

Examiners' Report
June 2018

GCSE French 1FR0 4H

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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 20 minutes in length. The paper consisted of two questions and one translation from English into French. Candidates had to answer all questions.

Question 1 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 Foundation tier.

Question 2 had two options from which candidates had to select one. This question assessed candidates on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Candidates had to use the formal register.

Question 3 was the translation question. Candidates were required to translate a short paragraph from English into French. The individual sentences were ordered by increasing level of difficulty.

Question 1 (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 Q1(b).

Most candidates found this question very accessible. They generally steered away from pedestrian lists of subjects, times, likes and dislikes, teacher ratings and kept to the bullet points. Some candidates used exclusively Foundation tier vocabulary and structures, with little attempt at complexity, and repeated structures such as *il y a*. A very small number of candidates confused *François* with *français*, thereby not fully understanding the rubric, and they wrote about their school as being in France. This was not penalised by examiners.

The first bullet point caused few problems. However, a few candidates wrote more about their family than about their school. With the second bullet point, quite a few did not relate the activities they described directly with school. The third bullet point, about the importance of school, enabled the best candidates to move away from pre-learned material to manipulation of their own linguistic knowledge in order to express fairly complex ideas. For the final point, some weaker candidates misunderstood '*projets scolaires*' and simply wrote about their future plans in general. The word '*projets*' made them think of school 'projects' in particular subjects and so they described these. Overall, however, there was a generally good appreciation of tense differences, and most candidates addressed all bullet points with relevance and expansion.



If you answer Question 1(a) put a cross in the box

Mon collège

on peut
mieux
communiquer
avec les
gens
onze.
seize
~~seize~~ d'un
pays
échange

1 (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 collège description of college.
- ✓ ce que tu as fait récemment au collège done recently.
- ✓ pourquoi le collège est important ou non important or not.
- tes projets scolaires pour l'année prochaine. next year projects

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

(20)

Mon collège est assez petite. C'est une

collège mixte pour les élèves d' onze à

seize ans. (14) J'adore ça. (15)

Récemment ~~on~~ ^{mon} collège ~~est~~ sommes allés

au cinéma pour la excursion de la

music. Nous avons regardé un film

qui s'appelle 'fleur' (22)

Pour moi, collège est vraiment important
parce que on peut parle d'autre
langue : donc on peut mieux communi-
cane
avec les gens d'un pays étrange. (24)

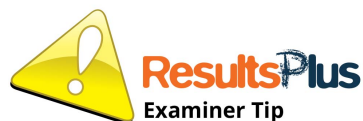
L'année prochaine, je voudrais visiter
Chine avec mon ~~ecole~~ collège parce
que je veux ~~voir~~ voir le sept merveilles
du monde. (19)



CC9 LKA6

This candidate wrote roughly the recommended number of words and used paragraphs to break up the text, with one for each of the four bullet points.

All of what the candidate wrote was relevant and included descriptions and simple opinions. The candidate mostly effectively adapted language to inform and interest the reader. There were some examples of creative language used to express individual thoughts, for example in paragraph three. Vocabulary was mostly familiar, and there was the occasional example of uncommon language. Appropriate use of register and style was evident. Grammatical structures were also mostly straightforward. Sentences were occasionally extended and there were mostly successful references to past, present and future events. The work was frequently accurate, but errors occasionally hindered clarity of communication.



Try and use more varied vocabulary and more complex grammatical structures.

1 (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 collège
- 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)

Salut!

Dans mon collège il y a environ une mille élèves et cinquante professeurs. Nous avons aussi un grand terrain de sport.

~~La~~ semaine dernière, j'ai joué au foot avec mes amis pour l'équipe d'école. C'était génial car il y avait beaucoup de buts et nous avons gagné.

personnellement, je pense que le collège est très nécessaire. Il faut qu'on fasse les devoirs mais ça s'aide pour les examens et les examens sont vraiment important pour trouver un emploi.

L'année prochaine, ^{j'irai} ~~je vais~~ à la faculté pour étudier l'allemand. Ça sera génial!

Ton Ami,

Archie



CC12 LKA8

This candidate has written roughly the recommended number of words and has helpfully used paragraphs to break up the text into coherent units, with one for each of the four bullet points.

All of what the candidate wrote was relevant and included clear descriptions and opinions. The candidate effectively adapted language to inform and interest the reader. There were frequent examples of creative language use to express individual thoughts, for example in paragraphs two and three. Vocabulary was varied, with little or no repetition, and there were examples of uncommon language. Register and style were appropriate throughout. Grammatical structures were also varied, especially in paragraphs three and four. Sentences were frequently extended and there were successful references to past, present and future events. The piece was highly accurate, but not faultless; however, errors seldom hindered clarity of communication.



