



Examiners' Report **June 2022**

GCE French 9FR0 01

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Introduction

This paper aims to test candidates' comprehension of spoken and written material in French. The passages tested are based on the four main themes of the Specification: *Les changements dans la société française; La culture politique et artistique dans les pays francophones; L'immigration et la société multiculturelle française; L'Occupation et la Résistance*. Candidates are required to show their comprehension by answering open-response questions or questions in a multiple-choice format. In addition, they are required to show the ability to summarise spoken material and to translate a passage based on one of the sub-themes from French into English. In total, there are 80 marks available for this paper.

There are five extracts of spoken material and five reading passages in all; candidates are required to answer all questions on the paper and there are no option questions. The level of challenge varies across each question.

In Section A, candidates listen to the audio extracts and respond to the questions using their own words. They should not attempt to transcribe what they hear but they should manipulate the language in order to show their comprehension and answer the question successfully. While there are no marks awarded for grammatical accuracy in this paper, it is important to stress that responses which are too inaccurate to convey the message will not score. Candidates should aim to offer concise, accurate answers which convey the response that they want to give. In Q04(b)(i) and Q04(b)(ii), candidates are required to summarise two passages of spoken French, giving the information required in the bullet points. The most successful candidates signpost their answers by responding in a similar format, using bullet points or three clear separate sentences. In this question, candidates should remember that the purpose is to summarise and so they should keep the answers as short as possible with each bullet point containing one idea or element. In this question, candidates should again avoid trying to transcribe material from the recording; any direct "lift" from the recording is unlikely to score as there will have been little or no attempt to summarise. Candidates should answer in the space provided on the question paper; keeping their answers short there should be no need to use supplementary sheets as candidates who do so invariably give answers that are too long.

The second section of the paper tests the candidates' comprehension of the written word; Q05 and Q06 offer questions in a multiple-choice format while Q07, Q08 and Q09 require the candidate to answer open-response questions in French.

In the multiple-choice questions, candidates are reminded of the importance of making their choice of answer clear and, in the case of Q06, only four sentences must be chosen or candidates will lose marks. In the open-response questions, candidates are reminded of the instruction in the rubric “you must not copy out whole sections”; this year, too many candidates offered answers which were “lifted” directly from the text and were therefore not credited with the mark. Candidates should be aware that they are expected to show the ability to manipulate the language in order to score the mark and that some questions will require candidates to provide information that is only inferred in the text. Answers that contain more ideas, or elements, than marks also run the risk of not scoring; in a 1-mark question, the examiner can only consider the first idea in the response and so, if the correct answer is offered as an additional idea, it cannot score.

This year, candidates showed more ability to understand and respond to the literary passage; in past series, it has been noticeable that this type of text has challenged candidates more than more factual ones. This year’s passage was an extract from a modern novel by Leïla Slimani and candidates showed a good level of understanding, although there were again those who tried to answer some of the questions without attempting to manipulate the text.

In this paper, there are no marks awarded for the quality of language but candidates should be aware that, if the language is so inaccurate that the message cannot be clearly communicated, the mark cannot be scored. This year, some candidates showed a lack of awareness of verb structures across the tenses and there were frequent instances of misspellings (even when the word was printed in the text). While minor misspellings are tolerated, candidates are reminded that credit cannot be given for words given in other languages. Where misspellings cause words to appear as English words (or words from other languages), or as alternative French words with a different meaning, that mark cannot be scored; candidates are therefore reminded of the need to check their spellings carefully, particularly in words such as *environnement*, *mariage*, *symbole*, *photo*.

Linguistic errors which cause the meaning to be changed or offer ambiguity in the answer will cause the mark to be withheld. Candidates are reminded of the need to write accurate French and to use their knowledge of linguistic structures to ensure that they offer a concise and targeted answer.

The translation question (Q10) continues to challenge candidates at this level. This year’s passage was based on the sub-theme of *les médias* and so candidates would be expected to be familiar with topic-specific vocabulary such as *le média en ligne*, *le site*, *le premier numéro*, *la plateforme*, *le mensuel*, *la presse écrite*, *le rédacteur en chef*, *les exemplaires*. However, it was noticeable that it was particularly this vocabulary that caused problems. Candidates should be aiming to produce a piece of well-written English which exactly conveys the message of the original text; it is not an opportunity to paraphrase. Too often, there was little evidence of candidates having read through their final version.

This report will provide exemplification of candidates' work with comments and some advice and guidance for future cohorts. The exemplification will be taken largely from questions which require an open response in French, together with the translation question.

Question 2

The audio extract in question 2 was based this year on a woman reminiscing about childhood during the Vichy Régime and the role of Maréchal Pétain; this extract was taken from the sub-theme *Le Régime de Vichy*.

In Q02(a), many candidates were able to understand that Marianne represented the Republic or *la France d'autrefois*. There was sometimes no mention of Pétain in Q02(b) or the idea was given that the propaganda was based on Pétain's ideology rather than him as a person. Q02(c) caused problems for many candidates; too many attempted to answer by transcribing what they thought they had heard and so became confused by the word *vœux* which they were unable to render correctly. There was also the idea of the schoolchildren producing a drawing of Pétain. Candidates were asked to give two details in their answer for this question. The most successful candidates gave two clear answers, each on one line, and this allowed their two details to be clearly conveyed. More candidates scored the mark in Q02(d) with the idea that the children were selling photos of Pétain, although some tried to express the idea of the children having their photo taken with him.

In this response, the candidate scores 2 marks out of a possible 5.

Passage 2 – Le Régime de Vichy 1:26

2 Écoutez le reportage sur le Régime de Vichy. Répondez aux questions **en français**.

(a) Pourquoi a-t-on remplacé les bustes de Marianne dans les mairies ?

(1)

Les bustes symbolisent la France d'autre fois

(b) Sur quoi le Régime de Vichy basait-il sa propagande ? 1:40

(1)

~~non~~ la propagande entourait chaque personne

(c) Au début, qu'est-ce qu'on a proposé aux écoliers de faire ? Donnez **deux** détails.

(2)

Les écoliers ont fait un dessin du Maréchal Pétain.
Ils ont envoyé une lettre au Maréchal Pétain

(d) Comment est-ce que le Régime de Vichy a voulu que les enfants aident la patrie ?

(1)

Pétain a ~~vu~~ voulu que les enfants vendent les photos de Pétain

(Total for Question 2 = 5 marks)



This candidate shows some understanding of the listening material but their answers do not always highlight the detail needed to answer the question. In Q02(a), the mark is scored but, in Q02(b), there is no mention of Pétain and the candidate's answer shows a lack of comprehension of the audio material: *On y mettait à la place le portrait du Maréchal. On allait se livrer à une propaganda construite autour de sa personne.* In Q02(c), the candidate scores no marks for the first idea but 1 mark for the children sending Pétain a letter. The final answer does not score; the information is incorrect but also the inaccuracies in the language do not allow the message to be successfully communicated (*vennent* is not a recognisable verb form).



Listen to the information given in the audio passage and try to express the idea needed to answer the question by using your own words. Think carefully about the accuracy of what you write; focus on verb endings and subject-verb accord to communicate the message successfully.

This candidate performs well on Q02, scoring 4 out of a possible 5 marks.

Passage 2 – Le Régime de Vichy

2 Écoutez le reportage sur le Régime de Vichy. Répondez aux questions **en français**.

(a) Pourquoi a-t-on remplacé les bustes de Marianne dans les mairies ?

