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Examiners' Report

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## GCSE French (1226) Paper 1F Foundation Level Listening and Responding Examiners' Report June 2005

Candidates generally performed well across the paper as a whole and there were some very good performances. Candidates seemed well prepared for the various test types although questions requiring answers either in French or English remain daunting for weaker candidates.

Many candidates do have problems recognising sounds, and common words such as *CD* and *poster* in Q11 were often not picked up by weaker candidates. Cognates also caused problems eg *portable* in Q15. There were examples of poor attempts to transcribe where weaker candidates transcribed French sounds into recognisable English words eg in Q 26 *elle m'écoute* was often rendered as *she is cute*. Many candidates need more awareness or practice in pronunciation and recognising sounds of letter combinations in French.

The questions which required recognition of single lexical items were less well done than in previous years. Q1-5 were accessible to the majority of candidates although *dessin* in Q5 was less well recognised. Means of transport in Q6-10 were well done by some candidates but weaker candidates found these difficult. The picture for Q9 (E *mobylette*) was often confused with picture G (*scooter*), this was an understandable error and this fact was taken into account when grade boundaries were decided. The vocabulary in Q13-17, and Q20-24 were not as accessible to weaker candidates; *portable* in Q15, *montre* in Q16, *cadeau* in Q23, *fleurs* in Q24 proved difficult. It should be pointed out that these words are all in the minimum core vocabulary list.

The questions which were intended to discriminate did so and weaker candidates found the overlap questions targeted at grades C and D demanding, (Q11, Q12, Q18-19 & Q25). Q12 proved the most accessible with better candidates scoring full marks. Q18-19 were multiple choice questions and proved challenging for candidates. The task required candidates to listen to the whole extract. Weaker candidates tended to latch on to single words and to tick the answer containing the first word they heard, eg in part (i) many ticked (a) as soon as they heard the first sentence of the extract, *Je travaille dans un grand hôtel, il y a un restaurant...* Candidates need to listen to the whole extract and to listen in particular for negation and for key phrases eg in Q18 (i) *je suis réceptionniste*. Q25 tested the identification of opinions, a skill required at grade C. This continues to challenge candidates at this level and the question proved difficult for all but the best candidates. Parts (i) (matching *il faut avoir une voiture* with answer F, *il y a des problèmes avec le transport*) and (iii) (matching *l'air est plus pur, il n'y a pas de fumée* with answer D *c'est moins pollué*) proved the most accessible.

Candidates are generally well practised in note taking in French and there were a pleasing number of candidates with full marks in Q11. However, weaker candidates failed to recognise basic items of vocabulary in unfamiliar contexts and/or failed to understand the rubric. It was pleasing to note that many candidates were able to recognise and spell correctly the word *vendredi* in part (a), however, answers also included *mardi*, *samedi* and *jeudi*. Many candidates gave the answer *basketball*, presumably a mishearing of (*théâtre*) *Sébastopol* and a confusion of *jour* with *jouer*. Numbers continue to prove difficult for weaker candidates. In part (b) *20h30* was

confused with 22h 30. Some candidates seem unaware of how to record times in French. Candidates should be discouraged from writing out numbers in full, as they proceed to write down incorrect figures eg *vingt heures trente- 22h30*. Many are unable to write out the numbers in a clear, unambiguous way and therefore are not awarded marks. This also applies to part (c). In part (c) *14* was the most common incorrect answer. In this question, some candidates misheard *sont à 40 euros* as *cent 40 euros* so *140* was also a common incorrect answer. In part (d) common items of vocabulary such as *poster* or *CD* were not recognised and weaker candidates gave improbable answers such as *imposter* (possibly not having understood the rubric). Many candidates recognised the word *souvenir* but only better candidates were able to record their answer in a clear and unambiguous way. Whilst marks are awarded for communication and candidates did score marks with incorrect spellings, it should be noted that poor spelling can lead to information not being communicated, particularly where inaccurate spelling creates a new word. There were still a few candidates who answered in the wrong language. [Start here](#)

Candidates generally found the questions in English accessible. There were fewer blank answers and there were some very good performances. However, the questions in English continue to be a good discriminator. Many candidates at this level fail to listen to the extract as a whole; they hone in on individual items of vocabulary and then construct answers around individual words or else give one word answers which don't always answer the question.

In Q26 (a) weaker candidates confused *10* with *2* and *12*. Many wrote *since she was 10* rather than *(for)10 years*. Many candidates scored in part (b), *amusing* being the most common correct answer. Some candidates thought that *amusing* and *fun* were two different references in the text and put them down as two separate answers. Fewer candidates recognised *généreux* and fewer were able to spell *generous* in English. *Elle m'écoute* was not well recognised and gave answers such as *she is cute* (a mishearing, transcription into English) or *they like the same music* (presumably because candidates tend to learn *écouter* in the context of *écouter de la musique*). In Q27 the most commonly recognised answer was *boys* for *garçons*, although a number of candidates did give *waiters* as an answer. The other choices for answers were less well recognised and many candidates gave one word answers which were too vague such as *talkative*, with no reference as to who was talkative. Guesses included clothes, shopping, TV programmes.

In Q28 (a) many candidates recognised *magasins* but did not pick up on the quantifier, *beaucoup de (magasins)*. Weaker candidates gave *magazines* as an answer. In part (b) many lost marks because of short answers that did not supply the necessary information eg *his parents* on its own, rather than *shopping with his parents*. In part (c) *c'est ennuyeux* became *annoying*, or was often rendered as, *they (his parents) are boring* rather than *shopping/ it is boring*. In Q29 there was again evidence of weaker candidates associating French sounds with English words, *boulangerie* was frequently rendered as *lingerie shop* and gave rise to answers such as *underwear/ sex shop*. *Laundry* was also another common incorrect answer. Quite a lot of candidates gave *butcher* as an answer (presumably after having learnt the words at the same time). *Tabac* was not generally well known. Answers such as Asda, Tesco and Morrisons were common among weaker candidates. Examiners commented on the poor quality of spelling and illegible handwriting of some candidates.

