

Examiners' Report

June 2018

GCSE French 1FR0 4F

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Introduction

Candidates were assessed on their ability to communicate effectively through writing in French.

Candidates needed to communicate effectively in writing for a variety of purposes across a range of specified contexts; to write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information; to produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings; to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events; to manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register; to make independent, creative and more complex use of the language, as appropriate; to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince; and to translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

The assessment was out of 60 marks. Each question was set in a context drawn from the themes and topics. The assessment tasks featured general content that was familiar and accessible to all candidates. Candidates were required to produce responses of varying lengths and types to express facts, ideas and opinions in French.

The length of each response required and complexity of language increased across the paper. Recommended word counts were specified for each question. Candidates were not penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets. One question was a translation of a short passage from English into French.

All assessments were marked against assessment criteria. The instructions to candidates were all in French. The use of dictionaries was not permitted.

The assessment time was 1 hour and 10 minutes in length. The paper consisted of three open questions and one translation from English into French. Candidates had to answer all questions.

Question 1 assessed candidates on their ability to write to describe and to express opinions.

Question 2 assessed candidates on their ability to note down key points and convey information. Candidates had to use the formal register.

Question 3 had two options from which candidates had to select one. This question assessed candidates on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Candidates had to use the informal register.

This question was common to the Higher tier.

Question 4 was the translation question. Candidates were required to translate five sentences from English to French. The sentences were ordered by increasing level of difficulty.

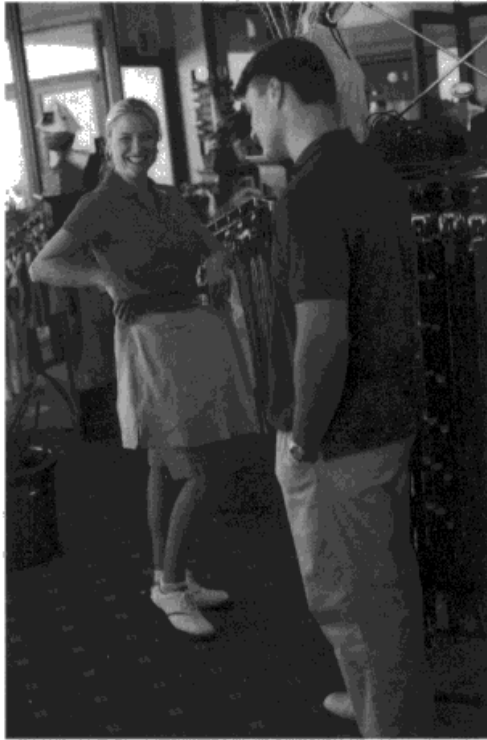
Question 1

This question addressed the theme of Local area, holiday and travel, and the topic of Travel and tourist transactions. Candidates were given a photo of two young people in a clothes shop; they had to describe the photo and express their opinion about shopping in about 20-30 words of French. The question could be answered using exclusively a present time frame, but candidates were not penalised for using other tenses.

Most candidates responded to this question with some success. The most successful ones restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance.

Most candidates described who was in the picture and expressed a simple opinion about shopping. Some candidates wrote in the first person, which was totally acceptable. Indeed, some examiners commented that such attempts were often among the most creative and interesting. Some candidates found it difficult to say what the people were wearing or doing. Verb forms such as *il/elle est porte* were common. Some of the opinions given were contradictory, e.g. *J'aime le shopping, c'est ennuyeux!* A few candidates thought they had to give an opinion about the picture or the featured people rather than shopping in general. A few others either omitted the opinion altogether, or else omitted to describe the photo.

Le shopping



- 1 Tu fais du shopping en France. Tu postes cette photo sur des médias sociaux pour tes amis.

Écris une description de la photo **et** exprime ton opinion sur le shopping.

Écris environ 20 à 30 mots **en français**.

Dans cette photo, il y a ^{gargon} une ~~homme~~ et une femme. La femme a les cheveux blondes et les yeux bleus. Le gargon a les cheveux marron et les yeux marron. Je peux voir que ils sont contents. À mon avis, je déteste le shopping parce que c'est très fatigant et il est assez cher.