(1)

Car ils étaient le symbole de la France d'autre fois.

(b) Sur quoi le Régime de Vichy basait-il sa propagande ?

(1)

Le personnage du Maréchal ~~maréchal~~.

(c) Au début, qu'est-ce qu'on a proposé aux écoliers de faire ? Donnez **deux** détails.

(2)

Addresser au Maréchal, en accompagnant leurs lettres avec des
dessins personnels.

(d) Comment est-ce que le Régime de Vichy a voulu que les enfants aident la patrie ?

(1)

Il a voulu que les enfants aillent d'une maison à l'autre pour vendre un
photo du Pétain au profit de secours nationale.



The mark is awarded in Q02(a) for the correct answer. In Q02(b), the incorrect gender of *personne* is ignored so the mark can be scored. In Q02(c), the candidate attempts to answer the question with one sentence so, as there are 2 marks available, the examiner must consider only the first two ideas, or elements. No marks are scored for *Addresser au Maréchal* but the second idea, *en accompagnant leurs lettres* gives the idea of sending a letter to Pétain and so does score. The mark is also awarded in Q02(d); the candidate successfully communicates the idea of the children going from house to house to sell the photos of Pétain, even though the sentence contains grammatical errors.



Remember to offer only the number of ideas, or elements, as marks. The examiner can only consider the first two ideas in a 2-mark question or the first idea in a 1-mark question.

Question 3

The extract in Q03 was based on the topic of No, a *slammeur* from Gabon who uses his art form to protest about injustices in society.

On the whole, candidates seemed to understand the gist of the passage quite successfully but some answers were poorly worded or spelt and, as a result, they did not communicate a clear message, for example, in Q03(b) with the spelling of *pauvreté* and in Q03(f) where *quartier* was often incorrectly spelt, which is surprising at this level. Once again, in Q03(a) and Q03(g), some candidates offered more elements than there were marks available and this inevitably led to some marks not being awarded. In Q03(g), many candidates offered the idea that No wanted the authorities to organise slam workshops in schools, which was incorrect, and so lost the first mark. In Q03(a), there were candidates who lost the mark for the idea that No was making people aware of the power of the spoken word by the omission of *parlée* or because they changed the meaning by using *la langue qu'il parle*, referring to No.

Some candidates thought that No was female, possibly influenced by their choice of literary text, and used *elle* throughout, although this was accepted and did not cause them to lose marks. In Q03(b), there were many candidates who thought that *le slam* was in fact *l'Islam* and so gave the answer that No was inspired by his religious beliefs.

Overall, Q03(c) and Q03(d) were successfully answered, although some candidates lost the mark in Q03(d) by referring specifically to the *détournements de fonds* and the *falsifications de papiers* rather than the idea of corruption in society. Q03(e) was often well answered with the idea that No was brave because he was prepared to speak out when others were not; here, some candidates were distracted by the mention of *les hommes politiques* and said that No was criticising politicians or the government rather than his fellow citizens. In Q03(f), candidates needed to give the answer that No was a good spokesperson because either he comes from the *quartier* himself or because he knows the people who live in the *quartier*; this question was often answered successfully.

There are 9 marks available for Q03; this candidate has scored a total of 6 marks.

Passage 3 – Le « slam » au Gabon

3 Écoutez le reportage télévisé au sujet du « slammeur » gabonais, No. Répondez aux questions en français.

(a) Qu'est-ce que No accomplit en récitant le « slam » ? Donnez **deux** détails.

(2)

pour populariser cette poésie orale et urbaine et pour sensibiliser le public au pouvoir de la langue parlée.

(b) Qu'est-ce qui a inspiré No à se lancer dans le « slam » ?

(1)

les habitants d'une
zone qu'on appelle populaire au sud de la capitale

(c) Selon No, comment est-ce qu'un artiste peut aider les « sans-voix » ?

(1)

porter la voix ~~des~~ ^{des} sans-voix

(d) Pourquoi existe-t-il des injustices au Gabon ?

(1)

à cause de la corruption

(e) Pour quelle raison peut-on dire que No est courageux ?

(1)

Il parle sur des sujets que d'autres personnes n'osent pas

(f) Pourquoi No est-il un bon porte-parole ?

(1)

parce qu'il connaît les gens du quartier et il vient du quartier

(g) Qu'est-ce que No voudrait que le gouvernement fasse ? Donnez **deux** détails.

(2)

No voudrait que le gouvernement organise ^{encore plus} ~~plus~~ ^{beaucoup} d'événements culturels



In Q03(a), this candidate scores 2 marks for the identification of two things that No achieves with *le slam*. There are some errors in the adjective *oral* which should be feminine and also in the use of the infinitive *parler* instead of the adjectival form. However, these errors do not prevent communication of the message and so the marks are awarded.

No marks are scored in Q03(b) as the answer is incorrect. The candidate successfully scores the marks in Q03(c), Q03(d) and Q03(f) but poor spelling in Q03(e) prevents the message from being communicated and the mark is not awarded. Here there is a clear indication that the candidate is trying to transcribe from the passage without understanding the meaning of the language. In Q03(g), the candidate scores 1 out of a possible 2 marks as only one idea is given.



Avoid transcribing directly from the audio material; think about the meaning of what is being said and try to answer the question using language that you know rather than risking producing incorrect language.

This candidate scores 8 out of a possible 9 marks. There is evidence of understanding of grammatical structures and the candidate is able to manipulate the language to answer the questions. There are some linguistic errors but, overall, this is a good performance.

Passage 3 – Le « slam » au Gabon

3 Écoutez le reportage télévisé au sujet du « slammeur » gabonais, No. Répondez aux questions en français.

(a) Qu'est-ce que No accomplit en récitant le « slam » ? Donnez **deux** détails.

(2)

Il augmente la popularité de
~~Il est le champion Gabonais~~ Il popularise cette poésie orale et urbaine,
et il montre ^{le} pouvoir de la langue ^{parlé} français aux publique aussi.

(b) Qu'est-ce qui a inspiré No à se lancer dans le « slam » ?

(1)

La pauvreté dans ce quartier populaire, ~~Gabon~~

(c) Selon No, comment est-ce qu'un artiste peut aider les « sans-voix » ?

(1)

En portant la voix des « sans-voix », vers la musique.

(d) Pourquoi existe-t-il des injustices au Gabon ?

(1)

Il y a la corruption qui existe encore.
~~La corruption existe dans ce pays~~

(e) Pour quelle raison peut-on dire que No est courageux ?

(1)

Parce ^{qu'il} ~~qu'il~~ ~~quelquefois~~ il lutte contre les hommes politiques

(f) Pourquoi No est-il un bon porte-parole ?

(1)

Parce qu'il ^{connaît les gens du} ~~connaît des gens~~ quartier, c'est très personnel pour lui.

(g) Qu'est-ce que No voudrait que le gouvernement fasse ? Donnez **deux** détails.

(2)

Il voudrait le gouvernement de financer la culture plus, et organise plus d'événements culturels.



This candidate responds well; they target the answers and use their knowledge of grammar to help them express their ideas clearly. Both marks are scored in Q03(a); there are some minor linguistic errors (a missing agreement on *parlé* and an incorrect spelling of *public*) but these do not interfere with the communication of the message. The mark is awarded for the correct answer in Q03(b) and, in Q03(c), the candidate provides an answer which responds to the *Comment?* question by using the construction *En portant*, thus showing the ability to manipulate the language. A second element added to this answer (*vers la musique*) is ignored as the candidate has scored the mark with the first idea and the second element does not vitiate.