The performance of better candidates was recognised by:

- careful reading of the question
- listening to the whole extract rather than honing in on individual words
- identifying cognates and familiar words in unfamiliar contexts
- attention to detail, giving complete rather than partial answers
- applying logic
- reading over their answers





## GCSE French (1226) Paper 1H

### Higher Level Listening and Responding Examiners' Report June 2005

Candidates generally found the paper accessible and many candidates scored well across the paper as a whole. There were some excellent performances. The questions that were intended to discriminate did so but the majority of candidates understood enough, and felt confident enough, to attempt the whole paper. There was evidence of good listening skills, many candidates had used the five minutes reading time well (underlining titles, key words in the rubrics and questions and annotating questions)- generally using the time well to anticipate what they were about to hear. There were, however, a few candidates who were unable to cope with the demands of the paper and for whom the experience must have been demoralising and who could possibly have benefited from taking the Foundation rather than the Higher paper. The performance of weaker candidates was characterised by lack of attention to detail, snatched listening based on the identification of single words rather than listening to the extract as a whole, mishearing and imagination.

The performance on the overlap questions (Q1, 2, Q3, Q5 & Q8) was generally better than on the Foundation paper. Q5 was well done by all but the weaker candidates. In Q1-2 there was, as at Foundation level, evidence of candidates ticking the first word they heard in the extract, eg in Q1 part (i) many ticked (a) as soon as they heard the first sentence of the extract, *Je travaille dans un grand hôtel, il y a un restaurant...* Candidates need to listen to the whole and to listen in particular for negation and for key phrases eg in Q1 part (i), *je suis réceptionniste*. Q8 which required the identification of opinions was generally well done at this level, the performance of weaker candidates was similar to that of weaker candidates on the Foundation paper, parts (i) (matching *il faut avoir une voiture* with answer F, *il y a des problèmes avec le transport*) and (iii) (matching *l'air est plus pur, il n'y a pas de fumée* with answer D, *c'est moins pollué*) proving the most accessible. Performance on Q3 was markedly better at this level, many candidates achieving full marks. This would indicate that candidates are well trained in accurate note taking in French. The performance of weaker candidates was again similar to that of weaker candidates on the Foundation paper.

Although better candidates scored well on Q4, this question proved difficult for many candidates. It demanded the ability to understand paraphrasing. Parts (i) and (vi) were the most accessible (in part (i) *risques* linked to answer C, *les dangers*, in part (vi) *enfants, rassurant* with answer B, *des avantages pour les parents*). Surprisingly some candidates did not link *dépenser, coûtent, cher* with *prix* in answer A. In part (iii) candidates did not recognise the implication of the future tense in *aura* or the expression of time (*dans cinq ans*). Part (i) proved the most difficult possibly because candidates did not understand the rubric (*mode d'emploi*).

Q7 and Q9 also required the identification of opinions and points of view. Again better candidates scored well on these questions which were very demanding. Both questions required candidates to understand paraphrasing and to link vocabulary in phrases in the extract with the questions eg in Q7 *ce n'est pas compliqué* with answer (v) *C'est très facile; tu n'as même pas besoin de sortir* with answer (ii), *On peut faire des courses sans quitter la maison*. In this type of question, which is a conversation between three people, it should be pointed out to candidates that each

speaker finishes with the name of the person who is going to speak next. In Q9 weaker candidates failed to link vocabulary and ideas in the extract with the answers eg in part (i) *retrouver mes amis/ bavarder* with answer F, *sociable*.

Q6 required answers in note form in French and was marked for communication only. There were some excellent performances from better candidates, many of whom scored full marks. However, despite a generous mark scheme (with 9 possible answers and tolerance of certain grammatical errors) many candidates were unable to score highly on this question. Candidates lost marks because they either failed to understand the extract or were unable to record their answers in an acceptably recognisable form or give the detailed information required. Weaker candidates latched on to single words regardless of which film they referred to, hence answers like *c'est amusant, j'adore ce film* were common incorrect answers. As at Foundation Level there was evidence of poor transcribing *j'adore ce film* was frequently rendered by weaker candidates as *j'adore Sophie*, highlighting weaker candidates inability to recognise French sounds. The most common correct answers were *acteur préféré* and *c'est un film français*. Although answers were marked for communication and incorrect use of pronouns and possessive adjectives was not penalized, it is worth noting that the majority of candidates were unable to use possessive adjectives accurately *elle acteur préféré, s'acteur préféré* were common answers. It was disappointing to see the number of candidates who could not spell the word *français* accurately even though it was printed in bold directly above the space for candidates' answers. It is also worth pointing out that sometimes inaccuracies and the inability to spell words in a recognisable form can lead candidates to lose marks, *actor* (in English) was a common error, as was *jamais vous* (for *jamais vu*). Both these answers were not credited.

The questions requiring answers in English, Q10 and 11, were as always, a good discriminator. There were some excellent performances, but only the better candidates were able to supply the detail required at this level. Although the majority of candidates attempted all parts of these questions, the answers often bore little resemblance to what they heard and many candidates found these questions challenging. A lot of candidates based their answers on the context/title, Transport Problems and used their prior knowledge rather than what was heard to answer the questions eg in Q11(b) there were frequent references to car pools/ more expensive petrol, *la journée sans voiture*. There was again evidence of candidates transcribing French sounds as English words eg in Q11a, *campagne* became *companion*, in Q11b *cher* became *car sharing*, candidates obviously need more awareness of pronunciation and the sounds of various letter combinations in French. Many answers were characterised by lack of detail eg in 11b, the word *freedom* on its own, instead of *gives freedom*. Other candidates took elements from different parts of the extract and put them together to give factually inaccurate answers eg in Q 11a *cars are essential to go to the country, cars are essential to go to work, people in the country can go to town to work* etc. Many candidates were unable to express themselves unambiguously in English.

