answer all the questions. An answer left blank cannot score, whereas an attempt might be successful.

Question 9

Q9 proved challenging for a large number of candidates. The large majority failed to recognise the slightly tongue-in-cheek tone of this journalistic piece and took the remarks of Jean-Marie Le Pen at face value. Once again, many candidates attempted to answer the questions by 'lifting' sections from the text, which could not be successful, especially where the meaning is inferred rather than clearly stated. This is a skill that candidates at this level need to master.

In Q9(a), the candidate needed to offer the idea that the *députés du FN* had changed their choice of lunch venue; the 'lift' *le centre névralgique du parti s'est déplacé* was not an acceptable answer as it does not answer the question about what the *députés* had done. Q9(b) was targeting the idea that they did not participate in the debates, or that they remained silent during them. In Q9(c), far too many candidates misunderstood Jean-Marie Le Pen's ironical statement, suggesting that he wanted them to tiptoe, rather than he wanted them to make themselves heard. The first three questions were answered with only limited success.

More candidates were successful with Q9(d) with answers such as *ils se disputant* or *(ils font) des guerres internes* but the untargeted 'lift' *Le FN ne fait les gros titres que pour ses guerres internes* did not score. Again, there was more success with Q9(e) as many candidates recognised that the "*blessures psychologiques*" had been caused by Marine Le Pen's failure in the presidential debate, although some candidates did not score the mark as they failed to be specific that they were referring to *le débat présidentiel* or they omitted to mention the idea that Le Pen had failed in the debate.

There was some success in Q9(e) where candidates recognised that Marine Le Pen had been worn out by the electoral campaign but others simply stated that she had gone on holiday early. Q9(g) caused confusion with candidates misunderstanding *elle s'est peu aventurée* and therefore suggesting that she did want to *affronter les journalistes* instead of giving the opposite meaning. In Q9(h), many candidates failed to apply their knowledge of the sub-theme, with some suggesting that Emmanuel Macron might take over as head of the FN.

Many candidates did not attempt a large number of questions in Q9; centres are advised to encourage candidates to always offer an answer, even if they are unsure.

- 9 Lisez cet article de magazine sur le Front National. Répondez aux questions en français.

Front National, les fantômes de l'Assemblée Nationale

À Nanterre, le bistrot Chez Tonton a perdu une de ses meilleures clientes : Marine Le Pen. Depuis que la présidente du Front National, ainsi que cinq de ses collègues frontistes, ont été élus députés, le centre névralgique du parti s'est déplacé. Désormais, Marine et les siens déjeunent à la buvette de l'Assemblée pour être plus près d'où se trament les complots.

Pourtant, s'ils fréquentent les mêmes lieux que les élites du système, les députés du FN ont du mal à trouver leur place à l'Assemblée. Ils sont « invisibles », « transparents », s'étonnent leurs collègues de tous bords. « Ils sont tout petits, tout en haut dans la Chambre des Députés. Ils ne pèsent pas sur nos débats. Parfois on ne se souvient même pas qu'ils sont là », note le rebelle Éric Coquerel. Même Jean-Marie Le Pen les juge sévèrement : « Ils doivent avancer sur la pointe des pieds, je ne les entends pas. »

Désormais, le FN ne fait les gros titres que pour ses guerres internes ; pourtant, il y a peu, leur candidature attirait plus de 10,5 millions de voix au second tour de la présidentielle.

Pour repartir au combat, Marine Le Pen doit soigner les blessures psychologiques causées par le débat présidentiel raté. Les deux campagnes l'avaient tant épuisée qu'elle a même pris ses quartiers d'été dans sa maison de vacances sans attendre la fin de la session parlementaire. Contrairement à quelques-uns de ses collègues, Marine s'est peu aventurée pour affronter les journalistes.

Le chantier de la reconstruction est immense pour Le Pen qui doit restaurer son autorité et redonner espoir à son camp. Mais peut-elle être renversée ? Certains cadres du parti redoutent qu'une nouvelle tête sorte de nulle part, à la manière d'Emmanuel Macron. Marine aurait alors tout le loisir pour se consacrer à son mandat de députée.

- (a) Selon le premier paragraphe, qu'est-ce que les députés du FN ont fait après avoir été élus ?

(1)

ils ~~se~~ (féraient)

- (b) Pour quelle raison est-ce que les collègues considèrent les députés du FN comme « invisibles » ?

(1)

Car les députés ne participent beaucoup ~~ont du mal à trouver leur place~~ à l'Assemblée.

- (c) Qu'est-ce que Jean-Marie Le Pen avait espéré des députés du FN ?

(1)

qu'ils avancent sur la pointe des pieds.

(d) Selon les médias, que font les membres du FN actuellement ?

(1)

Faire les gros titres seulement pour ses guerres internes.

(e) Qu'est-ce qui a provoqué les "blessures psychologiques" dont on parle dans le quatrième paragraphe ?

(1)

le débat présidentiel raté.

(f) Pourquoi Marine Le Pen est-elle partie prématurément à la campagne pendant l'été ?

(1)

car les campagnes l'avaient tant épuisée.