The candidate offers the correct answer in Q03(d) but, in Q03(e), the mark is not awarded because the audio extract only says that No is *pas toujours tendres envers les hommes politiques*, so the candidate has offered an incorrect answer. In Q03(f), the mark is scored by the first element that the candidate offers and, in Q03(g), both marks are scored with two correct ideas, although there is some grammatical error here but, again, it does not prevent the message from being conveyed.



Try to use grammatical knowledge to answer questions in a succinct and accurate way. Questions that begin with the interrogative *Comment?* can often be answered by using the construction *En + present participle*; this shows the ability to move from one verb form to another (*porter* to *en portant*) which is a sign of a confident and successful candidate.

Question 4

Question 4 is divided into two parts. Q04(a) offers open-response questions and there are 6 marks available; Q04(b) requires candidates to produce two short summaries and there are a further 6 marks available. The audio extracts are all taken from the same sub-theme: *les changements dans les structures familiales*.

Q04(a) focuses on an interview with a family sociologist who is talking about changes to the family structure in France. In Q04(a)(i), candidates are required to give the answer that it is a report that provides the evidence that the family is changing. Most candidates were able to offer vocabulary such as *un rapport, une enquête, un sondage, une étude* but, although it was not necessary to score the mark, there seemed little awareness of Insee. This was given in a variety of forms eg *ince, ligne C, Élysée, Lindsay, lycé, lycée* but was ignored unless it vitiated the first part of the answer. Once again, this is an indication that some candidates are trying to transcribe the audio material without understanding its content. In Q04(a)(ii), candidates were required to give an accurate description of a typical family in the past; this could be done in two ways – firstly by answering *la famille nucléaire* or secondly, by a description of *le père, la mère et deux enfants*. Candidates who answered *des enfants* did not score the mark and candidates who offered *la famille nucléaire – le père, la mère et des enfants* also did not score the mark because the second element contradicts the first. Q04(a)(iii) required the candidate to say that marriage in the past represented the beginning of life as a couple. Here few candidates were able to produce the noun *le commencement* from the verb *on commençait*; candidates at this level would be expected to be able to manipulate the language between various parts of a “word family” (*commencer, commence, le commencement*) and also to be able to produce a synonym, such as *le début*. In Q04(a)(iv), many candidates were able to convey the idea that couples marry later nowadays or they marry after having one or two children. Some candidates did attempt to use the *après avoir* structure but many omitted to use the past participle (*après avoir un ou deux enfants*). Q04(a)(v) caused problems for many candidates; a significant number did not understand the implications of the *loi Taubira* but slightly more were able to explain that the situation has now stabilised. Again, a successful candidate at this level should be expected to be able to move from *on voit la situation se stabiliser* to *la situation s’est stabilisée* but, disappointingly, few candidates showed a good understanding of the use of reflexive verbs in the *Passé Composé* (*le changement c’est calmer, la situation c’est stabilisé*). In addition, some candidates misunderstood the extract (*après l’adoption de la loi Taubira en 2013*) and thought that the subject was adoption by gay couples.

Q04(b) requires candidates to summarise the two short audio passages following the guidance given in the three bullet points for each part of the question. The performance on this question is improving; many candidates now successfully signpost their answers using bullet points or three separate sentences. However, there is still a tendency to give too much detail; this can lead to a loss of marks, with the order of elements rule being applied discretely. In Q04(b)(i), candidates were most likely not to score the third bullet point by failing to mention financial security. In Q04(b)(ii), many candidates lost marks by writing *adultes* instead of *ados* or simply *les enfants*, without specifying that it was the youngest children. The performance of candidates was fairly even across Q04(b)(i) and Q04(b)(ii).

This candidate performs well overall on this question; they score 5 marks on Q04(a) and 4 marks on Q04(b), giving them 9 marks in all out of a possible 12.

Passage 4(a) – La famille changeante en France

4 (a) Écoutez le reportage sur les changements dans la famille en France.
Répondez aux questions **en français**.

(i) ^{How do we know French families are changing?} Comment savons-nous que la famille française est en train de changer ?

(1)

Le rapport annuelle de L'INSEE

(ii) ^{What was the typical family image in the past?} Quelle était l'image de la famille typique dans le passé ?

(1)

Un père, une mère, deux enfants et un chien

(iii) ^{What represented marriage back then?} Que représentait le mariage autrefois ?

(1)

Commencer la vie en couple

(iv) ^{When do we see couples marry now?} Quand est-ce que beaucoup de couples se marient aujourd'hui ?

(1)

Après le premier et parfois le deuxième enfants

(v) ^{How do we see change in rates of marriage in heterosexual couples of the same sex? Give two details.} Comment explique-t-on le changement dans le taux de mariage chez les couples du même sexe ? Donnez **deux** détails.

(2)

Les couples attendaient la loi

Actuellement la situation se stabilisent

Résumez le reportage suivant. Des phrases courtes suffisent. Donnez trois détails pour la question 4(b)(i) et trois détails pour la question 4(b)(ii).

Passage 4(b) – La famille changeante en France

(b) Écoutez la deuxième partie du reportage. Répondez en français.

(i) Résumez ce que la femme nous dit :

- ^{Unient relation w/ Pacs + mariage} de la relation actuelle entre le PACS et le mariage (1)
- ^{w/ ppl get pacser} de la raison pour laquelle les gens choisissent de se pacser (1)
- ^{avantage mariage} de l'avantage du mariage. (1)

Le nombre de mariage est en baisse et le nombre de PACS augmente

Ils ne le considèrent pas comme un engagement à long terme

Le mariage protège les plus faibles de la société plus que le PACS

(ii) Résumez ce que l'homme nous dit :

- ^{birth rate in France} du taux de naissance en France (1)
- ^{w/ couple wait before having a child} de la raison pour laquelle les couples attendent avant d'avoir un enfant (1)
- ^{problem w/} du problème de la résidence alternée. (1)

Taux de naissance baisse

Les ~~gens~~ ^{gens} veulent un travail, un logement et être en couple

ça réussit moins pour les enfants



The candidate scores the mark in Q04(a)(i) for the reference to the *rapport annuelle*; the misspelling of Insee and the incorrect adjectival agreement are ignored. The response to Q04(a)(ii) is correct so the mark is scored. In both Q04(a)(iii) and Q04(a)(iv), the candidate has communicated the correct idea, so the marks are scored. In Q04(a)(iv), *defois* is treated as a spelling error. In Q04(a)(v), the candidate does not score the first mark as there is no mention of couples hurrying to get married when the law was passed; however, they do score the second mark despite the error in the subject-verb accord.

In Q04(b)(i), the candidate has given three clear responses to the three bullet points. They score 2 of the 3 possible marks for the first two responses but they do not score the third mark because the response does not mention financial or economic protection.

In Q04(b)(ii), the candidate again scores the first 2 marks but the mark is not awarded for the third bullet point as the answer needs to make specific reference to *les ados* or *les tous petits*; *les enfants* is too generalised.



For the summary question Q04(b), signpost three clear answers by writing each answer in a separate sentence on a different line or by using bullet points. Make sure the answer targets only the information required by the bullet point. Keep the language as accurate as possible in order to avoid introducing ambiguity into the answer and losing the mark.

This candidate has scored half the available marks in Q04 with a total of 6.