Q10 (a) was done well by the better candidates but many failed to understand *l'introduction du métro* or *la construction des parkings*, *métro* was often confused with the car, here again many candidates took key words from both parts and constructed answers (often illogical) around them eg *constructed/ built more cars*. With *la construction des parkings* many failed to listen to the end of the sentence (*autour de la ville*) and gave as an answer *constructed/built more car parks* without specifying where. Many candidates obviously did not understand this section and wrote answers about *constricting parking* (a mishearing possibly of *construction*), this

often became incorrectly, *restricting parking*. In part (b) many candidates scored with reference to a sore throat, although all the various parts of the body were mentioned by different candidates. Fewer candidates identified *les yeux qui piquaient*. This question did give rise to lots of answers not based on what was heard in the extract, *he has asthma* was a very common incorrect answer, *a cough, bad chest, allergic to fumes* were also common. Other answers ranged from *killed plant life* to *could not hang out washing*. Again there was much evidence of prior knowledge outweighing what was said.

Q11 (a) proved the more accessible question with many candidates scoring marks for *it is useful, it gives you freedom*. However, as identified above, many candidates confused different elements of the extracts and gave answers such as, *gives you freedom to go to the country*. *Campagne* was confused with the English *companion* and gave rise to answers such as *going out with friends, cars are companions* and *cars are like a friend*. Only better candidates understood that it would take too long to get to work without a car, many understood this as you couldn't get to work without a car. In Q11 (b) whilst better candidates scored full marks, many weaker candidates failed to score. Again insufficient details in answers such as *electric cars* on its' own (for *il faut encourager les gens à acheter des voitures électriques*) meant candidates did not score marks. In this particular sentence *gens* was frequently confused with *jeunes* and answers involving young people were common incorrect answers. *Améliorer les transports en commun* was frequently rendered as *more public transport*, the word *billets* led to answers about parking tickets and *cher* to answers about sharing cars.

Many examiners remarked on the poor quality of spelling in English, *soar throat* was very common as was answers such as *sour trout* for Q 11(b).

There were unfortunately still some candidates who answered these questions in French and therefore were not awarded marks.

As was highlighted last year, the performance of the better candidates was characterised by:

- careful reading of the rubric
- listening to the whole extract rather than honing in on individual items of vocabulary
- attention to detail, giving full rather than partial answers
- expressing themselves clearly and unambiguously and relating their answers to facts in the extract
- applying logic
- reading over their answers



## GCSE French (1226) Paper 2F/H Foundation/Higher Speaking Examiners' Report - June 2005

Candidates generally built on good practice in the classroom to perform well in the speaking element of the examination. The vast majority of candidates were well prepared and confident with the format of the examination and there was an even performance across the majority of role-plays and the conversation section.

### Rôle play A

There was a significant number of candidates who did not score full marks in this element of the examination and weaker candidates clearly found this element demanding although it was an appropriate entry for the majority of foundation level candidates. *Caisse* is still unknown by the majority of candidates, with a number of different pronunciations which affected communication, particularly *cassé* and many were also unable to ask where places were.

There were still a number of candidates who offered a price rather than the cost of an item and *C'est combien?* remains difficult for many candidates, *combien?* on its own does not fully satisfy the task.

It is evident that candidates are more aware of items of food and drink, but many were unable to score well in other situations. Many found difficulty with items requested in A1 and A3, *shampooing*, *brosse (à dents)* and *serviette* were not widely known. A6, *lampe* was often badly pronounced and *ouvre-boîte* and *couteau* rarely heard and even more seldom correct. A11, *ananas* and *chou* were rarely heard and in A12 *biscuits* and *limonade* were often in English and therefore unable to score.

Learning of the minimum core vocabulary is essential for these common items that are in everyday use in survival situations. Candidates must be aware that simply using the English pronunciation for cognates does not gain credit.

### Rôle play B

The majority of candidates were able to experience some success in role-play B although there was significant number of candidates who were only able to answer the unpredictable questions. The rôle plays challenged Foundation Level candidates and provided Higher Level candidates with an accessible beginning to their speaking examination.

Many candidates successfully answered the unpredictable questions. However, *Qu'est-ce que tu vas porter?*, ..... *quand ?* and *C'est pour qui?* were poorly answered, even by a significant number of more able candidates at both levels.

A significant number of candidates offered items of vocabulary other than those indicated in the rôle plays and centres are reminded that where there is oblique candidates must offer one of items as part of the message required. This was particularly the case when candidates were offering information about favourite subjects in B2 or in B7 where candidates were required to say where they work. Similarly, if more than one item is offered only the first will be marked, even if it is incorrect and the others correct.

Centres should be aware that marks cannot be gained if the message in a task is only partially conveyed and that it is rare that any of the tasks, other than an unpredictable question, can be fully communicated with a single verb or noun. This was evident in B8 where candidates were required to say what they want for breakfast.

Although many candidates score highly, particularly those at Higher Level, candidates should be aware that tense errors affect the communication of a task and that poor tense usage will reduce the marks gained. There was a considerable number of candidates at both levels who used infinitive or imperfect forms for the present tense of *er* verbs.

Most candidates were able to attempt the four tasks although for a significant number the framing of questions and common question words are difficult and such tasks are often not clearly communicated. *On se rencontre à quelle heure?* and *Qu'est-ce qu'on va faire demain?* were particularly difficult for many candidates and few were able to master the use of obligation. However some candidates were able to get round this by alternative means. Task 4 continues to be a good discriminator within the role-plays but even more able candidates find increased difficulty if the question is earlier in the rôle plays.

Teacher examiners should also take care not to read the part of the candidate, as any subsequent response for this task cannot be credited. This often occurs in task 4 and was particularly evident in B2 where a significant number of teacher-examiners asked the question rather than the candidate. Equally, rephrasing of the unpredictable question is not allowed and any response where this is the case is unable to gain marks.

## Rôle play C

Many examiners reported that teacher-examiners and candidates appeared more at ease with the format of the role-play and that the candidates were able to engage more when they knew where the unpredictable questions were going to be asked.