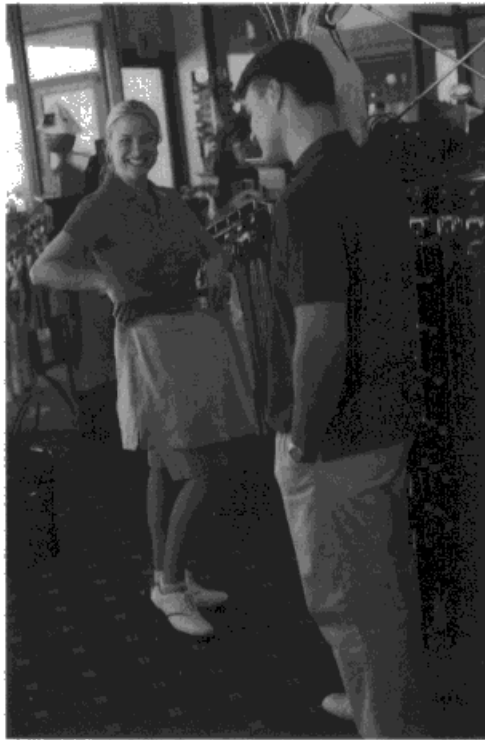
CC6 LKA6

The candidate has written rather more than the suggested word count but has written relevantly and has included extra detail. The photo is described and there is a clear opinion about shopping. The candidate has used a small selection of familiar vocabulary and produced simple sentences with some linking. There was a small selection of straightforward grammatical structures, and the present tense has been used successfully. There were few errors and these have not hindered communication.



This is an example of a typical candidate achieving full marks for this question.

Le shopping



- 1 Tu fais du shopping en France. Tu postes cette photo sur des médias sociaux pour tes amis.

Écris une description de la photo **et** exprime ton opinion sur le shopping.

Écris environ 20 à 30 mots **en français**.

~~Heir~~, Heir, j'ai ~~Heir~~ ~~j'ai allé~~ Heir, je suis allé
en France avec ~~ma~~ ma ~~melle~~ ^{meilleur} ~~melle~~ copain ~~Joseph~~ Joseph.
J'ai acheté des vêtements mais il y a trop grande! Je
ne suis pas bien. ~~pas~~ Après j'ai retournée les vêtements, je
vais acheter des plus, ~~ne~~ ~~ne~~ ne trop grande et ne trop petite!
Joseph acheté des ~~bon~~ bonbons ~~il y a délicieux~~ pour
moi, il est gentile, il ya délicieux! J'adore ~~pas~~ Joseph.



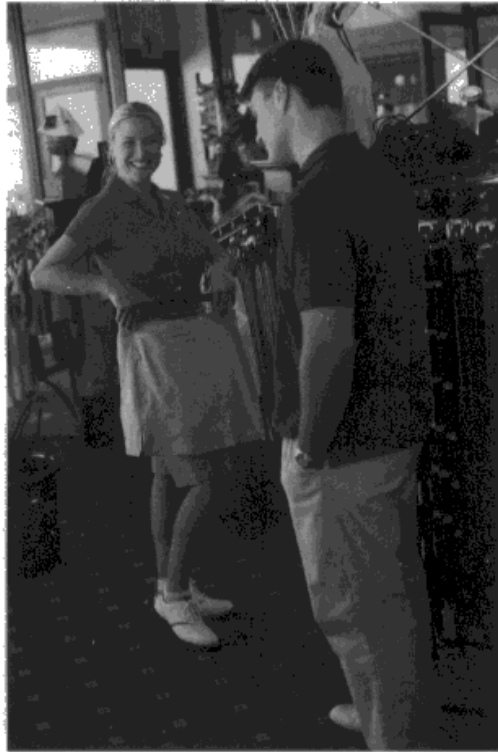
CC4 LKA4

This candidate has written rather more than the suggested number of words. The photo was described fairly clearly and with some detail, but with a degree of ambiguity. The use of the first person was perfectly acceptable. The requirement to express an opinion about shopping has been omitted. The candidate has used a small selection of familiar vocabulary and produced simple sentences with little linking. There was an inconsistently accurate application of a small selection of straightforward grammatical structures, including the present tense. More than one error hindered clarity of communication.



Question 1 requires giving an opinion about the given topic, as well as describing the photo.

Le shopping



- 1 Tu fais du shopping en France. Tu postes cette photo sur des médias sociaux pour tes amis.