This is an example of a piece of work which scored full marks while remaining within the recommended word limits.

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

Écris un email à François(e).

participer

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

- une petite description de ton collège A description of your school
- ce que tu as fait récemment au collège What you do recently at school
- pourquoi le collège est important ou non Why school is important or not
- tes projets scolaires pour l'année prochaine. ^{your} School projects for next year

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

(20)

Salut!

~~Je m'appelle Amy, j'ai quinze ans et je vais au collège dans le sud est de Angleterre s'appellent Benjamin et Emma.~~

Mon collège est très vieux et les règles sont trop sévère.

Récemment, j'ai participé dans une compétition d'athlétisme avec mon collège. Nous gagnons, c'était incroyable!

Pour moi, le collège est très important parce que c'est donne ~~ta~~ tu une bon chance dans ta vie.

L'année prochaine, je voudrais commencer le lycée c'est important pour moi et je sais ce sera dur mais j'ai les dents longues.

A bientôt!



CC6 LKA4

This candidate has written rather less than the recommended number of words, and yet has addressed all four bullet points, albeit briefly. Information relevant to the task was communicated, but not all the ideas were particularly developed. There was some effective adaptation of language to inform and interest the reader, with some personal thoughts which were occasionally successful. There were some different examples of common or familiar language. Appropriate use of register and style was evident. Grammatical structures were mostly straightforward and linking was evident using familiar conjunctions. There was some accurate language, with some successful references to past, present and future events; some errors led to ambiguity and occasionally prevented meaning from being conveyed.



Write between 80 and 90 words for this question, in order to provide more evidence to the examiner of creative and varied language.

Question 1 (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 Q1(a).

The first bullet point was well understood, but responses were sometimes pedestrian and repetitive. Some candidates wrote about a meal out in a restaurant for the second bullet point; they embraced the idea of a special occasion, but did not address the point that it was something they had prepared themselves. For some candidates, the final point did not have the idea of '*changer*' and became a future account of a healthy regime including going to gym or walking to school.

Some candidates tended to use exclusively Foundation tier vocabulary and structures, with little attempt at complexity. Other candidates developed their ideas more convincingly, using a wide variety of structures and vocabulary.

(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 :

- présent • ce que tu manges et ce que tu bois normalement chez toi 30
- passé • ce que tu as préparé récemment pour un repas spécial 32
- présent • pourquoi ce qu'on mange est important
- avenir • si tu vas changer ce que tu manges et ce que tu bois à l'avenir

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

(20)

Normalement, je mang^e un hamburger et des légumes. J'adore un hamburger parce que ma mère fait ça, c'est fantastique. Mais, ma sœur déteste de légumes, parce que elle préfère le frite. ★

Récemment, pour un repas spécial j'ai préparé un riz et légumes. Mon père adore ça parce que c'était original et intéressant. Puisque, ma sœur déteste un légumes, elle a n'aimé pas ça.

Pour moi, qu'on mange est important parce que c'est bon pour votre

health et le mince.

Je vais changer, ce que je mange parce que c'est important pour l'avenir. Mais je vais ne changer pas, ce que je bois parce que j'adore un thé.

★ Normalement, je bois un thé parce que c'est mon préféré



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CC6 LKA4

This candidate has written roughly the recommended number of words. It is not evident that the final point has been satisfactorily addressed. Information relevant to the task was communicated, but not all the ideas were successfully developed. There was some effective adaptation of language to inform and interest the reader, with some personal thoughts which were occasionally successful. There were some examples of common or familiar language. Appropriate use of register and style was evident. Grammatical structures were mostly straightforward but not always well used; linking was evident using familiar conjunctions. There was some accurate language, with some success in referring to past, present and future events; some errors led to ambiguity and occasionally they prevented meaning from being conveyed.



Ensure you have addressed all four of the bullet points clearly.

La nourriture et les boissons

(b) Un site Internet français ^{want} veut ^{your opinion on} savoir ton opinion ^{the you're eating} sur ce que les jeunes mangent et ^{drinking} boivent.

^{article for a website}
Écris un article pour ce site Internet.

^{must}
Tu **dois** faire référence aux points suivants :

- ^{what you eat and drink normally at your home}
• ce que tu manges et ce que tu bois normalement chez toi
- ^{what you've prepared recently for a special meal}
• ce que tu as préparé récemment pour un repas spécial
- ^{why what you eat is important}
• pourquoi ce qu'on mange est important
- ^{if you are going to change what you eat and drink in the future}
• si tu vas changer ce que tu manges et ce que tu bois à l'avenir

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

(20)

En général, je mange beaucoup des fast-food, ce n'est pas sain mais c'est très ~~facile~~ facile préparer parce que je ne fais rien!