However there was still a significant minority of centres where the Teacher examiner's knowledge of the situation was less than adequate and consequently did not respond adequately to the candidate thus causing confusion. Where the Teacher examiner is able to respond naturally to the candidate's responses, whatever they may be, candidates generally were more at ease and therefore able to score more highly. This was particularly evident in C2 in the response to prompt 4 *Vêtements?*

Weaker candidates failed to understand some of the prompts on the cards, notably *Logement?* and *Repas?*, and a significant number of candidates failed to read the rubric at the top of the card, particularly in C12, where candidates wanted a reservation rather than refer to the reservation that had already been made.

Some centres do not encourage candidates to expand the role-play and therefore prevent them from accessing the higher mark bands. It is not necessary to expand all the tasks but there are opportunities within the bullet points, and one of the unpredictable questions is more open-ended, in order for candidates to expand and show what they are capable of. Some centres, however, turn the role-play into a mini conversation of up to five minutes. This rarely benefits the candidate, as there

is often much irrelevance that cannot be credited as expansion and affects the communication of the points needed.

Centres are reminded that where there is a question mark within the tasks, candidates are expected to ask a question. If a candidate produces a statement they are considered not to have conveyed the task successfully and often only the more able candidates were able to frame questions successfully.

The unpredictable questions continued to be a good discriminator and candidates were able on the whole to answer the more closed question.

Question words however are still a major problem for many candidates who either are not listening carefully or are unaware of the true meaning of them.

*Qu'est-ce que vous pensez faire dans la région?* was often answered about what the candidates thought about the region ignoring *faire* and *Quand?* when referring to a period of time in work place situations was inappropriately answered. *Détails personnels*, whether as a bullet point or unpredictable question, is still often very superficially dealt with, often producing just a forename. A mobile telephone number and offering a passport were not seen as successfully completing the task nor was a description of the person or their family.

However there were many excellent role-plays. Candidates responded well to teacher examiners who used the prompts thoughtfully and where encouragement and careful responding to their replies enabled them to expand effectively.

## Conversation

This year's examination was marked in a significant number of centres by over-thorough preparation of the first topic. Teacher-examiners are reminded that the specimen questions in the Handbook are merely suggestions. There was a large number of centres where the teacher-examiners only asked the candidates these questions. This penalised candidates who were unable to take the initiative and often only produced short responses. Teacher examiners should use the responses of the candidate to stimulate the next question.

Naturally the best conversations occurred when teacher-examiners listened to candidates' answers and progressed in a natural way rather than working through the questions in the handbook

An increasing number of Teacher Examiners used an insufficient variety of questions throughout the centre. There was a significant minority of centres who asked the same questions to all candidates. Invariably candidates where this happens are unable to score highly during this element.

The conversation is marked globally over the two topics and in an increasing number of cases candidates who were able to speak well, in a variety of tenses during the pre-learned, prepared section, were unable to offer responses to simple questions during the second topic. These candidates could not be awarded high marks.

Timing continues to be a concern in a minority of centres and centres are reminded that candidates cannot gain credit for responses outside the time limits given in the rubric. Candidates should be given the opportunity to use appropriate structures and language within the time allotted for this part of the examination.

- 4-5 minutes Foundation Level conversation
- 6-7 minutes Higher Level conversation

Similarly short conversations will prevent the candidates from demonstrating their ability.

The two topics should be given equal time. Candidates are disadvantaged if they are not allowed to show what they can do within the unprepared topic.

There were many centres who were able to help candidates fulfil their potential through skilful questioning, enabling the candidate to expand and use more complex language, eliciting a range of structures, tenses, opinions and descriptions. It should be noted that a series of closed questions whilst helping some candidates to offer a response will not score other than in the lower mark bands.

## Marking

Where centres opted to mark their own candidates there was a significant number whose marks were out of tolerance and needed adjustment.

A number of centres awarded full marks when there was ambiguity in a candidate's response particularly in rôle play A. The pronunciation of *Caisse* was an example of this and *cassé / casser* was often credited. Teacher-examiners ignored the difference between *il y a ...?* and *Où est ...?* which have different meanings in both rôle play A and B.

In rôle play B an incorrect tense often affected communication. Responses of a single word or verb did not convey the message or the rephrasing of unpredictable question meant that the performance was often overvalued.

Some centres failed to appreciate that there are significant differences in the Assessment Criteria for Role plays A and B and candidates who were unable to successfully convey the necessary tasks in Role play B were often over marked.

In rôle play C there was often insufficient expansion for higher marks to be awarded. Tense errors, responses without a verb, or the failure to ask questions when required, meant that marks were overvalued as communication needed to access the higher mark bands was not achieved.

In the conversation section centres have a tendency to overvalue the performance of Foundation Level candidates who appear to say quite a lot, but have mostly repeated much of what the teacher examiner has said through a series of closed questions and total reliance on the teacher examiner. Similarly, at Higher Level, teacher-examiners need to use more complex question forms in order to test candidates appropriately to access the higher mark bands using a variety of open-ended questions. Accuracy and Application of Language are dependent on the amount of and complexity of French conveyed by the candidate. It is unusual for a candidate who scores in the lower ranges in Communication to score highly in these sections as there is not the breadth of language required.



## Standardisation

There is evidence of insufficient internal standardisation within an increasing number of centres. There were a number of cases where one or more teacher examiners in a centre have been over generous or inconsistent in their marking. Centres are encouraged to use previous year's examinations to help standardise their marking in preparation for the next series. A lack of internal standardisation may penalise individual candidates.

However many centres standardise excellently and are to be congratulated on their efforts.