Écris une description de la photo **et** exprime ton opinion sur le shopping.

Écris environ 20 à 30 mots **en français**.

Sur la photo, les personnes font du shopping. Mon opinion sur le shopping est bonne, parce que je ne suis pas obligé de faire du shopping.



CC3 LKA2

This candidate has written roughly the suggested number of words. The photo was described with very little detail and some lack of clarity. The opinion was clear only up to a point. The candidate produced simple, short sentences with a limited accurate application of a small selection of vocabulary and grammatical structures. The present tense was not used correctly at all. Frequently errors prevented meaning from being conveyed.



Successful expression of present time frames is essential in Q1.

Question 2

This question addressed the theme of International and global dimension, and the topic of Bringing the world together. Candidates were given four bullet points within the context of a sports festival in Belgium; they had to write 40-50 words of French. The question could be answered using present and future time frames, but candidates were not penalised for using other tenses.

Many candidates found this question difficult to access, as they appeared not to understand some or all of the bullet points. The fact that these were written in the second person plural, as in the Sample assessment materials, seemed to compound the problem for them. Several candidates wrote about a music festival rather than a sports festival. The first point (*qui vous êtes*) was misunderstood in various ways. Most candidates omitted it altogether; some candidates stated whom they were with; others confused *êtes* with *été* or appeared to think it was a place name. A few candidates explained that they were sports fans, which was an appropriate response in the context. The second point gave rise to some past tense answers, not all of which were appropriate. Point three led to many candidates saying that they liked sport, but without giving examples of which one(s). The final point was designed to elicit a future time reference, but only a few candidates successfully managed this. Many candidates merely mentioned a sport they had alluded to previously, rather than a new one.

There were, however, some good responses where all bullet points were attempted and were well linked. These candidates used tenses appropriately and even attempted complexity and development of individual points of view.

2 Vous passez une semaine à un festival de sports en Belgique.

Écrivez un rapport pour les organisateurs avec les informations suivantes : ^{Sports festival in Belgium}

- qui vous êtes ^{who you are}
- pourquoi vous êtes au festival ^{why}
- ce que vous aimez comme sports ^{what I like about sports}
- les sports que vous allez essayer à l'avenir.

Écrivez environ 40 à 50 mots **en français**.

Messieurs/Mesdames,

Je m'appelle Maggie et je suis quinze ans. J'aime faire du boxe et les autres sport.

Je voudrais organiser au festival de sports parce que, ce sera très amusant et bon pour nous.

~~Je~~ J'adore le sports parce que c'est très actif et j'aime jouer au tennis avec mes amis. C'est super!

Pour l'avenir, je vais jouer au foot et du basket, ce sera génial. ⁶³

Cordialement,

Maggie



CC6 LKA5

This candidate has responded to most of the bullet points, giving some relevant information. It is not clear that the second point has been addressed. The candidate wrote roughly the suggested number of words. Language was used with some success to present simple information. The candidate deployed a small selection of familiar vocabulary and produced simple sentences with minimal linking. The candidate went beyond the language of the stimulus. Register and style were mostly appropriate. There was a small selection of straightforward grammatical structures, and present and future time frames have been expressed successfully. Some of the language was accurate, but occasionally errors prevented meaning from being conveyed.



Ensure that all four bullet points are addressed in Q2.

2 Vous passez une semaine à un festival de sports en Belgique.

Écrivez un rapport pour les organiseurs avec les informations suivantes :

- ^{who you are} qui vous êtes
- ^{why you going} pourquoi vous êtes au festival
- ^{like} ce que vous aimez comme sports
- ^{next year} les sports que vous allez essayer à l'avenir.

Écrivez environ 40 à 50 mots en français.

Messieurs/Mesdames,

Je m'appelle Isabel et je vais
~~au~~ le festival parce que ce sera
drôle mais aussi ~~informatif~~. J'adore
les sports ~~et~~ ; je joue un ~~foot~~
foot d'équipe avec ma sœur.
~~J'aime à mon avis~~, ^{Je} je préfère les
baskets ~~et le volley~~ parce que
je regarde les matches dans le
télé. L'année prochaine, je ^{vais} ~~voudrais~~
~~aller~~ regarder ~~un match~~ des
baskets avec mon père. ~~car ce sera~~
~~amusante~~.