(g) Depuis les élections, qu'est-ce que Marine Le Pen essaie de faire ?

(1)

affronter les journalistes.

(h) Dans quelles circonstances Marine Le Pen pourrait-elle être remplacée comme chef du FN ?

(1)

~~si Emmanuel Macron~~ un député



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Examiner Comments

In Q9(a), the candidate gives the wrong information and so does not score marks. Similarly, in Q9(b), the answer does not score as the answer is not specific enough; the *députés* are present in the National Assembly but they are not active in the debates. In Q9(c), the candidate has misunderstood the meaning of Jean-Marie's remarks. In Q9(d), the candidate offers an untargeted 'lift' which does not successfully answer the question and so does not score.

The answer in Q9(e) is correct, as is the answer in Q9(f); here, the candidate has used a targeted 'lift' but has made it fit the question by the addition of *car*. In Q9(g), the candidate once again has misunderstood the meaning of the passage and offers the opposite idea and the answer to Q9(h) does not make sense, so neither of these answers score.

In total, the candidate scores 2 out of a possible 8 marks.



Think about the wider meaning of the passage; don't immediately assume that you can take the text literally. Remember that the paper gets progressively more challenging and that some questions will require you to infer meaning from what you have read in the text.

(a) Selon le premier paragraphe, qu'est-ce que les députés du FN ont fait après avoir été élus ?

ils se sont déplacés ^{et déjeuner} plus (1)
~~ils déjeuner à la barre de l'Assemblée~~ priés de

(b) Pour quelle raison est-ce que les collègues considèrent les députés du FN comme « invisibles » ?

(1)

parce que ils ne contribuent pas à l'Assemblée

(c) Qu'est-ce que Jean-Marie Le Pen avait espéré des députés du FN ?

(1)

qu'ils allaient parler ~~et être~~ ^{plus fort} et être plus forts
~~qu'ils allaient parler~~

(d) Selon les médias, que font les membres du FN actuellement ?

(1)

ils se battent entre eux-mêmes

(e) Qu'est-ce qui a provoqué les "blessures psychologiques" dont on parle dans le quatrième paragraphe ?

(1)

le débat présidentiel raté

(f) Pourquoi Marine Le Pen est-elle partie prématurément à la campagne pendant l'été ?

(1)

elle était très épuisée

(g) Depuis les élections, qu'est-ce que Marine Le Pen essaie de faire ?

(1)

elle essaie d'éviter les journalistes

(h) Dans quelles circonstances Marine Le Pen pourrait-elle être remplacée comme chef du FN ?

(1)

si elle n'est pas capable et ne peut pas restaurer son autorité et redonner espoir à son parti

(Total for Question 9 = 8 marks)



In this second example, the candidate has been more successful. In Q9(a), *ils se sont déplacés* is treated as a preamble to the idea of changing restaurant; this would not have scored alone but here introduces the idea of lunching nearer to the National Assembly and so is not treated as a separate element, which allows the mark to be awarded. In Q9(b), the candidate has identified the idea of contributing to the Assembly and in Q9(c), the idea of them being heard is present; both of these answers score one mark. In Q9(d) to (g), the candidate offers concise and accurate answers which target the correct information and so scores all four marks; however, the wrong answer is offered in Q9(h) and this mark is not awarded.

In total, the candidate scores 7 out of a possible 8 marks; this was a good performance on a challenging question.



Aim to offer concise answers and make sure they are targeting the correct information.

Question 10

Q10 is a translation exercise where candidates are required to translate from French into English. The selected passage is based on one of the sub-themes and candidates should keep this in mind when translating; they need to use their knowledge of the sub-theme to prevent them from producing a translation which does not make sense.

The subject of this translation was a Canadian flower festival, from the sub-theme *Les festivals et les traditions* from Theme 2. The translation is divided into twenty boxes and the candidate must translate each box accurately to score the mark. This year, it was pleasing to see a noticeable improvement from last year in the overall performance on this question although some candidates still unnecessarily lost marks through poor knowledge of basic vocabulary, for example numbers (*millions* translated as 'thousands'), countries of the world (*les Pays-Bas* was often unknown and many candidates offered translations which just did not make sense in the context of the piece, such as Wales or the Basque Country) and flowers (*tulipes* being unrecognised by some candidates, even though it is a cognate, who offered 'roses' or 'daffodils').

Candidates are advised to write a rough version of the translation first, if time allows, and to read through carefully to check for spelling errors in English and to be sure that the piece reads well in English; spelling mistakes in English cannot be ignored if the meaning of the word changes as a result of the spelling mistake, for example flower/flour and also programme/program (in English usage, referring to a computer program). There are several pages available for this exercise at the back of the answer booklet and candidates are urged to use these and to clearly label the final version; there should be no need to use a supplementary sheet. It is also inadvisable to leave gaps as these will mean that the mark cannot be scored for any box which contains a blank.

Centres should also advise candidates to pay careful attention to words like *ces* and *ses*, to linking words such as *ainsi que* and to verb tenses. For example, in this passage, the French perfect tense *qui ont traversé l'Atlantique* translates into an English preterite tense and so candidates needed to provide the translation 'which crossed the Atlantic' to score the mark.