## Administration

Many centres continue to provide an excellent service in this area. However some points to note are summarised below:

- Cassette boxes and tapes should be labelled meticulously. It is helpful to use the inlay in the Instructions for Conduct booklet. Each should be labelled with Specification Name and Number, Centre name and number, candidate name and number, level of entry, order of recording and name of teacher examiner.
- Cassettes should be numbered sequentially across the centre, not by individual teacher examiners.
- Cassettes should be rewound to the start of side A.
- Candidates' performance should not be split between two sides of a cassette or on two different cassettes.
- Foundation and Higher level candidates should be recorded on different cassettes.
- L3 mark sheets for each candidate should be arranged in candidate number order across the whole centre.
- In 2A centres where the teacher examiners are marking candidates' performance the yellow copy of the L3 should be retained.
- In 2B centres both copies of the L3 should be sent to the moderator.
- The top (white copy) of the Optems for 2A centres should be sent to Edexcel. The second copy (yellow) should be sent to the Moderator and the third copy (green) should be retained by the centre.
- Centres should ensure that they follow the correct rôle play sequence for 1226 French
- The conversation section has time limits to be observed.
- The microphone should favour the candidate rather than the teacher examiner. Centres should be aware that where automatic recording levels

are achieved by some tape recorders candidate details and the beginning of the examination are at times inaudible.

- Parcels should be securely packaged for posting using protective bubble wrap or similar for the protection of the tapes.

## **Conclusion**

Although reports on examinations invariably highlight difficulties, it must be stressed that the majority of teacher examiners prepare and carry out this element of the examination successfully.

Many candidates were well prepared for the examination and there was evidence of excellent examining technique.

Examiners and moderators would like to thank teacher-examiners for their efforts this year.

**GCSE French (1226) Paper 3F**  
**Foundation Level Reading and Responding Examiners' Report**  
**June 2005**

- Candidates were well prepared for this paper on the whole and the majority were entered appropriately.
- The paper was completed in the given time with very few candidates leaving answers blank.
- Presentation was good with very few candidates overwriting letters.

Straightforward vocabulary testing questions (Q 1, 2, 7 and 8) were attempted rather successfully. In Q1, all parts were answered correctly except for (iv) where many candidates gave B as the answer thereby possibly misinterpreting the picture of the bus for an underground train and ignoring picture E. In Q2, parts (i), (iii) and (iv) were answered correctly, but quite a few candidates gave the distracter *histoire* as the answer to (ii) and the answers to (ii) and (v) were often transposed. Q7 was answered very successfully, candidates thereby showing an ability to identify the household items by their descriptions in the questions. A few candidates however, chose C or F for (d) perhaps not knowing *faire la vaisselle* and honing in on the word machine and many gave C for (a). In Q8, candidates showed a good knowledge of classroom vocabulary. However, the item which was the least known was *trousse* and the floppy disk and pen were the two incorrect items chosen the most. There were very few candidates who gave more crosses than necessary in Qs 2 and 8.

The overlap questions discriminated very well, but were attempted with varying success. Q3 had a high success rate with candidates choosing the correct passage to answer parts (b), (c), (d) and (e). However, some candidates transposed the answers to (c) and (d) whilst others gave or repeated the answer to (b) in (d) perhaps prompted by the word *enfant* in the question or put one character adjective in (c) and then another in (d). Others gave *en bonne forme* or *d'art dramatique* for (d). The latter answer was given quite often for (e) presumably because it preceded the date 1983 in the text. However, some candidates were successful in this part, but many did not include all three elements of *rôle dans* and *film/Rue Barbare*, choosing instead just to write *Rue Barbare*. Part (a) seemed the most problematic for candidates. Some candidates gave the correct answer, whilst others who recognised *pays* gave not only the correct answer, but then went on to give Los Angeles and Monaco also, thereby negating their answer. Others honed in on *naissance* in the prompt, ignoring or failing to understand *pays* and gave the date of birth.

It was pleasing to note that the new question type used this year i.e. making notes in French in positive and negative columns in Q5, was dealt with well by many Foundation candidates, with only a few writing all the answers in French or a mixture of French and English, although copying of words from the text into the grid was not always very successful. Some candidates failed to score marks for incomplete answers such as: *très confortable* on its own without *hôtel* and *aller à la plage* without *tous les jours*. The negative column was not as successful with many candidates giving the adjectives without the noun: *(le service) lent*; *(le personnel) un peu impoli*. There was a good number of candidates who obviously recognized negative or contradictory expressions and gave those as answers: *malheureusement*

and *d'un autre côté*. It was very pleasing to note that there were hardly any cases of candidates transposing answers in the two columns.

Of the other two overlap questions 4 and 6, the former was done quite successfully with quite a few candidates scoring full marks and others performing well in parts (iv) and (v), but less so in the first three parts. One can only assume that the choice of C for (i) by many candidates, A, D and C for (ii) and D and F for (iii) was due to guesswork. Q6 was obviously very challenging for Foundation candidates with (a) and (e) being the only parts answered correctly for the most part. Candidates need to be able to understand each idea as a whole rather than honing in on isolated words and to be able to infer from the text.

The English Q9 was a very straightforward question which the majority of candidates did well with very few giving all the answers in French. Quite a few candidates scored full or nearly full marks and very few left answers blank. Whilst parts (b), (e) and (g) were answered correctly by most candidates, there were still many who did not recognize *dimanche* as Sunday and in fact every single day of the week was represented across the candidature in answers to (c). Part (d) was answered successfully, but loose interpretations of tennis de table led to tennis as an answer and some candidates chose to take their answer from the pictures rather than the French which led to the answer roller blading/skating. Part (f) was very well done, though quite a few candidates mentioned comfortable clothes, thereby not understanding *mets* or *apporte*. Others gave the general answer food and drink for crisps and lemonade. Quite a few candidates gave the French spelling of lemonade and there was a great variety of spelling of crisps in English as well as the inevitable answer chips. The answer which prevented many candidates from scoring full marks on this question was part (a) where very few candidates actually understood that the party was celebrating the end of the school year or the beginning of the Summer holidays. Answers ranged from loose interpretations of *la fin de l'année scolaire* such as finished/finishing school, end of school, whilst others honed in on the word *scolaire* to give the answer: she has a scholarship. Equally for *le commencement des grandes vacances*, candidates gave answers such as going on holidays, start of Summer. Others invented their own reasons for the party: birthday or anniversary.

## GCSE French (1226) Paper 3H Higher Level Reading and Responding Examiners' Report June 2005

On the whole, candidates had been appropriately entered for this paper. There were very few candidates who did not complete the paper. The paper seemed to differentiate well between those who only honed in on isolated lexical items and those who were able to read texts in detail and comprehend the texts globally, a higher skill tested at this level.