Cordialement,

Isabel



CC5 LKA6

This candidate has written rather more than the suggested number of words. The first three bullet points were addressed with some success, but the fourth unfortunately did not work because the final version offered by the candidate was decidedly ambiguous. Nevertheless, language was used with some success to present simple facts and opinions. The candidate deployed a small selection of familiar vocabulary and produced simple sentences with little linking. The candidate went beyond the language of the stimulus. Register and style were mostly appropriate. There was a small selection of straightforward grammatical structures, and present and future time frames were expressed successfully. Some of the language was accurate, but occasionally errors prevented meaning from being conveyed.



Try and make your meaning absolutely clear.

2 Vous passez une semaine à un festival de sports en Belgique.

Écrivez un rapport pour les organisateurs avec les informations suivantes :

- qui vous êtes
- pourquoi vous êtes au festival
- ce que vous aimez comme sports
- les sports que vous allez essayer à l'avenir.

Écrivez environ 40 à 50 mots **en français**.

Messieurs/Mesdames,

Je suis une personne qui adore le natation.
Je suis au festival parce que j'adore sports et je voudrais plus personnes à j'aime sports. J'aime sports car ils est très ~~fatigant~~ fantastique et j'ai des amies qui aime le sports j'aime.

Cordialement,

Eleanor

(Total for Question 2 = 16 marks)



CC3 LKA3

This candidate has written roughly the suggested number of words. Only the first two bullet points have been successfully addressed. Some brief and relevant information has been given. The candidate had occasional success in using language to present facts, but occasionally communication broke down. There was limited use of common and familiar vocabulary, while register and style were mostly appropriate. The candidate used a restricted range of straightforward grammatical structures and linking was minimal. The present time frame was expressed with some success, but not the future. There was some accuracy in structures but sometimes errors prevented meaning from being conveyed.



Ensure that spellings are as accurate as possible.

Question 3 (a)

This question addressed the theme of School, and the topic of What school is like. Candidates were given four bullet points within the context of an email to a friend about school; they had to write 80-90 words of French. The question had to be answered using past, present and future time frames.

This question was more popular than Q3(b).

Many candidates found this question more accessible than Q2. There were some quite lengthy descriptions of school; sometimes this description rather overwhelmed the response to the other bullet points. Many candidates successfully wrote something about a past event at school in answer to the second task. For bullet point three, candidates were often trying to express quite sophisticated ideas for which their French was not suited and the meaning was lost or the language became very anglicised. The notion of explaining why school was important or not was not always well developed. The final part of the question was less well done. Many candidates misunderstood '*projets scolaires*' and simply wrote about their future plans in general. The word '*projets*' made many candidates think of school 'projects' in particular subjects and so they described these.

The most successful candidates restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance.

3 (a) François(e), ton ami(e) suisse, veut savoir comment est ton collège.

Écris un email à François(e).

Tu **dois** faire référence aux points suivants :

- une petite description de ton collègue
- ce que tu as fait récemment au collège
- pourquoi le collège est important ou non
- tes projets scolaires pour l'année prochaine.

Écris environ 80 à 90 mots **en français**.

(20)

Bonjour Françoise!

J'adore mon collège, c'est très grande! Il y a beaucoup des activités pour les jeunes. Ma activité préféré est de natation dans la piscine.

Récemment au collège, j'ai préparé un grande repas pour mes amis et chérités. La nourriture était délicieux ~~et~~ j'adore mais je n'aimé pas les boissons.

Pour moi, collège est très important parce que ^{ce vais aider} ~~et aide~~ moi ^{travail} ~~avec~~ nouveaux.

~~travail~~. Je voudrais être un chef!

Mes projets ~~et~~ scolaires pour l'année prochaine, j'aimerais ~~en~~ continuer avec mes études et jouer avec ~~mes~~ nouveaux amis. amis nouveaux.



CC8 LKA4

The candidate wrote roughly the suggested number of words. All four bullet points were successfully addressed, with some development of key ideas. There was mostly effective adaptation of language to inform, and some attempts were made to interest the reader and to give personal opinions. The candidate offered some examples of creative language use to express individual thoughts and ideas. There was a variety of common and familiar language and an appropriate use of register and style. The candidate used mostly straightforward grammatical structures linked by means of familiar conjunctions. There was some accurate use of language, including some successful references to past, present and future events. There was some ambiguity and errors often hindered clarity of communication and occasionally prevented meaning from being conveyed.