Normalement je ~~+~~ ne bois pas l'alcool.²³

Cependant pour un repas spécial, j'ai préparé un poulet de rôti avec les légumes et ma mère a pensé c'était délicieux!²¹

À mon avis la nourriture est ~~+~~ le meilleur car quand j'étais petit je mangais beaucoup, c'était ma vie, et maintenant j'ai beaucoup des ~~memoirs~~ ²⁴ souvenirs.

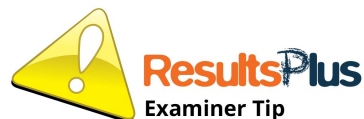
~~Dans~~ l'année prochaine, je ~~vais changer~~ je voudrais changer le fast-food pour des fruits et des légumes. Je vais être sain!¹⁸



CC9 LKA6

This candidate wrote roughly the recommended number of words but successfully dealt with only three of the four bullet points. The candidate may possibly have misjudged how to respond to the third bullet point, and so provided some information which was not strictly relevant.

The candidate provided descriptions and simple opinions. The candidate mostly effectively adapted language to inform and interest the reader. There were some examples throughout the passage of creative language use to express individual thoughts. Vocabulary was mostly familiar, and there was the occasional example of uncommon language. Appropriate use of register and style was evident. Grammatical structures were also mostly straightforward. Sentences were occasionally extended and there were mostly successful references to past, present and future events. The work was frequently accurate, but errors occasionally hindered clarity of communication.



Ensure that what you write is clear, unambiguous and relevant to the bullet points.

(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**.

(20)

Je suis née en Nigérie
~~Non je suis Algérienne~~ donc normalement
chez moi je mange les repas traditionnelle
comme le riz. Je l'adore parce que c'est
délicieux et pratique. A l'habitude de manger
~~avec ma famille, je le trouve amusant.~~

Quant à moi je dois ^{aider} ~~préparer~~ préparer les repas
avec ma mère, Ceci dit hier j'ai aidé ma
mère préparer ~~les pâtes~~ les repas spécial
parce que c'était mon anniversaire. On a
préparé la pizza, ^{C'est mon meilleur repas.} ~~car c'est mon meilleur repas~~
Après avoir mangé la pizza j'ai regardé un
peu de télé avec ma famille.

Selon moi c'est ^{de} ~~important~~ important de manger des légumes
~~car ils sont bons pour la santé, ils sont plus~~

~~Bien que la pizza~~. Sans doute la nourriture est
~~pas~~ important pour la vie, ~~mais~~ d'une autre
^{part} ~~côté~~ c'est plus important ^{de} manger bien. ~~e~~ Il ne
faut pas oublier l'importance ^{des légumes car} ~~de sport aussi~~,
^{ils sont} ~~car c'est bon~~ pour les corps.

Si j'avais plus d'argent je voudrais acheter
les produits verts car c'est important pour
protéger l'environnement. ^{Maintenant je vois j'aimerais} ~~Cependant~~ ~~quelqufois~~
^{bois plus d'eau} ~~les produits vert sont plus chers de le produits~~
~~qui n'est pas vert~~. En plus maintenant je
~~Pourrais manger plus des fruits et bois plus d'eau~~



CC11 LKA8

This candidate has written roughly the recommended number of words and has addressed all four bullet points.

All of what the candidate wrote was relevant and included clear descriptions and opinions. Most of the ideas were developed to some extent. The candidate effectively adapted language to inform and interest the reader. There were frequent examples of creative language use throughout the piece to express individual thoughts. Vocabulary was varied, with little or no repetition, and there were some examples of uncommon language. Register and style were appropriate throughout. Grammatical structures were also varied, while sentences were frequently extended; there were successful references to past, present and future events. The piece was highly accurate, but not faultless; however, errors seldom hindered clarity of communication.



This is an example of a piece of work which scored nearly full marks while remaining within the recommended word limits.

Question 2 (a)

This question addressed the theme of Future aspirations, study and work, and the topic of Ambitions. Candidates were given four bullet points within the context of a letter to apply for a post as a volunteer abroad; they had to write 130-150 words of French. The question had to be answered using past, present and future time frames.

This question was less popular than Q2(b).

Many of the candidates produced some really excellent essays. They entered wholeheartedly into the spirit of the question and succeeded in writing a highly convincing application letter. They displayed real linguistic flair together with an exploration of interesting ideas, justification, logical argument and individual expression. However, some candidates struggled with a topic that they appeared not to have covered in depth in their preparation. They had a few key words such as *aider*, *SDF* and *malade*, but were generally unable to put together the necessary complex ideas. Some candidates did not appreciate the register of formality involved in such a letter and they wrote lengthy accounts of family holidays for the second bullet point, not appreciating that a voluntary organisation would not necessarily be interested in what ice-creams they ate on the beach. The *vous* in the last bullet point was sometimes ignored even by some very good candidates. Such candidates appeared to think that they were being asked about how voluntary work will be beneficial to the world in general in the future. They then wrote about how they were going to do their bit to save the world. Several candidates included material about the environment, while ignoring the key ideas of self-improvement and personal qualities.