For the overlap questions, see the report on the Foundation paper. Candidates tackled these questions with greater success. This was especially the case on Q2 where candidates were able to choose the exact parts of the text required to answer the questions and to write them correctly. Also in Q6, candidates showed an awareness of what was meant by *pays de naissance* in (c) and gave the correct answer confidently as well as giving all three elements for (e). Most candidates scored full marks in Q1 and tackled the more challenging Q7 with a good degree of success.

Q3 discriminated very well between those candidates who were able to understand the text in detail rather than simply snatching at single lexical items and therefore gained full marks. However, there were a good number of candidates who struggled with this question type and very often employed guesswork. The most popular incorrect answers were (ii) and (viii), both perhaps chosen because of the use of *été* and *tee-shirts* in the text.

Q4 proved to be another good discriminator. Candidates have experienced this question type before, but still seemed to find Section A quite challenging. Candidates really had to understand the text to be able to handle this question as all the verbs in the questions were in the 3<sup>rd</sup> person plural and therefore one couldn't rely on grammatical knowledge. Most candidates scored on (i), (ii) and (vii), although some gave F as the answer to (ii) possibly imagining that children like decorating the Christmas tree. Not many got (iii) correct with no pattern of incorrect answers. Both (iv) and (v) were attempted quite successfully, though a few candidates chose C for (v), possibly thinking this made sense without really seeking to understand the text. Part (vi) was done well though quite a few chose H for this ignoring perhaps *quelques* in the first part of the sentence in the question and the fact that usually the questions are following the order of the text. In Section B, most candidates scored in part (i), but *généreuse* was often given for (ii), perhaps inferring this from the sentence *si elle voit quelque chose.....l'achète*. Part (iii) caused the most problems with  *paresseuse* being the most popular incorrect answer, candidates assuming perhaps that the fact that Camille leaves her shopping till just before Christmas implies that she is lazy and ignoring the fact that the text states that she works hard. This is an example of where candidates must make sure they read the whole text.

Q5 was done quite well on the whole with parts (i) and (iii) being the most successful although quite a few candidates gave *parents* for the answer to the latter, perhaps using a knowledge of grammar rather than careful reading of the text to help them. This was also the case for the frequently wrong answer for (ii) being *raison*. For part (iv), there were many candidates who understood the text well and gave the right answer, but equally, many gave the answer *indépendant* and a few, *content* showing

again that they had used grammatical knowledge rather than the text to answer the question. Part (v) was done quite successfully, but many gave *a* as the answer whilst a large number gave both *a* and *veut*.

The English Q9 proved to be an excellent discriminator, but was not as well attempted as in former years. There were quite a few candidates who left answers blank, but hardly any who answered in French. A very few strong candidates scored nearly full marks whilst weaker candidates invented their own stories revolving around the world of work, holiday centres etc. In part (a) quite a few candidates understood the word *rêve* and therefore were able to answer the question. However, there were many candidates who negated their answer by honing in on the word *décor* and either negated their answer by writing *decorator/decoration of dreams*, whilst others chose the wrong part of the text and gave the answer as *view of the Pyrenees, blue sky and sun*. A few candidates interpreted *rêve* as Riviera or river.

Part (b) was targeted at the sentence beginning *il essaie de*, but many candidates did not realize this and therefore gave answers for (c) in (b). Many candidates did score well in (b), but there were quite imprecise translations of the two phrases; for *profiter de la vie en plein air*, candidates gave *spend life/work outside/get plain air*. Some weaker candidates honed in on *plein* and *air* and gave answers such as *fly airplanes*, others added *profiter* to get *make profits from airplanes*. For the idea of being there for the children, many candidates were again too imprecise and mentioned his children or be/spend time with the children.

In part (c), even though the question asked for two other jobs apart from dealing with financial matters, quite a few candidates gave this as one of their answers. Quite simple answers such as *personnel/administration* were awarded the two marks, but many candidates interpreted *personnel* as *personal* and therefore produced such answers as *personal matters/finance*. Others interpreted *travail d'administration* as *travel administration* or simply *travels*. Others honed in on *il aide son ..... âge* and gave the right answer, but due to imprecision, some interpreted this as *helps with/arranges/organizes/sets up/runs the activities*. The word *équipe* was misinterpreted by quite a few candidates as *equipment*, hence such answers as *he helps with the equipment*. Whilst some very strong candidates gave the answer *maintains/keeps up relationships with the neighbours*, not many candidates were familiar with the word *voisin*, but instead rendered it as *careers, relatives, guests, clients, customers*. Others interpreted the phrase *entretenir de bonnes relations avec les voisins* as *entertains his relatives; is an entertainer*.

Part (d) was the most problematic. Candidates didn't read the question carefully and sometimes gave answers for (c) here. Those who did hone in on the correct part of the text gave imprecise translations: for *l'envie de travailler avec les enfants* *able to work with children; get on with children; like children*. Only the very good candidates understood *le besoin de réussir*, others read to the end of the phrase and gave the answer: *help those who need it the most; need/want to help more*. Those who did not recognize neither *envie* nor *besoin* and *réussir*, relied on jargon they had heard related to the world of work: *people skills; work as a team* etc.

Part (e) was a little more successful with candidates understanding the idea that one shouldn't stay too long, though unfortunately, quite a few omitted the idea of too long and instead wrote *much longer; for a long time; long term* etc. More successful was the interpretation of the fact that one should stop the job when one doesn't enjoy it any more, though some candidates failed to include any more. Only the more able candidates were able to interpret the last sentence successfully. Weaker

candidates honed in on *s'amuser* and gave answers such as: *he wants to have fun, he will stop when he's not having fun*. Others snatched at *rester* and gave the answer: *he needs a rest*.

Many candidates who did not score very highly on parts (a) to (e) were able to score on the last section.

Candidates at this level need to be aware that they must be precise in their answers to gain marks on the English question.