Ensure that verbs are correctly spelled and unambiguous.

3 (a) François(e), ton ami(e) suisse, veut savoir comment est ton collègue.

Écris un email à François(e).

Tu **dois** faire référence aux points suivants :

- une petite description de ton collègue
- ce que tu as fait récemment au collège
- pourquoi le collège est important ou non
- tes projets scolaires pour l'année prochaine.

Écris environ 80 à 90 mots **en français**.

(20)

Mon collège est situé dans le nord de l'Angleterre.
Mon collège est assez ~~peu~~ petite et
moderne. Il y a beaucoup de installations :
une bibliothèque, une hermosa capilla, un cantine
et beaucoup plus. Récemment au mon collège
j'ai mangé dans la cantine avec mes copines
avant je ~~vais~~ fais^{se} au examenes. A mon avis
je pense que le collège est important parce que
puede communiquer avec mes amis et travail
dur. ~~Puede on peut parle à profosors pour aider.~~
L'année prochaine je voudrais au lycée étudier
pres matieres. Une matieres je voudrais étudier est
l'histoire parce que c'est très intéressant.
ain



CC5 LKA4

The candidate wrote roughly the suggested number of words. All four bullet points were successfully addressed, with development of the occasional key idea. There was some effective adaptation of language to inform, and attempts were made to interest the reader and to give personal opinions. The candidate offered mainly straightforward examples of language use to express thoughts and ideas. There was some effective adaptation of language to transmit information and an appropriate use of register and style. The candidate used mostly straightforward grammatical structures linked by means of familiar conjunctions. There was some accurate use of language, including some successful references to past, present and future events. There was some ambiguity, perhaps through interference from Spanish, and errors often hindered clarity of communication and occasionally prevented meaning from being conveyed.



Try not to use words from languages other than French.

3 (a) François(e), ton ami(e) suisse, veut savoir comment est ton collège.

Écris un email à François(e).

Tu **dois** faire référence aux points suivants :

- une petite description de ton collègue
- ce que tu as fait récemment au collège
- pourquoi le collège est important ou non
- tes projets scolaires pour l'année prochaine.

Écris environ 80 à 90 mots **en français**.

(20)

~~au collège~~ ma collège est très grande et il y a deux mille et trois cent élèves. il y a beaucoup des dechetes et c'est bruyant. Récemment ~~moi et mes amis a~~ j'ai écrit dans ~~un~~ journal pour ~~le~~ collège. Je pense que l'important pour sortir avec tes amis et l'éducation, mais c'est fatigant. L'année prochain ~~on va~~ on va faire un marathon pour ~~le~~ le bénévolat. Je ~~fait~~ suis fais ma GCSE examens maintenant et ~~est~~ c'est très difficile.



CC4 LKA3

The candidate wrote rather fewer than the suggested number of words. Only three of the four bullet points were successfully addressed, with little development of key ideas. Bullet point three was not addressed with any success. The candidate had some success in using language to present simple facts, but opinions were not well developed. The candidate expressed mainly straightforward thoughts and ideas. Language was mostly common and familiar and there was a generally appropriate use of register and style. The candidate used straightforward grammatical structures linked by means of familiar conjunctions. There was some accurate use of language, including some successful references to past, present and future events. There was some ambiguity and errors often hindered clarity of communication and occasionally prevented meaning from being conveyed.



Write about 80-90 words for Q3.

Question 3 (b)

This question addressed the theme of Identity and culture and the topic of Daily life. Candidates were given four bullet points within the context of an Internet post about food and drink; they had to write 80-90 words of French. The question had to be answered using past, present and future time frames.

This question was less popular than Q3(a).

The bullet points were generally well understood. However, a few candidates appeared to think that the theme of the task was the internet. Point one required candidates to write about what they normally eat and drink; examiners were told not to penalise any who wrote about either what they ate or what they drank. The second point assumed that candidates had prepared a special meal. Many responded successfully, but some explained that they had never prepared such a meal; this was regarded as a legitimate response. However, those who merely wrote about a special meal they had had in a restaurant clearly had not fully responded to this point. The third point was sometimes interpreted as 'why eating is important' rather than 'why what one eats is important', but most such responses were regarded as adequate. Point four was often answered well, with appropriate reference to future events.