Passage 4(a) – La famille changeante en France

4 (a) Écoutez le reportage sur les changements dans la famille en France.
Répondez aux questions **en français**.

(i) Comment savons-nous que la famille française est en train de changer ?

(1)

Les couples se marient après d'avoir des enfants.

(ii) Quelle était l'image de la famille typique dans le passé ?

(1)

Papa, maman, deux petits et le chien.

(iii) Que représentait le mariage autrefois ?

(1)

En commençant ~~leur~~ leur vie de couple.

(iv) Quand est-ce que beaucoup de couples se marient aujourd'hui ?

(1)

Après un ou deux enfants.

(v) Comment explique-t-on le changement dans le taux de mariage chez les couples du même sexe ? Donnez **deux** détails.

(2)

Beaucoup de couples du même sexe attendaient la loi ~~pour~~ pour se marier après d'adopter.

(b) Écoutez la deuxième partie du reportage. Répondez **en français**.

(i) Résumez ce que la femme nous dit :

- de la relation actuelle entre le PACS et le mariage (1)
- de la raison pour laquelle les gens choisissent de se passer (1)
- de l'avantage du mariage. (1)

Le nombre de mariages est en baisse, mais pour le PACS c'est le contraire. Ils choisissent le PACS parce qu'il ne le considère pas comme un engagement à long terme. ~~Si ils se séparent~~ Si un couple se sépare, ils sont plus protégés avec le mariage.

(ii) Résumez ce que l'homme nous dit :

- du taux de naissance en France (1)
- de la raison pour laquelle les couples attendent avant d'avoir un enfant (1)
- du problème de la résidence alternée. (1)

Depuis quatre ans on fait moins enfants. Ils attendent pour avoir un travail, une maison et être en couple.

Pas bien pour les petits et les ados car ils ont besoin de deux parents.



In Q04(a)(i), no mark is awarded because the candidate offers the wrong answer. However, they are successful in Q04(a)(ii), Q04(a)(iii) and Q04(a)(iv). In Q04(a)(v), the candidate is not awarded any marks; the answer does not offer all the necessary information but there is also confusion by the addition of *après d'adopter* at the end of the sentence. The candidate has not fully understood the meaning of the audio passage and so the response is unclear and incomplete. The candidate scores 3 out of a possible 6 marks in Q04(a).

In Q04(b), this candidate has clearly signposted their answers to the three bullet points in both parts of the question by using separate sentences. In Q04(b)(i), the candidate scores 1 mark for the first answer. No mark is awarded for the second answer as *allon terme* has no meaning and the third sentence contains no reference to economic or financial protection.

In Q04(b)(ii), the candidate scores 2 marks with the first two answers; the third sentence does not score because the second half of the sentence changes the meaning and so does not offer the correct information.

The candidate scores 3 out of a possible 6 marks in Q04(b).



Avoid trying to transcribe language from the audio recording; it is far better to try to express the ideas in your own words. Unfamiliar words that are transcribed are unlikely to be spelled correctly and will cause the message to become ambiguous.

Question 6

Question 6 tests the candidate's understanding of a written text by requiring them to select four correct sentences from a list of nine. The text in this question was taken from the sub-theme *l'impact positif de l'immigration sur la société française* and focuses on the story of Nabil, a Syrian refugee who has made a new life for himself and his family in France.

The candidate must choose the four sentences that give the correct information. The passage says that Nabil and his wife have applied for French nationality, so sentence A is correct. The text explains that Nabil had to leave Syria for security reasons, so sentence B is correct. The passage says that Nabil was able to start his own restaurant business thanks to an interest-free loan, so sentence G is correct. Finally, the text explains that Nabil wants to give something back to France by creating employment opportunities with his business, so sentence H is correct.

Many candidates performed well on this question; the language seems to have been accessible and candidates were able to eliminate the incorrect sentences without too much difficulty. Options B and H appear to have been the easiest sentences to identify.

This candidate has scored 2 out of a possible 4 correct answers in Q06. They have successfully identified sentences B and H only.

6 Lisez cet article de journal sur l'expérience d'un immigré en France.

Nabil trouve une nouvelle vie en France

Nabil et son épouse viennent de demander la nationalité française. Ces exilés et leurs enfants ont fui la Syrie pour des raisons de sécurité. Condamnés à franchir les frontières au péril de leur vie, ils ont traversé plusieurs pays avant de rejoindre l'Hexagone. Dans ce pays qu'ils connaissaient déjà, pour y avoir passé des vacances estivales, ils ont demandé l'asile.

« On n'a pas attendu de recevoir des aides sociales », poursuit Nabil qui a en premier décroché un emploi comme chauffeur. Mais sa passion, c'est la cuisine. Il y a un an, il a inauguré son propre restaurant, grâce notamment à un prêt à taux zéro. Il a embauché un plongeur, un serveur... « Créer de l'emploi, c'est une manière de rendre à la France ce qu'elle nous a donné », dit-il.

Nabil envisage aussi de participer à la vie politique de l'Hexagone. « Ça nous fait peur que l'extrême droite prenne un jour le pouvoir. »

Quelles phrases sont correctes ? Cochez les quatre bonnes phrases.

<input checked="" type="checkbox"/>	A Nabil et son épouse veulent devenir français. x
<input checked="" type="checkbox"/>	B Nabil a décidé de quitter son pays d'origine pour protéger sa famille. ✓
<input checked="" type="checkbox"/>	C Le voyage en France a été sans aucun danger. x
<input checked="" type="checkbox"/>	D La famille de Nabil n'était jamais venue en France auparavant. x
<input checked="" type="checkbox"/>	E Nabil et sa femme pensaient qu'on allait leur donner des allocations sociales. ✓
<input checked="" type="checkbox"/>	F Le premier travail de Nabil en France a été dans un restaurant. x
<input checked="" type="checkbox"/>	G Emprunter de l'argent a permis à Nabil de monter son propre commerce. x
<input checked="" type="checkbox"/>	H Nabil exprime sa <u>reconnaissance</u> à son pays d'asile en créant des emplois. ✓
<input checked="" type="checkbox"/>	I Nabil a envie que l'extrême droite prenne le pouvoir. x



The candidate has selected sentence D but this sentence is not correct because the text tells the reader that the family had previously visited France on holiday. Here the candidate has not understood the final sentence in the first paragraph, perhaps not recognising the importance of the pronoun *y* – *pour y avoir passé des vacances estivales*.

The candidate has also selected sentence E but, according to the passage, Nabil states that he did not expect to receive benefit payments. Here the candidate has failed to link *allocations sociales* with *aides sociales*.



Try to eliminate the sentences which are more obviously incorrect in order to reduce the choice when selecting the correct sentences. For each sentence chosen, look carefully at the text to see if the sentence is contradicted anywhere in the passage.

This candidate has scored 2 out of a possible four correct answers in Q06. They have successfully identified sentences B and H only.

6 Lisez cet article de journal sur l'expérience d'un immigré en France.

Nabil trouve une nouvelle vie en France

Nabil et son épouse viennent de demander la nationalité française. Ces exilés et leurs enfants ont fui la Syrie pour des raisons de sécurité. Condamnés à franchir les frontières au péril de leur vie, ils ont traversé plusieurs pays avant de rejoindre l'Hexagone. Dans ce pays qu'ils connaissaient déjà, pour y avoir passé des vacances estivales, ils ont demandé l'asile.