## GCSE French (1226) Paper 4F/H Foundation/Higher Level Writing Examiners' Report - June 2005

As last year, centres are to be congratulated on preparing their candidates for the requirements of this examination. Examiners noted how well candidates responded to stimulus material, and how resourceful they were despite no longer being allowed to use a dictionary in the examination. There were some areas of concern, but on the whole most candidates had the opportunity to achieve their potential on this paper.

### Paper 4F Question 1

Candidates were asked to write ten items of vocabulary. Most were able to write five relating to the town, but five from the countryside proved more of a problem. The pictures were given as suggestions, and many candidates found them useful. It was quite in order to choose items which were not illustrated, so long as they were plausible in the context.

### Paper 4F Question 2

This question required candidates to supply five nouns and five correct present tense verbs. Although examiners noted a slight improvement since last year, only a small minority scored full marks for this question. Some centres had however clearly prepared this question very well. The nouns were very accessible, and there were hardly any misinterpretations of the graphics. The verbs were much more variable. Some candidates had trouble with the irregular forms; others wrote past participles; a few simply copied the infinitives. Hardly any candidate knew *je choisis*. Centres are again recommended to give attention to this question in preparing for next year's paper.

### Paper 4F Question 3

Candidates benefited from having the stimulus in English, and most attempted all four bullet points. Examiners were asked to interpret the phrase 'a sporting event' to allow for the candidate to be either a participant or a spectator. The weather was expressed much more successfully than in past years. The task could have been completed using the present tense only, but candidates were not penalised if they used other tenses in the correct context, for example, by using the future tense for the last bullet point. Many candidates' knowledge of tenses was such that a good deal of ambiguity was expressed.

### Paper 4F Question 4(a)/Paper 4H Question 1(a)

This question was not as popular as the alternative. Candidates generally responded fully to the stimulus, although not always relevantly; some of the personal details given were not really appropriate in this context. The description of work or work experience was well done, although for some tenses were an issue. Description of colleagues was likewise well done. It was pleasing to see that candidates were expecting to express opinions, and most did so successfully, with many giving coherent reasons as well. More of the Higher tier candidates scored seventeen or more out of twenty, and more kept to the word limit. Exceeding it often led to boring, inaccurate or irrelevant writing. The best candidates expressed a cohesive and logical argument very successfully, using more complex language fluently.

### Paper 4F Question 4(b)/Paper 4H Question 1(b)

There were some very good responses to this question, and many more than in the past achieved excellent marks while keeping to the word limit. Use of the bullet points ensured that most attempts were well-ordered and logically constructed. The best answers responded in roughly equal measure to all the bullet points, using three tenses, adjectives and more complex structures such as object pronouns, subordination and linking. Weaker candidates included irrelevant material, or else omitted points altogether. There was some overuse of *il y a* in the description of one's house. Candidates' linguistic resources were generally satisfactory, although misuse of tenses sometimes led to ambiguity. Other problems included the question of whether Maxime was a boy or a girl (the English rubric gave the answer), and whether to say *venir chez toi* or *venir chez Maxime*.

### Paper 4H Question 2(a)

The stimulus for this question was minimal, but many candidates produced successful coherent, well-linked pieces which addressed a number of relevant issues, developing them with opinions and reasons. Many candidates used appropriate specialist vocabulary such as *l'effet de serre* and *la circulation*. The pictures were merely suggestions, but most candidates referred to them in some way. Ignorance of particular town or country issues was not penalised, although examiners were disappointed to note some very stereotyped views being expressed. It was encouraging to see that the vast majority of candidates kept to the word limit. Those few who did exceed it often penalised themselves by including irrelevant material or by increasing the incidence of error in their work. Some candidates had difficulty with the perfect tense and its agreements. The imperfect tense was rare, except in fixed structures such as *c'était* and *il y avait*. Past infinitives and object pronouns were seldom encountered, although candidates in certain centres produced phrases using *après avoir/après être*; *ayant* with a past participle; *avant de* with an infinitive; and the present subjunctive.

### Paper 4H Question 2(b)

More candidates attempted this question than the alternative. The best answers were lively and entertaining, with some disagreeing forcibly with Justin's love of shopping. Most candidates enhanced their work with opinions and reactions. Weaker candidates wrote little more than an account of a shopping visit. Their language was frequently over-ambitious and they did not really have the resources to tackle this question. They were unable to give general advice on earning money, preferring to write about their own job without referring to Justin's problems.

## General points

- It was pleasing to see that most candidates observed the rubric for these papers. They kept to the word count recommendations and did not answer all the optional questions. Candidates who failed to observe the rubrics were given no advantage.
- Some candidates felt they had to use a supplementary answer sheet, for example, where they had used up space with rough work. They should use space elsewhere in the answer booklet, such as that allocated to the question they are not doing, and make it clear which question they are answering.
- Some candidates answered both the options (a) and (b), thinking that the placing of a cross in the box at the top was sufficient to indicate which was their selected answer. They should always cross out the discarded response, so that examiners have no doubt as to what the candidate intends.
- Candidates should always write in ink (preferably black), and not pencil.
- Candidates should not write in the margins or in the 'Leave blank' column.
- Virtually no candidates were inappropriately entered for the Higher tier examination.



## GCSE French (1226) Paper 4C Written Coursework Examiners' Report - June 2005

This year coursework was again much more popular than the examination. As in the past, it was pleasing to see that the vast majority of centres benefited from their choice, with candidates producing good work according to their potential, and teachers administering and assessing the work very successfully.

### Tasks

The best tasks allowed candidates to use a variety of tenses, structures and vocabulary in each unit of work. They demonstrated linking, opinion and logical argument. Weaker candidates were able to write simple sentences and paragraphs without slavish adherence to stimulus material.

*Examples of successful tasks this year included:*

- Holidays, particularly ones where things went wrong
- School and future plans - especially when some variety was added, e.g. a description of a teacher or of the school uniform
- A restaurant visit - again, especially when things went wrong
- Home town - description, history, opinions
- A film or book review (but only the best candidates were successful here)
- Biography of a famous person
- Work experience
- Health (especially those who wrote from a particular viewpoint, e.g. that of an alcoholic or heavy smoker)
- The importance of friendship
- Agony aunt letters/replies

Poorer tasks did not encourage candidates to use more than one tense. Language was repetitive, with excessive reliance on the stimulus, and there was little standardisation of task choice within the centre.