Some candidates included some irrelevant material. The better responses covered all the bullet points and were able to use different time frames successfully. Some candidates used quite complex structures and vocabulary to express opinions: *je dirais que* and *il me semble que* were quite common.

(b) Un site Internet français veut savoir ton opinion sur ce que les jeunes mangent et boivent.

Écris un article pour ce site Internet.

Tu **dois** faire référence aux points suivants :

- ce que tu manges et ce que tu bois normalement chez toi what you eat and drink normally at home.
 - ce que tu as préparé récemment pour un repas spécial A special meal you recently prepared.
 - pourquoi ce qu'on mange est important why eating is important.
 - si tu vas changer ce que tu manges et ce que tu bois à l'avenir. if you have to change what you eat and drink what would it be.
- Écris environ 80 à 90 mots **en français**.

(20)

Chez moi, ~~je~~ normalement, je bois beaucoup de l'eau. Aussi, je mange des frites en temps de temps. Mais, j'adore le poulet et pommes de terre. Récemment, je prépare un repas spécial pour Noël. C'était travailler mais c'était délicieux et super! Ma famille adore est. Je pense que le nourishment est vraiment important parce que c'est très nourishment mais ~~est~~ plus important! c'est délicieux. si je va changer ce que je mange et ce que je bois je voudrais manger plus de salad vert et plus ~~de~~ pommes. Je voudrais boire plus de jus d'orange parce que c'est vraiment délicieux.



CC5 LKA3

This candidate has successfully addressed all four bullet points and has written roughly the suggested number of words. There was development of the occasional key idea and some effective adaptation of language to inform; and attempts were made to interest the reader and to give personal opinions. The candidate offered mainly straightforward examples of language use to express thoughts and ideas. There was some effective adaptation of language to transmit information and an appropriate use of register and style. The candidate used mostly straightforward grammatical structures linked by means of familiar conjunctions. There was some accurate use of language, including some successful references to past, present and future events. Errors often hindered clarity of communication and occasionally prevented meaning from being conveyed.



Ensure that handwriting is as clear as possible.

If you answer Question 3(b) put a cross in the box .

La nourriture et les boissons

(b) Un site Internet français veut savoir ton opinion sur ce que les jeunes mangent et boivent.

Écris un article pour ce site Internet.

Tu **dois** faire référence aux points suivants :

- ce que tu manges et ce que tu bois normalement chez toi
- ce que tu as préparé récemment pour un repas spécial
- pourquoi ce qu'on mange est important
- si tu vas changer ce que tu manges et ce que tu bois à l'avenir.

Écris environ 80 à 90 mots **en français**.

~~Normalement, je mange~~ ^{d'accoutumée} ^{fascinant} ^{orange} ^{juice} ^{de crêpes} ^{de} ^{chocolat} (20)

Normalement chez moi, je mange du riz et du poulet ou du poisson avec des pommes de terre et je bois l'eau et ~~orange~~ ^{juice} orange. Pour le petit-déjeuner, je mange de crêpes avec des pommes et ~~de la~~ ^{de} la chocolat ou du pain et avec des œufs, ~~et~~ et je pense que c'est délicieuse.

Le weekend dernier, j'ai préparé ~~du spaghetti~~ ^{du gâteau} ^{chocolat} ^{avec de la crème} ^{fromage} et c'était fascinant car ma mère l'aime.

frites
et légumes

si elle
peut
du jambon-laur
du spaghetti
du fromage
de la crème
fromage

du gâteau
chocolat
de riz
riz

orange
juice
de crêpes
de
chocolat

Ce qu'on mange est important car de frites et de légumes est bien pour santé, aussi si on mange beaucoup de fast-food, on va aller l'hôpital, et je pense que c'est mal.

À l'avenir, je vais commencer manger plus de légumes et ~~pas~~ de frites et ~~moins~~ manger moins fast-food car c'est ne bien pas ma santé et je vais boire moins coca cola et plus l'eau à lieu de. Aussi, je horreur du poisson, mais je essayerai manger ça plus souvent à lieu de poulet.