« On n'a pas attendu de recevoir des aides sociales », poursuit Nabil qui a en premier décroché un emploi comme chauffeur. Mais sa passion, c'est la cuisine. Il y a un an, il a inauguré son propre restaurant, grâce notamment à un prêt à taux zéro. Il a embauché un plongeur, un serveur... « Créer de l'emploi, c'est une manière de rendre à la France ce qu'elle nous a donné », dit-il.

Nabil envisage aussi de participer à la vie politique de l'Hexagone. « Ça nous fait peur que l'extrême droite prenne un jour le pouvoir. »

Quelles phrases sont correctes ? Cochez les quatre bonnes phrases.

<input checked="" type="checkbox"/>	A Nabil et son épouse veulent devenir français.
<input checked="" type="checkbox"/>	B Nabil a décidé de quitter son pays d'origine pour protéger sa famille.
<input type="checkbox"/>	C Le voyage en France a été sans aucun danger.
<input type="checkbox"/>	D La famille de Nabil n'était jamais venue en France auparavant.
<input type="checkbox"/>	E Nabil et sa femme pensaient qu'on allait leur donner des allocations sociales.
<input checked="" type="checkbox"/>	F Le premier travail de Nabil en France a été dans un restaurant.
<input type="checkbox"/>	G Emprunter de l'argent a permis à Nabil de monter son propre commerce.
<input checked="" type="checkbox"/>	H Nabil exprime sa reconnaissance à son pays d'asile en créant des emplois.
<input checked="" type="checkbox"/>	I Nabil a envie que l'extrême droite prenne le pouvoir.



The candidate has selected sentence E but, according to the passage, Nabil states that he did not expect to receive benefit payments. This candidate has also failed to link *allocations sociales* with *aides sociales*.

The candidate has also selected sentence I but this sentence is not correct because Nabil says that he and his wife are frightened that the extreme right will one day get into power in France. Here the candidate has not understood either *ça nous fait peur* in the text or *Nabil a envie* in sentence I.



Avoid choosing a sentence because the wording looks similar to that in the text. This is the case in sentence I; the wording in the sentence (*que l'extrême-droite prenne le pouvoir*) is almost identical to the wording in the text (*que l'extrême-droite prenne un jour le pouvoir*) but, in fact, the two statements are contradictory because of the language that precedes this wording.

Question 7

In the open-response questions in Section B, the biggest issue this year was candidates trying to answer by lifting sections from the text without showing the ability to manipulate the language. Question 7 was based on a text from the sub-theme *Les festivals et les traditions* about the popularity of *brocantes* in France.

Q07(a) was frequently answered with *Ce secteur se trouve en plein essor*, which did not score; candidates were required to show that they understood that there has been an increase in the popularity of *brocantes* and *vide-greniers* in France, or that there are 50,000 each year. The question only mentions second-hand goods so it is necessary for the candidate to specify to which *secteur* they are referring. By lifting, candidates often produce answers that make no sense – Q07(b) *un visiteur peut tomber par hasard*. Q07(c) – a low demand question – produced the best responses but too many candidates cannot produce a correct verb form in the present tense – *ils discutent*, *ils rencontrent des gens* or *ils déjeunent ensemble* – and some candidates failed to recognise the requirement of the question (*que font les Français..?*). In Q07(d), a surprising number of candidates were unable to offer the correct vocabulary for spring and summer or misunderstood the text and answered *en automne et en hiver*; however, many candidates were able to process the information and so were successful in this question. To score the mark in Q07(e), candidates had to understand that some *consommateurs* were showing an awareness of the environment and many candidates were able to do so.

The following candidate has scored 3 out of a possible 6 marks on Q07.

7 Lisez cet article. Répondez aux questions en français.

Le phénomène du vide-grenier

Vide-greniers, brocantes ... Plus que jamais, ce secteur se trouve en plein essor, avec environ 50 000 brocantes et vide-greniers en France chaque année.

Les vendeurs viennent pour gagner un peu d'argent, les acheteurs y vont souvent dans l'espoir de tomber par hasard sur une bonne affaire. Et pour cause, les vide-greniers étant de véritables cavernes d'Ali Baba où on trouve de tout : des vêtements, des meubles et objets de décoration, mais aussi un nombre incalculable de livres.

Si le vide-grenier est autant apprécié des Français, c'est avant tout pour sa convivialité. On s'y plaît à rencontrer des gens, à discuter et même à déjeuner ensemble.

Le vide-grenier est un moment très attendu. Moins fréquents pendant les mois d'automne et d'hiver, les vide-greniers battent leur plein dans les autres saisons.

De nos jours, cela montre une tendance écologique chez les consommateurs responsables désireux de faire partie de notre économie qui tourne en rond, en achetant des articles déjà utilisés.

(a) Comment sait-on que les Français s'intéressent aux articles d'occasion ?

(1)

Il y a environ 50.000 brocantes chaque année

(b) Pourquoi un visiteur peut-il penser qu'il a eu de la chance ?

(1)

on a l'espoir de tomber par hasard

(c) Que font les Français dans un vide-grenier qui explique sa popularité ?
Donnez deux détails.

(2)

En rencontrer beaucoup des personnes et les
apportent ensemble.

(d) Quand est-ce que la majorité des vide-greniers ont lieu ?

(1)

Pendant l'automne et l'hiver

(e) Selon le dernier paragraphe, qu'est-ce que la fréquentation des vide-greniers révèle de certains consommateurs français ?

(1)

Être plus écologique par achetant des articles déjà utilisés.



In Q07(a), the candidate scores the mark by identifying that there is a large number of *brocantes* each year. Q07(b) shows that the candidate has attempted to “lift” from the text without understanding the text and produces an answer that has a different meaning. In Q07(c), the candidate has identified one of the activities in the *brocante* and, although the grammar is not correct, the meaning is clear and so the candidate scores the first mark; the second element does not communicate a meaning (the candidate is attempting to translate from English) and so does not score. The candidate has given an incorrect answer in Q07(d), again showing a lack of comprehension of the text, but, in Q07(e) 1 mark is scored, despite the incorrect use of *par* as this does not prevent communication.



Avoid the temptation of answering the questions by “lifting” material from the text without really understanding the meaning of your answer. This candidate has attempted a small amount of manipulation but has not communicated a message that can score a mark. Be wary of questions that look as though they can be answered with a direct lift – they are unlikely to score. In Q07(d), the candidate should have looked for words in the sentence that might have indicated a contradiction – *moins frequent, les autres saisons*.

In the following response, the candidate has scored 4 marks out of a possible 6.

7 Lisez cet article. Répondez aux questions en français.

Le phénomène du vide-grenier

Vide-greniers, brocantes ... Plus que jamais, ce secteur se trouve en plein essor, avec environ 50 000 brocantes et vide-greniers en France chaque année.

Les vendeurs viennent pour gagner un peu d'argent, les acheteurs y vont souvent dans l'espoir de tomber par hasard sur une bonne affaire. Et pour cause, les vide-greniers étant de véritables cavernes d'Ali Baba où on trouve de tout : des vêtements, des meubles et objets de décoration, mais aussi un nombre incalculable de livres.

Si le vide-grenier est autant apprécié des Français, c'est avant tout pour sa convivialité. On s'y plaît à rencontrer des gens, à discuter et même à déjeuner ensemble.

Le vide-grenier est un moment très attendu. Moins fréquents pendant les mois d'automne et d'hiver, les vide-greniers battent leur plein dans les autres saisons.