2 (a) Vous désirez passer une année de volontariat à l'étranger et vous écrivez à une organisation pour poser votre candidature.

Écrivez une lettre pour convaincre l'organisation que vous serez un candidat sérieux.

Vous **devez** faire référence aux points suivants :

- pourquoi vous voulez passer une année à l'étranger
- votre expérience d'un voyage à l'étranger
- les avantages de faire du volontariat en général
- comment faire du volontariat va vous aider à l'avenir.

Justifiez vos idées et vos opinions.

Écrivez environ 130 à 150 mots **en français**.

ce sera inoubliable

L'expérience de ma vie

aider la société

j'ai toujours voulu

ca me donne l'occasion

j'espère

j'ai l'intention de trouver un emploi ou

je peux aider les gens

ca crée de bon souvenirs

association caritative

(28)

Monsieur/Madame,

faire

de volontariat

J'ai toujours voulu une année à l'étranger parce que ça me donnera l'occasion pour aider les gens. Ma mère pense que ce sera l'expérience de ma vie parce que cela crée de souvenirs inoubliables et je suis d'accord.

L'année dernière je suis allé en Allemagne pour un échange scolaire et c'était formidable. J'ai trouvé très amusant parce que j'ai essayé une nouvelle cuisine et la famille était très gentille.

À mon avis il y a plusieurs avantages de faire du volontariat par exemple on peut aider la société et pendant visiter un nouvel pays. On peut aussi comprendre mieux la pauvreté.

À l'avenir j'ai l'intention de trouver un emploi où je

peux aider les gens à partir de pays à l'étranger. Je vais prendre une année sabbatique afin de visiter plus de pays dans pauvreté. J'espère aussi peut-être gagner d'argent pour une association caritative ^{il} car je faut qu'on fasse quelque-chose pour aider ~~les~~ nos monde.



CC15 LKA11

This candidate has written roughly the recommended number of words and has addressed all four bullet points in some detail, with consistently effective development of most ideas. Paragraph two was relevant, but not entirely convincing in the context of a formal application for a volunteer post. There was consistently effective adaptation of language to inform and convince the reader, with creative use of language to express and justify a range of thoughts and ideas. Vocabulary was widely varied throughout the piece, and appropriate use of register and style were clearly evident. There was a wide variety of grammatical structures, including complex ones, deployed with confidence. The response was fluent throughout with extended and well-linked sentences. The language was consistently accurate, with successful references to past, present and future events. Any errors did not hinder the clarity of the communication.



This is an example of an excellent piece of work which scored nearly full marks while remaining within the recommended word limits.

2 (a) Vous désirez passer une année de volontariat à l'étranger et vous écrivez à une organisation pour poser votre candidature.

Écrivez une lettre pour convaincre l'organisation que vous serez un candidat sérieux.

Vous **devez** faire référence aux points suivants :

- pourquoi vous voulez passer une année à l'étranger
- votre expérience d'un voyage à l'étranger
- les avantages de faire du volontariat en général
- comment faire du volontariat va vous aider à l'avenir.

Justifiez vos idées et vos opinions.

Écrivez environ 130 à 150 mots **en français**.

Idiom - c'est la vie ✓
réflexive ✓
conditionnelle ✓ ✓
with ✓
ne pas
superlatif/comparatif ✓
past ✓

a.3
a.3
ait
rons
fez
aient

(28)

Monsieur/Madame,

Je vraiment voudrais passer une année à l'étranger vu que je ne pense ~~jamais~~ pas je suis ~~très~~ ré seulement pour moi. Si j'aide les autres, ~~je~~ je serai contente avec moi.

Malheureusement, je n'ai pas d'expérience ^{à l'étranger} mais que je suis trop petite. Cependant, ~~ma~~ la semaine dernier, moi et mes amis avons collecté de l'argent dans ~~me~~ notre école. Cet argent va servir à acheter des moustiquaires pour le gens p. les enfants en Afrique, ~~ce qui~~ car la malaria ~~est~~ y tue beaucoup de gens. ~~tant~~

Les avantages de volontariat sont nombreuses, mais

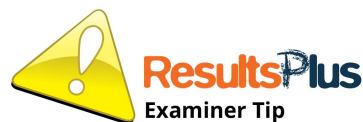
il y a des ^{problèmes} problèmes aussi. D'un côté, tu pourrais
aider les autres, mais d'un autre côté, il a cher
et plus de gens ~~n'iraient pas~~ ne seraient
~~pas~~ jamais faire ça, mais c'est la vie!