Similarly, candidates should be aware that, if French words are left in the translation, the mark for that box cannot be scored; many candidates lost marks through keeping the French spellings of *tulipes*, *symbole*, *Atlantique*, *visites*, *spéciales*, *essentiel*, *touristes*, *musique* and *artistes*.

This year, the boxes which gave candidates the biggest challenge were *ce festival phare met en vedette*, *le festival printanier fête*, *le don de ces fleurs hollandaises*, *pour l'hébergement*, *à vous couper le souffle* (several times translated as 'cutting the soufflé', which clearly makes no sense in this context), *des animations familiales* and *d'art et d'artisanat*. In Box 18, some candidates lost the mark by failing to translate the *de* in *d'artistes de partout au Canada*, writing 'by artists all over Canada' and there was a surprising number of candidates who could not offer a satisfactory translation for *ses feux d'artifice*.

Overall, the improvement in performance in the translation exercise was encouraging but there is still work to be done to prevent candidates unnecessarily losing marks on this exercise.

10 Translate the following extract from an article about a Canadian festival into English.

(20)

Avec ses millions de tulipes, ce festival phare met en vedette la fleur officielle de la capitale comme symbole de l'amitié internationale. Le festival printanier fête le don de ces fleurs hollandaises qui ont traversé l'Atlantique après que les Pays-Bas aient été libérés à la fin de la Seconde Guerre mondiale.

Le programme inclut des visites guidées ainsi que des offres spéciales pour l'hébergement. Il est essentiel que les touristes ne ratent pas le spectacle *Tulipomanie* avec ses feux d'artifice synchronisés à la musique à vous couper le souffle.

Il y aura des installations florales d'artistes de partout au Canada et des animations familiales d'art et d'artisanat.

With its million tulips, this festival puts ~~in vendetta~~ in vendetta the official flower of the capital as a symbol of international friendship. The autumnal festival celebrates the dawn of these flowers from Holland which crossed the Atlantic after the Netherlands had been liberated at the end of the Second World War.

The programme includes guided visits as well as special offers for housing. It is essential that tourists do not miss the spectacle "Tulipomanie" with its artificial flames synchronised to the music that will take your breath away.

There will be floral installations of artists everywhere in Canada as well as family animations of art and of artists.



This candidate scored 10 marks in total; the marks were scored in the following boxes: *la fleur officielle de la capitale/comme symbole de l'amitié internationale/qui ont traversé l'Atlantique/après que les Pays-Bas avaient été libérés/à la fin de la Seconde Guerre mondiale/le programme inclut des visites guidées/ainsi que des offres spéciales/il est essentiel que les touristes/à vous couper le souffle/il y aura des installations florales.*



Make sure you consider all the words in the original text; remember, even small words can change the meaning of the English version. Also, sometimes words in French can be omitted in English, for example *des* (*le programme inclut des visites guides*) or can be optional, as here (the programme includes (some) guided tours), so be sure to consider each word.

with its millions of tulips, this floral festival displays the official flower of the capital as a symbol of international friendship. The springtime festival celebrates the giving of these ~~Hollandaise~~ flowers which crossed the Atlantic after the Netherlands ^{had been} ~~were~~ liberated at the end of the ~~se~~ Second world war.

The programme includes guided visits ^{accommodation,} as well as special offers for ^{accommodation,} ~~lodging.~~ It is essential that tourists don't miss the Tulipomanie show, with its fireworks synchronised to music to take your breath away.

There will be floral displays from artists from ~~all through~~ all over Canada, and family animations of art and handicrafts.



This candidate performs well in this exercise, losing only three of the available marks for mistranslations of:

- ce festival phare
- ces fleurs hollandaises
- des animations familiales

They score 17 marks in all.



Make sure your translation sounds correct in English; 'this floral festival' cannot be correct as the word *florale* is used later in the piece, 'these Hollandaise flowers' makes no sense and neither does 'family animations'.

Paper Summary

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

- Candidates should give concise answers using accurate language; answers that were excessively long or that did not give the information highlighted by the question did not score well.
- Candidates need to show the ability to manipulate language successfully and should expect to have to make changes to the language used in the text or recording. They should avoid attempting to 'lift' sections from the text or the recording in order to answer the questions, as this is unlikely to produce a successful answer.
- Candidates whose language is generally accurate stand a better chance of conveying their message and of scoring the mark. Incorrect or non-existent verb forms can render the answer incomprehensible and other grammatical errors can also cause ambiguity, preventing the mark from being awarded.
- In the summary question 4(b), candidates need to aim to produce three short sentences which summarise the three bullet points. Candidates who did this well 'signposted' their answers by using bullet points to clarify their three ideas. Overlong answers can again lead to marks being lost.
- In the translation passage, the aim should be to produce a successful piece of English prose which stays close to the original passage. Candidates should remember that the translation is also based on one of the sub-themes and they should use their knowledge to prevent themselves from writing something that clearly makes no sense.

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>