De nos jours, cela montre une tendance écologique chez les consommateurs responsables désireux de faire partie de notre économie qui tourne en rond, en achetant des articles déjà utilisés.

(a) Comment sait-on que les Français s'intéressent aux articles d'occasion ?

(1)

Il y a environ 50 000 brocantes.

(b) Pourquoi un visiteur peut-il penser qu'il a eu de la chance ?

(1)

qu'on peut ~~petit~~
Ils pensent que ~~qu'il peut~~ trouver une bonne affaire.

(c) Que font les Français dans un vide-grenier qui explique sa popularité ?
Donnez deux détails.

(2)

Ils peuvent rencontrer des gens, et déjeuner ensemble.

(d) Quand est-ce que la majorité des vide-greniers ont lieu ?

(1)

C'est l'été et le printemps.

(e) Selon le dernier paragraphe, qu'est-ce que la fréquentation des vide-greniers révèle de certains consommateurs français ?

(1)

Ils achètent des articles déjà utilisés malheureusement.



There are no marks scored for Q07(a); the candidate's answer is ambiguous because of the omission of any reference to the time frame *par an*. The idea of the 50,000 *brocantes* is put into perspective by including the information that they happen over the span of a year (rather than a longer period) as this shows their popularity. The candidate is successful in Q07(b), Q07(c) and Q07(d); the one grammatical error in Q07(c) does not prevent communication. In Q07(e), however, the candidate does not score the mark as the answer does not communicate the correct information.



Make sure that the answer given cannot be considered to be ambiguous; the answer must be clear. Grammatical errors can cause ambiguity; candidates should remember that using a modal verb requires them to follow that verb with an infinitive.

Question 8

Question 8 is based on a literary passage from a contemporary novel, *Chanson Douce* by Leïla Slimani. On the whole, this question was well-answered, showing that candidates are becoming more familiar and comfortable with literary material and that they found this text quite accessible. In Q08(a), some candidates were unable to produce the adjective *silencieux* from the noun *le silence*, offering instead *silent*. Some key words, such as *nounou*, were misunderstood, which caused problems in Q08(b); some candidates misunderstood the nature of the relationship between Myriam and her boss. In both Q08(d) and Q08(f), many candidates tried to answer by lifting large sections of text to answer the question. In Q08(f), they were required to say that she was happy with her workload or that it was manageable; too many produced a direct lift *Elle ne refuse aucun dossier et elle ne se plaint jamais* which did not score. Candidates should attempt to answer using their own words and offer a short but accurate answer.

In Q08(g), few candidates could make the change from the noun *culpabilité* to adjective *coupable*; most incorrectly replied that Myriam did not think about her children but this did not answer the question about how she felt (*Comment Myriam se sent-elle...?*). Q08(h) was answered well by most candidates, although there were some who answered *parce qu'elle n'a pas d'enfants*.

This candidate has scored only 2 of the 8 available marks in Q08. They have found the literary passage challenging to understand and have not, on the whole, managed to pinpoint the correct information needed to successfully answer the questions and score the mark.

(a) Pourquoi Myriam aime-t-elle arriver tôt au bureau ?

(1)

Il y a du paix dans les ~~les~~ l'examen.

(b) Qu'est-ce qui a permis à Myriam de reprendre le travail ?

(1)

Pascal- qui a aidé Myriam

(c) Comment sait-on que le patron de Myriam est heureux de la retrouver ?

(1)

Elle ~~est~~ a des moins responsabilités

(d) Pourquoi certains collègues pourraient-ils se sentir jaloux de Myriam ?

(1)

Myriam avait un avantage qu'ils ~~ne~~ ont jamais.

(e) Comment Myriam trouve-t-elle sa charge de travail ?

(1)

Elle ne jamais refuse de traiter des clients.

(f) Qu'est-ce qui met Myriam en colère contre son mari ?

(1)

~~Il~~ Son mari pense qu'elle travail trop dur ~~avec~~ et trop beaucoup

(g) Comment Myriam se sent-elle envers ses enfants ?

(1)

Triste, elle essaie de ne pas penser de ses.

(h) Pourquoi est-ce que ses collègues n'invitent jamais Myriam à leurs sorties ?

(1)

Parce que ils pensent elle avait des enfants



In Q08(a), the candidate has misinterpreted the word *examen* in the text so offers the wrong idea in the answer. In Q08(b), the candidate again offers the incorrect idea; it is the employment of the nanny, not Myriam's boss, that allows her to return to work. In Q08(c), the candidate has again misunderstood the text and, in Q08(d), the answer is ambiguous and does not give enough detail to allow the mark to be awarded. The candidate again offers an incorrect answer in Q08(e) and Q08(g) but the mark is scored in Q08(f) despite the error in the verb *elle travaille*, and also in Q08(h).



Try to identify which part of the text will give the information to answer the question. Remember that the questions are asked in the order of the material in the text and be aware that some information might be inferred from what you read in the text. For example, in this text we learn that Myriam has recently returned to work after her maternity leave. She now has two young children and we know that she arrives at work early. There is no mention of her husband being involved in childcare but we know that she has employed a nanny. The answer to Q08(b) is therefore inferred – that it is the employment of the nanny that has allowed Myriam to return to work.

The following candidate has performed well in Q08, scoring 6 out of 8 possible marks. There is one attempt to “lift” the answer from the text, which does not score, but the candidate has attempted in other answers to manipulate the language. There are some errors but these do not prevent the message from being successfully communicated.

(a) Pourquoi Myriam aime-t-elle arriver tôt au bureau ?

(1)

Parce qu'elle peut travailler tranquillement, dans le

(b) Qu'est-ce qui a permis à Myriam de reprendre le travail ?

silence
complet
(1)

La nounou ~~est~~ ^{a gardé} l'enfant de Myriam quand Myriam

(c) Comment sait-on que le patron de Myriam est heureux de la retrouver ?

a repris le travail
(1)

Parce que

Pascal ~~l'a~~ a accueilli Myriam avec chaleur

(d) Pourquoi certains collègues pourraient-ils se sentir jaloux de Myriam ?

(1)

Parce ~~que~~ ^{que} Pascal lui a donné des responsabilités auxquelles certains collègues n'ont jamais eu droit, donc Myriam avait des responsabilités que d'autres collègues n'avaient ~~jamais~~ jamais eu.

(e) Comment Myriam trouve-t-elle sa charge de travail ?

(1)

Elle ~~n'a~~ ^{e refuse pas} ~~pas~~ aucun dossier, et elle ne ~~se~~ ^{se} jamais plaint.

(f) Qu'est-ce qui met Myriam en colère contre son mari ?

(1)

Le fait que

son mari lui dit qu'elle travaille trop

(g) Comment Myriam se sent-elle envers ses enfants ?

(1)

Elle essaie de ne pas penser à ses enfants ~~pour~~ ^{afin de} ne laisser pas la culpabilité la ronger.

(h) Pourquoi est-ce que ses collègues n'invitent jamais Myriam à leurs sorties ?

(1)

Parce qu'ils pensent qu'elle n'a pas le temps de sortir avec eux, parce qu'elle doit garder son enfant.