Du volontariat ^{m'aiderais} ~~m'aiderais~~ à l'avenir quand je
voudrais chercher pour un petit boulot. Il serait
~~très~~ beau à mon CV.



CC7 LKA5

This candidate wrote roughly the recommended number of words and addressed all four bullet points with frequently effective development of key ideas. The candidate helpfully used paragraphs to break up the text into coherent units, with one for each of the points. The candidate reported, no doubt honestly, no experience of travelling abroad but went on to give other evidence to support this application, which seemed a sensible way forward. It is quite legitimate in such circumstances, however, to invent a response that addresses the point more precisely, even at the cost of writing something which may not strictly be true. There was frequently effective adaptation of language to inform and convince the reader, with examples of creative use of language to express and justify some thoughts and ideas. Vocabulary was somewhat varied throughout the work, while appropriate use of register and style was mostly evident. There was some variation of grammatical structures, including some more complex ones, but not all of these were well handled. The response included some fluent passages and there were a few extended sentences, some of which were well-linked. The language was generally accurate, with frequently successful references to past, present and future events. There was occasional ambiguity, for example, in paragraph three. Errors occasionally hindered the clarity of the communication.



Use a greater variety of vocabulary and grammatical structures and ensure that work is as accurate as possible.

- 2 (a) Vous désirez passer une année de volontariat à l'étranger et vous écrivez à une organisation pour poser votre candidature.

Écrivez une lettre pour convaincre l'organisation que vous serez un candidat sérieux.

Vous **devez** faire référence aux points suivants :

- pourquoi vous voulez passer une année à l'étranger
- votre expérience d'un voyage à l'étranger
- les avantages de faire du volontariat en général
- comment faire du volontariat va vous aider à l'avenir.

Justifiez vos idées et vos opinions.

Écrivez environ 130 à 150 mots **en français**.

(28)

Monsieur/Madame,

J'aimerais passer une année à l'étranger car ce sera un chance pour moi pour gagner l'expérience de vie. En outre, je ~~vois~~ veux aider ^{les} ~~des~~ gens dans un autre pays car c'est différent et bon pour ~~ils~~ et moi.

L'année dernière, je suis allée ^{au} ~~en~~ Afrique avec ma meilleure amie, qui s'appelle Fatima. J'ai travaillé dans un petit ville et tout de l'argent ~~qu'~~ ils me donne, j'ai acheté des livres pour les enfants.

Je crois que il y a beaucoup des avantages de faire du volontariat. Par exemple, tu peux voir d'autres cultures et leurs pays, et c'est plus intéressant que rester à la maison et regarde la télé.

Si mes rêves réalisent, je voudrais ~~faire~~ aller au

Belgique parce ~~par~~ qu'il y a beaucoup de boulot là-bas et je pense que ce sera fantastique donc je n'oublie jamais ~~de~~ ça!



CC12 LKA9

This candidate has written slightly fewer than the recommended number of words but has addressed all four bullet points with mostly effective development of key ideas. The candidate helpfully used paragraphs to break up the text into coherent units, with one for each of the points. There was mostly effective adaptation of language to inform and convince the reader, with creative use of language to express and justify some thoughts and ideas. Vocabulary was somewhat varied throughout the work, while appropriate use of register and style was evident. There was a variety of grammatical structures, including some more complex ones. The response was predominantly fluent with extended sentences, some of which were well-linked. The language was mostly accurate, with mostly successful references to past, present and future events. Any errors rarely hindered the clarity of the communication.



Write between 130 and 150 words for this question and ensure you have addressed all four of the bullet points fully.

Question 2 (b)

This question addressed the theme of Local area, holiday and travel, and the topic of Town, region and country. Candidates were given four bullet points within the context of a magazine's request for articles about their local area; they had to write 130-150 words of French. The question had to be answered using past, present and future time frames.

This question was more popular than Q2(a).

The better responses adopted a positive approach to this question. They waxed lyrical about their region, even using the language and style of advertising, which gave them the opportunity to use more interesting vocabulary and more complex structures.

However, many essays were more pedestrian, involving what appeared to be a large amount of pre-learned material without much linguistic flair. Sometimes, passages on environmental matters were included even when they were not strictly relevant. The first bullet point was always understood but the language used was rarely complex. Some candidates did not address the second bullet point, about how their region was in the past, and wrote instead an account either of what they did last weekend in their region, or of where they used to live in the past. The last bullet point was sometimes misinterpreted. Some candidates explained another region where they would like to live in the future or what needed to be done to improve their area.