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CC10 LKA6

This candidate has written rather more than the suggested number of words. All four bullet points have been successfully addressed. From the response to the second bullet point the reader could infer that the meal was indeed a special one. The candidate has communicated information relevant to the task with expansion of key ideas. There has been effective adaptation of language to inform, to interest and to give convincing personal opinions. There were examples of creative language to express individual thoughts. The candidate used a variety of expression, including a few examples of uncommon language. There were different examples of straightforward grammatical structures, while sentences were often long and well linked. Language was generally accurate, with generally successful references to past, present and future events; occasionally errors occurred that hindered clarity of communication.



Try and use some more complex grammatical structures.

(b) Un site Internet français veut savoir ton opinion sur ce que les jeunes mangent et boivent.

Écris un article pour ce site Internet.

Tu **dois** faire référence aux points suivants :

- ce que tu manges et ce que tu bois normalement chez toi ^{normalement je mange poulet et poisson pour déjeuner, j'aime}
- ce que tu as préparé récemment pour un repas spécial ^{↳ L'année dernière à Noël je préparé une grande repas}
- pourquoi ce qu'on mange est important ^{mange est important le grande}
- si tu vas changer ce que tu manges et ce que tu bois à l'avenir. ^{l'année. je voudrais ne manger pas de bonbons et le chocolat}

Écris environ 80 à 90 mots **en français**.

Bonjour!

Normalement je mange poulet et poisson pour ma déjeuner, mais les petits enfants ne pas manger ~~pas~~ est ça, j'adore ça.

L'année dernière pour Noël je préparais une grand repas pour ma grande famille, c'était incroyable et très spécial, je voudrais tu prepares prepara en le futur.

Pour moi, grande repas sont ^{très} très important, parce que aller pour les petits enfant, le les une grande enfant.

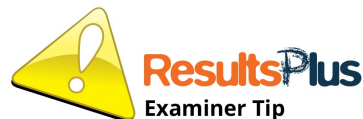
L'année prochain, je ^{ne} voudrais ^{pas} manger ni de bonbons ni le chocolat et je voudrais une voudrais pas boire une boisson les utilise boîtes plastique.

Hannah x



CC5 LKA3

The candidate wrote rather fewer than the suggested number of words. Only three of the four bullet points were successfully addressed, with little development of key ideas. Bullet point three was not addressed with any success, and bullet point four was not entirely convincing as it did not specify that the actions mentioned would be a change. The candidate had some success in using language to present simple facts, but opinions were not well developed. The candidate expressed mainly straightforward thoughts and ideas. Language was mostly common and familiar and there was a generally appropriate use of register and style. The candidate used straightforward grammatical structures linked by means of familiar conjunctions. There was some accurate use of language, including some successful references to past, present and future events. There was some ambiguity and errors often hindered clarity of communication and occasionally prevented meaning from being conveyed.



Ensure that verbs, and especially negative ones, are spelled correctly.

Question 4 (a)

Question 4 addressed the theme of Future aspirations, study and work, and the topic of Work. Candidates had to translate five sentences from English to French.

This was a new question type, and many candidates found this a difficult question. Very few achieved full marks. Many found particular items of vocabulary a problem, for example, 'brother', 'office', 'his work', 'usually', 'free', 'Sunday', 'friends', 'seaside' and 'the weather was hot'. Others found difficulty with grammar, such as personal pronouns and verbs: 'works', 'likes', 'went out', and 'decided'. However, most candidates at least attempted each sentence and were rewarded in most cases with a mark for a partial translation.

4 Traduis les phrases suivantes en français.

(a) My brother works in an office.

travailler

(2)

Ma frêne ~~travailler~~ dans un bureau



ResultsPlus
Examiner Comments

Mark 1

The meaning was partially communicated with errors that hindered clarity or prevented meaning from being conveyed.

4 Traduis les phrases suivantes en français.

(a) My brother works in an office.

frère frère

(2)

Mon ~~frère~~ ^{frère} ~~frère~~ travaille dans un ~~bureau~~ ~~bureau~~
bureau ~~bureau~~ ~~bureau~~ ~~bureau~~



ResultsPlus
Examiner Comments

Mark 1

The meaning was partially communicated with errors that hindered clarity or prevented meaning from being conveyed.