(Total for Question 8 = 8 marks)



In Q08(a), the candidate offers a good answer in which they have understood the text and expressed it using their own words, albeit with the use of some vocabulary from the text, which is acceptable. Similarly, the answer to Q08(b) explains the role of the nanny which allows Myriam to go back to work. In Q08(c), the candidate makes an error with the past participle of *accueillir* but the idea is communicated and the mark is awarded. In Q08(d), the candidate stays close to the text of the passage in their answer but there is enough manipulation to allow the mark to be awarded – *confié* has been changed to *donné* and *des collègues vieillissants* to *certaines collègues*. The candidate demonstrates confident use of the language and there is evidence that, while they are using some vocabulary from the text, they have enough command of the language to change the sentences successfully to answer the question.

However, in Q08(e), the candidate reproduces the language from the text (albeit with the incorrect addition of *pas*) and so the mark is not awarded. The answers to Q08(f) and Q08(h) are successful but the candidate scores no marks in Q08(g) because the first element of the answer given does not answer the question about how she feels. The second element is not considered but, even if this were given as the first element, it does not directly answer the question (and is close to being a “lift”). In this question, candidates are being asked to produce an adjective (*coupable*) from the noun *la culpabilité* which few were able to do.



Always avoid reproducing text from the passage as this will not score; you can use vocabulary from the passage but this should be used to express your answer in a sentence that you have constructed. Also, practice of word families can be very useful at this level – *coupable* – *la culpabilité* – *culpabiliser* – *culpabilisant* – *la culpabilisation*.

Question 9

This proved to be the most challenging question of the paper and, once again, lifting from the text was not enough to score the mark. Q09(a) – an inference question – required the candidates to explain that the *habitants* of *Mazangé* came to commemorate or celebrate Berthe Durfort's actions; it was not enough to use the verbs *se souvenir de* or *se rappeler de*. Both Q09(c) and Q09(d) were also high demand questions and required careful reading of the passage; incorrect information was often given or candidates did not understand *ils ne s'entendaient pas* in reference to the relationship between Grégory and Briely. Again, candidates were too often tempted to lift from the passage to answer Q09(d), producing the incorrect *peu de gens dans le village étant au courant* as the answer. The need to move from the gerund form of the verb to the imperfect was mostly ignored but would have been enough to score the mark. Q09(e) was generally well-answered; many candidates recognised that Grégory was not strong or well enough to make the journey. The final question proved to be the most difficult due to the failure on the part of most candidates to understand the detail of the sixth paragraph of the text. Most candidates blamed Madame Bianchet rather than the *aviateur* for the betrayal of Berthe Durfort, presumably due to a lack of understanding of *ce dernier*. This year, there were fewer candidates who left questions blank but there were some candidates who were unwilling or unable to attempt Q09.

This is an excellent response; the candidate scores all 8 marks available and there is clear evidence that the candidate has the grammatical knowledge and ability to manipulate the language and present their ideas using sentences that they have constructed.

(a) Pour quelle raison les habitants de Mazangé apportent-ils des fleurs à l'église le 8 mai ?

(1)

Pour célébrer Berthe Durfort une Résistante

(b) Pourquoi les deux soldats anglais sont-ils restés pendant quatre ans à Mazangé ?

(1)

Car ils attendaient d'être pris en charge par un réseau

(c) Qu'est-ce que le soldat Grégory a dû faire et pourquoi ?

(2)

Il a dû aller habiter avec Madame Durfort car il s'entendait pas avec Briely, l'autre soldat.

(d) Pourquoi la plupart des habitants du village n'ont-ils pas réagi face à la présence des militaires anglais ?

(1)

Car pas tout le monde était au courant

(e) Pourquoi est-ce que la Résistance n'a pas pu aider Grégory à quitter le village en 1944 ?

(1)

Car il était pas assez en forme pour la route

(f) Par qui Berthe Durfort a-t-elle été trahie et comment le sait-on ? ^{aviateur} ~~see answer below!!!~~ ^{confirmé par Briely} ~~et~~

~~Par le soldat Grégory. On le sait car il a été torturé par les Allemands à qui il a donné le nom. Tout a été confirmé par Briely.~~

(Total for Question 9 = 8 marks)

(g) c'est l'aviateur qui l'a trahie. On le sait car tout a été confirmé par Briely

TOTAL FOR SECTION B = 30 MARKS



In Q08(a), the candidate correctly puts the emphasis on celebrating Berthe Durfort and her actions as a *Résistante*. In Q08(b), the candidate offers *ils attendaient* which they have changed from *dans l'attente de*. In all the other questions, the candidate offers the correct answer in well-constructed and accurate sentences. The only error is the omission of *ne* in Q08(e). This candidate has performed very well on this question.



Candidates are urged to offer language that is accurate both in spelling and grammatical forms. This will avoid ambiguity in the answers which can lead to the marks being lost. Candidates are advised to check verb endings, tenses, subject-verb accord and the use of pronouns as errors in any of these grammatical features can lead to the meaning of the answer being obscured or changed.

This candidate has scored 4 out of a possible 8 marks on this question. Although they offer some successful answers, there is evidence that they have struggled to understand some parts of the written text.

(a) Pour quelle raison les habitants de Mazangé apportent-ils des fleurs à l'église le 8 mai ?

(1)

Pour commémorer la vie et le mort de Berthe Durfort

(b) Pourquoi les deux soldats anglais sont-ils restés pendant quatre ans à Mazangé ?

(1)

Ils sont cachés, de ~~Berthe~~ l'attente afin d'éviter participation dans le genre.

(c) Qu'est-ce que le soldat Grégory a dû faire et pourquoi ?

(2)

- être hébergé avec Mme Durfort, car il n'entendait pas avec l'autre soldat

(d) Pourquoi la plupart des habitants du village n'ont-ils pas réagi face à la présence des militaires anglais ?

(1)

Car quelques des habitants étaient au courant et donc n'étaient pas en d'accord avec cela

(e) Pourquoi est-ce que la Résistance n'a pas pu aider Grégory à quitter le village en 1944 ?

(1)

Il n'était pas jugé comme assez solide pour le faire

(f) Par qui Berthe Durfort a-t-elle été trahie et comment le sait-on ?

(2)

- Par Madame Braichet

- car elle a dit, après était torturé, les noms des deux femmes, et c'était combinée par un soldat.



The candidate begins well with a correct answer in Q08(a) but the answer to Q08(b) is incorrect and does not score. He gives two correct ideas in Q08(c): Grégory had gone to stay with Madame Durfort because the two soldiers do not get on well together. In Q08(d), the information is incorrect but, in Q08(e), the candidate correctly identifies the fact that Grégory does not leave the village because he is not strong enough to undertake the journey. The answer to Q08(f) is unsuccessful and the candidate scores no marks; it is not Madame Bianchet who betrays Madame Durfort and, in the second answer, the examiner can consider only the first element – that she gave the name of the two women after being tortured – so this does not score.



Remember the importance of synonyms; these can be useful when trying to express your answer in your own words.

Question 10

The translation into English continues to challenge candidates at this level. The English that they produce is too often stilted and unnatural or just not a rendition of the original text and there is little evidence that candidates read through their piece before they submit their work.

This year, there were problems with tenses (notably *explorera* and *a expliqué*), vocabulary (*mensuel*, *coûteux* and *milliers*), complex grammatical structures such as the passive (*il a donc été imprimé*) and more idiomatic language (*où l'offre francophone de qualité est rare*). This text was taken from the sub-theme *les médias* so candidates would be expected to know the topic-specific vocabulary that was contained in the passage: *le média en ligne*, *le site*, *cette plateforme*, *la presse écrite*, *le rédacteur en chef*, *exemplaires*; sadly, this was often not the case. Candidates need to be reminded that this is not an opportunity to paraphrase; the translation must remain close to the original text in order to convey the meaning of that text. Candidates need to remember that the final version must make sense or it is unlikely to score high marks; this year, the word *coûteux* was sometimes translated at the beginning of the sentence as 'knives' which clearly made no sense at all.