La région que j'habite ✓

(b) Un magazine francophone cherche des articles sur les jeunes et où ils habitent.

Écrivez un article sur ta région qui intéressera les lecteurs.

Vous **devez** faire référence aux points suivants :

- pourquoi vous aimez habiter dans votre région *why you like to live in your region*
- comment était votre région dans le passé *how your region was like in the past*
- si votre région est touristique *if your region is touristic*
- comment votre région va changer à l'avenir. *how will it change in the future*

Justifiez vos idées et vos opinions.

Écrivez environ 130 à 150 mots **en français**.

(28)

Personnellement, j'adore ma région. J'habite dans le sud de l'Angleterre et il y a beaucoup de plages. J'adore ça car normalement, dans mon temps libre, je nage dans la mer avec mes amis et c'est amusant tous les jours. Il y a deux grands cinémas et récemment moi et mon père ~~regar~~ sommes allés regarder le film qui s'appelle Black Panther dans le cinéma et c'était vraiment amusant et intéressant. Il y a beaucoup de choses à faire pour les jeunes, par exemple il y a un grand centre de sport et il y a une grande bibliothèque ~~aussi~~ pour les étudiants aussi. Cependant au passé il n'y avait ~~pas~~ de centre de sport et c'était pas mal car il faut que ~~on~~ s'exerce pour avoir une bonne santé. Et aussi il n'y avait pas de centre de recyclage. Ça c'était un problème car mon région était sale. Il y avait beaucoup de déchets. Pourtant, maintenant

ma région c'est fabuleux car il y a beaucoup des attractions de touristes. Par exemple il y a beaucoup des musées et dans l'ouest il y a une grande chateaux et il y a une canal belle. Le weekend moi et ma famille a fait balade en bateau-mouche. ~~c'était vraiment amusant~~, ce ~~week-end~~ n'était pas mal. Je pense que ma région est vraiment touristique. A mon avis à l'avenir ~~il y aura~~ il y aura beaucoup des centres des piscines et beaucoup de centres de recyclage. Il faut que je te dise, on a dû agir pour protéger la planète.



CC10 LKA7

This candidate has written roughly the recommended number of words and has addressed all four bullet points with mostly effective development of some key ideas. The candidate did not use paragraphs to break up the text, which made it less easy to follow the train of thought. There was mostly effective adaptation of language to inform and interest the reader, with creative use of language to express and justify some thoughts and ideas. Vocabulary was somewhat varied throughout the work, while appropriate use of register and style was evident. There was a variety of grammatical structures, including some more complex ones, although not all of these were formed correctly. Some structures, such as *il y a* (misspelled as *il y a'a*), were repeated. The response was predominantly fluent with extended sentences, some of which were well-linked. The language was mostly accurate, with mostly successful references to past, present and future events. Any errors rarely hindered the clarity of the communication.



Ensure that basic vocabulary is accurately spelled while at the same time building a degree of variety in more complex grammatical structures.

La région que j'habite

(b) Un magazine francophone cherche des articles sur les jeunes et où ils habitent.

Écrivez un article sur ta région qui intéressera les lecteurs.

Vous **devez** faire référence aux points suivants :

- pourquoi vous aimez habiter dans votre région
- comment était votre région dans le passé
- si votre région est touristique
- comment votre région va changer à l'avenir.

Justifiez vos idées et vos opinions.

Écrivez environ 130 à 150 mots **en français**.

(28)

J'adore ma région parce que c'est très belle et charmant. Le meilleur chose est la plage ! dans la été on peut aller la plage et aller la nation ou relaxant. Aussi, j'aime les magasins car il y a beaucoup et il y a amusant. Pour moi, ma région est sympa parce que je passe de temps avec mes amis ici et j'ai beaucoup de mémoires. Même je trouve ma région trop tranquille dans la hiver, mais dans la été c'est vraiment loude ! ma ville est toujours touristique mais plus dans la été. Quand il ya beaucoup de personnes dans la centre ville, c'est ennuyeux. Cependant, dans le passé c'était plus tranquille que maintenant parce que

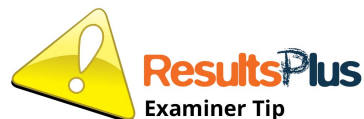
~~le~~ région la région, ^{c'était} ~~avant~~ moins populaire que
recelément et donc ~~il y a~~ nous avons
moins tourist. Aussi, ~~et~~ il ne faire rien
pas pour les jeunes ~~ça~~ et c'était
vraiment enneuyeux sur la weekends dans
à Swanage.