4 Traduis les phrases suivantes **en français**.

(a) My brother works in an office.

(2)

..... Mon frère il travail dans un bureau



ResultsPlus
Examiner Comments

Mark 2

The meaning was fully communicated with occasional errors that did not hinder clarity.

Question 4 (b)

Please refer to the Introduction to Q4(a).

(b) He likes his work very much.

(2)

il aime beaucoup son travail de
cheveux.



ResultsPlus
Examiner Comments

Mark 1

The meaning was partially communicated with errors that hindered clarity or prevented meaning from being conveyed.

(b) He likes his work very much.

(2)

Il aime beaucoup son travail.



ResultsPlus
Examiner Comments

Mark 2

The meaning was fully communicated with occasional errors that did not hinder clarity.

(b) He likes his work very much.

(2)

il aime il travail tres



Mark 1

The meaning was partially communicated with errors that hindered clarity or prevented meaning from being conveyed.

Question 4 (c)

Please refer to the Introduction to Q4(a).

(c) He is usually free at the weekend.

(2)

il est généralement libre
la weekend



Mark 2

The meaning was fully communicated with occasional errors that did not hinder clarity.

(c) He is usually free at the weekend.

(2)

Il est usuellement passe à le weekend.



Mark 1

The meaning was partially communicated with errors that hindered clarity or prevented meaning from being conveyed.

(c) He is usually free at the weekend.

(2)

il est habituellement libre à la
weekend.



Mark 2

The meaning was fully communicated with occasional errors that did not hinder clarity.

Question 4 (d)

Please refer to the Introduction to Q4(a).

(d) Last Sunday, he went out with his friends.

(3)

Dimanche dernier, il est ~~est~~ sorti
avec ses amis



ResultsPlus
Examiner Comments

Mark 3

The meaning of the sentence was fully communicated. Linguistic structures were accurate with only occasional errors that did not hinder clarity.

(d) Last Sunday, he went out with his friends.

(3)

dernier dimanche dernier, il est allé
sorter sorti avec son copain.



ResultsPlus
Examiner Comments

Mark 2

The meaning of the sentence was partially communicated. Linguistic structures were mostly accurate with some errors that hindered clarity or prevented meaning from being conveyed.

(d) Last Sunday, he went out with his friends.

(3)

La dimanche dernier, il aller avec ses amis.



Mark 1

Some words were communicated but the overall meaning of the sentence was not communicated.

Question 4 (e)

Please refer to the Introduction to Q4(a).

(e) They decided to go to the seaside, because the weather was hot.

(3)

ils decidé aller au board de la mer,
parce que le jour etait chaud.



Mark 2

The meaning of the sentence was partially communicated. Linguistic structures were mostly accurate with some errors that hindered clarity or prevented meaning from being conveyed.

(e) They decided to go to the seaside, because the weather was hot.

(3)

ils decidé aller ~~à~~ a la plage, parce que le temps
etaient chaud



Mark 3

The meaning of the sentence was fully communicated. Linguistic structures were accurate with only occasional errors that did not hinder clarity.

(e) They decided to go to the seaside, because the weather was hot.

(3)

NOUS décide aller au côte parce que le temps
il fait chaud.



ResultsPlus
Examiner Comments

Mark 1

Some words were communicated but the overall meaning of the sentence was not communicated.

Paper Summary

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

- answer the questions within the range of words which is suggested
- read the bullet points carefully and note which tense is required in your response
- be aware that words such as *récemment* (recently) suggest that your response should be about a past event, while *l'année prochaine* (next year) suggests that your answer should feature a future event.
- other key words in question instructions include *pourquoi* (why), *si* (if) and *ce que* (what)
- be prepared to write in the first person and in the third person
- correct formation of verbs is essential in all questions
- in Q1, write both a description of the photo and an opinion
- there is no need to use tenses other than the present in Q1
- in Q2 and Q3, answer all four of the bullet points
- Q2 uses a formal register, so the instructions will say *vous* rather than *tu*
- Q2 requires only present and future time frames in your response
- in Q3, try and vary the language you use, and avoid repetition
- in Q4, try and translate all the words, as you will get credit even for partially correct answers
- ensure that your handwriting is as neat as possible

Grade Boundaries

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

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