This year there were very few really good performances with the average score being 9 or 10 out of 20. There were also some very weak attempts where candidates had left gaps throughout the text, which is unlikely to allow them to score highly. It is important to remember that every word in the original text must be considered; too often, words like connectives and pronouns are overlooked.

This candidate has made a fairly poor attempt at the translation, scoring only 7 out of a possible 20 marks.

SECTION C : TRANSLATION INTO ENGLISH

We recommend you spend around 20 minutes on this section.

10 Translate the following article about a new magazine in Tunisia into English.

(20)

En Tunisie, le média en ligne « Nawaat » navigue à contre-courant ; il veut montrer que le papier n'est pas mort.

Après quinze ans d'activité, le site a lancé un magazine en français dont le premier numéro explorera « les raisons d'espérer ». Alors que de nombreux journaux s'efforcent d'attirer leurs lecteurs vers leurs sites en ligne, cette plateforme avance dans le sens opposé.

Ce mensuel en français n'aspire pas à remplacer ce qu'il y a sur Internet. « Cette publication est un investissement dans la presse écrite où l'offre francophone de qualité est rare », a expliqué le rédacteur en chef. Coûteux, il a donc été imprimé à seulement un millier d'exemplaires.

In Tunisia, the online media 'Nawaat' navigated against the run of the mill; he wanted to show the paper is not dead. After 15 years of activity, the site showed a magazine in French of which the first ~~number~~ ^{edition} will have explored 'the reasons to hope'. So that lots of journalists tried to attract their readers towards their online sites, this platform advanced in the opposite sense.

This guide in French ~~don~~ does not aspire to replace what there is on the internet. 'this publication is an investment in the written press where it offers french speaking ^{content} ~~eng~~ quality is rare', explained the chief editor. Courteously, he had therefore provided only a million examples.



The marks are scored in Boxes 5, 7, 11, 14-16, 18. This candidate has coped only with the sections of the translation which are lower in demand but they do recognise *dont* in Box 7 and the correct tense in Box 18.



Think about knowledge of topic-specific vocabulary which might be needed: this could help to make the translation sound more authentic.

This candidate has made a reasonable attempt at the translation, scoring 11 out of a possible 20 marks.

SECTION C : TRANSLATION INTO ENGLISH

We recommend you spend around 20 minutes on this section.

10 Translate the following article about a new magazine in Tunisia into **English**.

(20)

En Tunisie, le média en ligne « Nawaat » navigue à contre-courant ; il veut montrer que le papier n'est pas mort.

Après quinze ans d'activité, le site a lancé un magazine en français dont le premier numéro explorera « les raisons d'espérer ». Alors que de nombreux journaux s'efforcent d'attirer leurs lecteurs vers leurs sites en ligne, cette plateforme avance dans le sens opposé.

Ce mensuel en français n'aspire pas à remplacer ce qu'il y a sur Internet. « Cette publication est un investissement dans la presse écrite où l'offre francophone de qualité est rare », a expliqué le rédacteur en chef. Coûteux, il a donc été imprimé à seulement un millier d'exemplaires.

In Tunisia, the online media « Nawaat » goes against the normal; it wants to show that ~~the~~ the paper isn't dead. After 15 years of activity, the site has launched a magazine in french of which the first number will explore « The reasons to hope ». ~~for that~~ ^{whilst} the numerous newspapers make an effort to attract their ~~readers~~ readers towards their ~~sites~~ online sites, this platform advances in the ~~opposite~~ ^{opposed} sense. This news outlet in French doesn't aspire to replace what there is on the Internet. « This advert is an investment in, ^{the} written press where ^{quality} the francophone offer of ~~quality~~ is rare » ~~has~~ explained the head ~~and~~ ~~journalist~~ ~~publisher~~ ~~limited~~, so ~~it has been printed~~ to only a ~~thousand~~ thousand copies have been printed.



The marks are scored in Boxes 3, 5-11, 14-15, 20. This candidate has coped well with the passive in Box 20 but loses the mark in Box 19 for *coûteux* which is incorrectly translated. No marks are given in Box 1 for 'the online media', a common error, and in Box 18 as the candidate does not recognise *le rédacteur en chef*. However, overall, this is a reasonably good attempt.



Read through each sentence and consider whether or not your translation sounds right in English. An example from this piece is: 'This platform advances in the opposite sense'; this does not sound natural in English and does not convey the meaning without ambiguity. It does not score.

This candidate has made a good attempt at the translation, scoring 14 out of a possible 20 marks.

In Tunisia, the on-line media "Nuwaat" goes against the plan; it wants to show that paper is not dead.

After fifteen years of ~~active~~ activity, the site has launched a french magazine of which the first edition explores "the reasons to hope". While numerous (many) newspapers work to attract their readers towards their on-line sites, this platform advances in the opposite direction

This ~~magazine~~ french magazine does not aspire to replace what is on the internet. "This publication is an investment in the written press, where a quality francophone offer is rare.", explained the director. Being costly, there has only been a thousand copies printed.



ResultsPlus
Examiner Comments

The marks are scored in Boxes 2-7, 9-11, 14-16, 19-20. This candidate has given a good translation of the challenging passive in Boxes 19 and 20 and has coped well with *coûteux* which needs to be expanded in English to make it read well.



ResultsPlus
Examiner Tip

Focus on each verb tense and be sure to offer the same tense in your translation; this candidate loses a mark for 'explores' in Box 8 as the French text uses the future verb *explorera*.

Paper Summary

This paper continues to challenge candidates but, this year, there were some good performances from candidates towards the top of the mark range. These more successful candidates were not only able to understand the spoken and written language but they also had the ability to express their answers in clear and grammatically accurate French which allowed the message to be conveyed without ambiguity. While there are no specific marks for linguistic ability in this paper, this ability is intrinsically linked with clear communication and the candidate's ability to express their answer.

At the lower end of the mark range, it became evident that some candidates had little understanding or knowledge of linguistic structures and so were not able to manipulate the language in ways that were necessary. At Advanced Level, candidates should have a good grasp of French grammar; they should be able to produce a range of tenses correctly (noticeably poor this year was the production of the *Passé Composé* but also of common irregular verbs in the present tense such as *ils font, ils vont*) and they should always ensure that the subject-verb accord is correct. These candidates clearly had some comprehension skills as, on the whole, they were able to score some marks on the non-verbal multiple-choice format questions. However, their command of written French was often not good enough for them to convey their answers to the open-response questions in a way that was clear enough for the mark to be awarded. In particular, candidates of a Francophone background are reminded that comprehension alone will not guarantee high marks on this paper; candidates must have the ability to cope with a range of skills.

This year, there were some encouraging features to note; candidates are coping more successfully with the literary passage and also with the summary skills. However, more complex extended written passages are still challenging to many candidates. It was also pleasing to see that fewer candidates are leaving questions blank, although this was still a feature in some scripts; candidates are encouraged to attempt every question and to avoid leaving gaps in the translation as this could lead to them not being credited for something they have translated accurately.

Overall, candidates are to be congratulated on coping well with a paper which tests several different skills and which exposes candidates to a variety of audio extracts and different types of written text based on the range of sub-themes covered in this Specification.

Grade boundaries

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

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