Je pense que ma région est aller
^{plus} beaucoup grande et ~~avant~~ plus tourist
par ans. Je'aimerais voir plus choisi
pour les jeunes faire et à mon avis
nous besion ~~un grand~~ plus grande un
supermarché dans la région parce que
maintenant, le magasins sont petite.



CC6 LKA5

This candidate wrote roughly the recommended number of words and addressed all four bullet points with frequently effective development of key ideas. The candidate did not use paragraphs effectively, which made the argument harder to follow. There was frequently effective adaptation of language to inform and convince the reader, with examples of creative use of language to express and justify some thoughts and ideas. Vocabulary was somewhat varied throughout the work, while appropriate use of register and style was mostly evident. There was some variation of grammatical structures, including some more complex ones, but not all of these were manipulated well. The response included some fluent passages and there were a few extended sentences, some of which were well-linked. The language was generally accurate, with frequently successful references to past, present and future events. There was occasional ambiguity and the occasional anglicism. Errors occasionally hindered the clarity of the communication.



Use a greater variety of vocabulary and grammatical structures and ensure that work is as accurate as possible.

La région que j'habite

(b) Un magazine francophone cherche des articles sur les jeunes et où ils habitent.

Écrivez un article sur ta région qui intéressera les lecteurs.

Vous ~~devez~~^{must} faire référence aux points suivants :

- 1 • pourquoi vous aimez habiter dans votre région
- 2 • comment était votre région dans le passé
- 3 • si votre région est touristique
- 4 • comment votre région va changer à l'avenir.

Justifiez vos idées et vos opinions.

Écrivez environ 130 à 150 mots **en français**.

(28)

Voulez-vous avoir une expérience fantastique ?

Il faut ~~que~~ venir à Birmingham !

J'habite dans une grande région à Birmingham, qui s'appelle Kings Norton.

J'aime ma région car il y a ~~grand~~ beaucoup de choses à faire ; pour exemple, on peut aller au cinéma, aller à la piscine pour nous baigner, et aller au parc d'attractions, ce qui est très amusant selon moi.

Cependant, ma région n'était pas chouette dans le passé.

Dans le passé, il y avait beaucoup des inconvénients dans ma région. Pour exemple, il y avait ~~trop~~ beaucoup de la pollution de l'air car tout ~~le~~ le monde sont allé à tous les places en voiture, ce qui était trop mal pour

l'environnement et la terre en général. Aussi, il y avait beaucoup de la circulation, ce qui était très nul selon moi.

Mon père a dit que ma région était très mal au passé! Il a dit ^{aussi} ~~que~~ ^{qu'il} ~~qu'il~~ il y avait beaucoup de la déforestation, ce ~~qui~~ ^{qu'il} ~~il~~ a trouvé très dangereux pour l'environnement.

Heureusement, ma région a amélioré ^{beaucoup.} ~~beaucoup~~. Maintenant, ma région est touristique. Beaucoup de personnes des autres pays sont voyageé ici car ma région a la ~~la~~ meilleure bibliothèque sur le monde, c'est stupéfiant!

~~Beaucoup~~ Beaucoup de touristes pensent que la bibliothèque est fantastique, alors beaucoup de personnes voyagent à Birmingham tous les ans pour visiter ça. C'est chouette!

À l'avenir, ma région va améliorer beaucoup.

Le gouverne a dit ^{qu'il} ~~que~~ il y aura plus de magasins ~~des~~ nouvelles et un grand centre de loisirs!

J'attends ^{cela} ~~ça~~ avec impatience, ^{ce} ~~ce~~ sera très merveilleuse!



CC13 LKA9

In this lively piece of work, the candidate wrote roughly the recommended number of words and addressed all four bullet points in some detail, with consistently effective development of most ideas. There was consistently effective adaptation of language to inform and interest the reader, with creative use of language to express and justify a range of thoughts and ideas. Vocabulary was varied throughout the work, and appropriate use of register and style were clearly evident. There was a variety of grammatical structures, including some more complex ones. The response was predominantly fluent with extended sentences, some of which were well-linked. The language was mostly accurate, with mostly successful references to past, present and future events. Any errors rarely hindered the clarity of the communication.



Use a greater variety of more complex grammatical structures.

Question 3

This question addressed the theme of International and global dimension, and the topic of Environmental issues. Candidates had to translate a paragraph from English to French.

This was a new question type, and many candidates found this difficult. Few achieved full marks, but a pleasing number achieved marks in the top category; the meaning of the passage was fully communicated, and the language and structures were consistently accurate, with errors not hindering clarity.

Vocabulary items which commonly caused problems included 'worried', 'birds', 'places', 'need', 'discussing' and 'abroad'. Some words which were often omitted included 'our', 'there' and 'this'. Grammatical structures which caused some problems included the use of the infinitive ('liked seeing'), the past imperfect ('used to live') and the past infinitive ('after discussing').