*Examples of less successful tasks included:*

- Lists; labelling of pictures - for candidates who could do more than this
- The environment - for candidates without the resources to deal with this
- Interviews - these did not allow candidates to use linking
- Titles covering two or more topic areas
- Hotel booking letters - especially if just copied from a stimulus
- Hotel complaint letters - likewise
- CV and letter of application
- Healthy eating - for candidates without the resources to deal with this
- Je me présente - often very dull writing was produced here

Successful stimulus material was brief, often in the form of title plus bullet points. Some centres used past exam papers (Specification 1226 Paper 4) to good effect. Most stimulus material was in French, although moderators noted more this year in English. Often, centres chose safe and predictable topics, and only the better candidates were able to develop these quite unpromising titles into good pieces of work that fulfilled the criteria for higher marks. Some centres appeared unsure of the difference between stimulus and reference materials. The latter might include textbook pages or grammar worksheets which help candidates with a particular piece of vocabulary or with a more complex structure. They only became a problem when candidates copied whole passages from them - and sometimes the same copied work was seen across a whole centre. Moderators are looking to see how individual candidates manipulate the language to make it their own.

Candidates in a few centres were penalised because they had not been asked to fulfil the specification requirement of writing three units of work from three different topic areas. Where candidates had written two units from one topic area, only the better of the two marks was taken into consideration, and the other mark was discounted. Clearly this had a serious effect on the overall marks of such centres. As last year, the most common problem was setting both school and work experience (Education, training and employment) and holidays and home town (At home and abroad). Centres are reminded to check the specification carefully before setting tasks.

The excessive length of submissions was an issue in some centres. It is quite possible to obtain good marks for work which meets the specification demands: 250-350 words overall for grades G-D, and 500-600 words overall for grades C-A\*. The three units of work should be of roughly equal length, including the one done under controlled conditions.

Some centres did not meet the requirements for controlled conditions, and they too were penalised by having the marks of one unit discounted. Controlled conditions work must be done in the classroom and under the supervision of a teacher. Stimulus material and a dictionary are allowed; reference materials, notes or first drafts of the work are not permitted. Candidates may prepare the work in advance and may wish to memorise parts of it; it is not however in the spirit of the examination to invite candidates to learn by heart pieces of French which they have not composed themselves, such as textbook pages.

If candidates make drafts of their work, these must not be corrected by the teacher. Feedback should only be given in the form of general comments; the use of form CFS1 is designed for this purpose. Drafts should be clearly identified and should be included with the sample. Moderators are instructed to ignore final drafts in those cases where first drafts have been marked with specific corrections.

Candidates are encouraged to use ICT when composing their coursework. They are however urged to check spellings carefully, especially accents. The use of Internet translation devices is not permitted, and centres are asked not to authenticate work produced in this way. In general, moderators were impressed this year by the improvement in standards of word-processed work.

## Assessment

On the whole, this was very well done by centres. Some were slightly generous but consistently so. Internal standardisation was usually successful. The three marking grids provided in the new specification were well used, although sometimes too much credit was given to work copied from a stimulus, to pedestrian or formulaic work, and to work which was too short to meet the criteria. In the Accuracy grid, it should be noted that the majority of verb forms have to be correct in order to achieve 3 or more marks. It is necessary to take into consideration both the length and type of task when awarding a mark for Communication and content.

## Administration

Most centres were extremely helpful in following the requirements of the Instructions for the Conduct of the Examination (the ICE booklet), which are issued well in advance of coursework deadlines. When centres failed to do this, it held up the moderation process and in some cases penalised candidates. There were various specific problems, and centres are asked to ensure that the following takes place:

1. The latest version of form CF1 (coursework front sheet) should be used.
2. It should include the candidate number and be signed by the teacher and the candidate.
3. It should contain an accurate word count and an indication of topic areas chosen.
4. Addition of marks should be carefully checked.
5. The OPTEMS form should be completed in full, without error, and should be signed on every page.
6. Teaching groups should be indicated on the OPTEMS.
7. If separated, OPTEMS pages should be placed in their correct order.
8. Absent candidates should be marked X not zero.
9. The sample should be arranged in candidate number order.
10. If a sample candidate is absent, then the work of the next candidate on the list should be included.
11. The work of the candidates with the highest and lowest marks in the centre should be included.
12. Work in the folder should be in the same order as on the front sheet.
13. There should be no loose pages - especially ones with no name on.
14. Stimulus material should be submitted - not references to pages in a textbook.
15. When moderators request additional information or folders, these should be provided promptly.
16. When sending coursework through the post, centres should ensure that the full amount of postage is paid.





# Statistics

## Paper 1F - Listening and Responding

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	33	27	22	17	12	0
Uniform Boundary Mark	59	50	40	30	20	10	0

## Paper 1H - Listening and Responding

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	33	27	21	16	11	8	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

## Paper 2F - Speaking

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	27	22	18	14	10	0
Uniform Boundary Mark	59	50	40	30	20	10	0

## Paper 2H - Speaking

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	40	34	28	23	17	14	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

### Paper 3F - Reading and Responding

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	34	28	22	16	10	0
Uniform Boundary Mark	59	50	40	30	20	10	0

### Paper 3H - Reading and Responding

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	39	31	23	16	10	7	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

### Paper 4F - Writing

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	28	24	20	16	12	0
Uniform Boundary Mark	59	50	40	30	20	10	0

### Paper 4H - Writing

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	40	33	26	20	14	11	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

### Paper 4C - Written Coursework

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Raw Boundary Mark	60	51	45	39	33	27	21	15	9	0
Uniform Boundary Mark	90	80	70	60	50	40	30	20	10	0

### Overall Subject Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Total Uniform Mark	360	320	280	240	200	160	120	80	40	0



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