Some candidates had problems even with cognates such as 'danger', 'protection' and 'organisation'. The word *malheureusement* was well known, but rarely spelled entirely correctly. On the whole, most candidates at least attempted to translate most words, and were able to communicate some of the key ideas without major ambiguity.

3 Traduis le passage suivant en français :

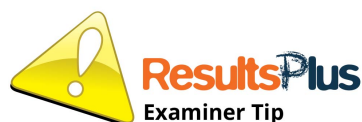
I am worried because our world is in danger. Last year I visited Madagascar and I liked seeing the different animals and birds there. Unfortunately, many of the places where they used to live need protection. After discussing this problem, I have decided to work for an environmental organisation abroad.

Je ne suis pas bien parce que le environnement est en danger. l'année dernier je viste Madagascar et je j'aime vu différent (animaux) et (birds) il ya. Unfortunét (many) par le places. où ils habiter ~~je~~ ne pas bien. (After discussing) le problem J'ai décidé travailler par à environnement organisation (~~abroad~~ abroad.).



Mark 2

This candidate conveyed the meaning of some individual words and phrases, but several words were omitted or incorrectly communicated. There was evidence of interference from English. Some straightforward structures were accurate but regular errors prevented the meaning of individual phrases and sentences being conveyed. Very few verbs were correctly formed, while the spelling of even quite basic words was variable. However, enough was conveyed successfully to merit a mark of two.



Check verbs, genders and agreements carefully.
Try not to miss out words or to use English words.

3 Traduis le passage suivant **en français** :

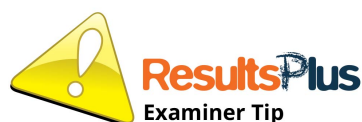
I am worried because our world is in danger. Last year I visited Madagascar and I liked seeing the different animals and birds there. Unfortunately, many of the places where they used to live need protection. After discussing this problem, I have decided to work for an environmental organisation abroad.

Je ^{suis} inquiete parce que nos monde est dans danger. L'année
dernière, j'ai visité Madagascar et j'ai aimé voir les animaux
et les oiseaux différents ^{es la} ~~est~~. Malheureusement, beaucoup d'espaces
où ils habitaient, sécurité est nécessaire. Après discute cette
problème, j'ai décidé travailler pour une organisation
d'en de l'environnement à l'étranger.



Mark 11

The candidate has fully communicated the meaning of the passage, using consistently accurate language and structures. There were errors, but these did not hinder clarity. For example, there was a gender error in line three which had no impact on meaning, and the use of *securité* in line four was a reasonable attempt to get across the idea of protection. The omission of *de* in line five did not affect meaning.



This is a typical example of a candidate who achieved a mark in the top mark category.

3 Traduis le passage suivant **en français** :

I am worried because our world is in danger. Last year I visited Madagascar and I liked seeing the different animals and birds there. Unfortunately, many of the places where they used to live need protection. After discussing this problem, I have decided to work for an environmental organisation abroad.

Je ne suis pas confiant parce que notre monde est dans la rouge.
L'année dernière, j'ai visité ~~a~~ en Madagasque et je ~~aimais~~ j'ai
aimé regarder les ~~etc~~ animaux variété animals et les oiseaux.
Malheureusement, beaucoup des places où ils habitais ^{besoin} ~~besoin~~
protection. Après, je discute cette problème, j'ai ~~decider~~ je
decide travailler pour un équipe pour l'environnement l'étrange.



Mark 7

This candidate mostly communicated the meaning of the passage, but some words were omitted, such as 'there' or incorrectly communicated, such as 'danger'. Language and structures were mostly accurate, but errors occurred that hindered clarity, such as the paraphrase offered for 'I am worried', and in rare instances prevented meaning from being conveyed, such as *l'étrange* in line six. Other errors, such as wrong genders and plurals, did not have an adverse effect on the communication of meaning.



Check verbs, genders and agreements carefully.
Try not to miss out words.

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
- write a separate paragraph for each bullet point, as this will help you check that you have covered all of them in detail
- think yourself into the scenario outlined in the instructions and only include material which is relevant to answering the question convincingly
- ensure that your handwriting is as neat as possible
- try and use a variety of grammatical structures
- try and vary the vocabulary you use and avoid repetition
- correct formation of verbs is essential in all questions
- write your answers on the correct pages of the answer booklet
- if you find that you have written, for example, part of Q2(b) on the page for Q2(a), then please write a brief note so that the examiner (who only sees one question at a time) is aware of this and can take the necessary action
- in Q3, try and translate every word, including what might appear minor words such as 'our', 'there' and 'this'.

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>

