

Examiners' Report June 2019

GCSE French 1FR0 3F

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Introduction

This is the second examination under the new specification which was introduced in 2016 and candidates are becoming more familiar with the test types and the new content areas.

GCSE French paper 1FR0 3F is assessed by means of a forty-five minute examination. During this time, candidates are assessed on their understanding of written French across a range of different types of texts. The paper draws on vocabulary and structures across all of the themes.

The assessment consists of 10 questions and the total mark for the paper is 50 marks.

Section A has six questions set in English, two of which are questions based on literary extracts.

Section B contains three questions set in French.

Section C contains one translation passage from French into English.

Texts for individual questions within the assessment use high frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials. Literary texts consist of short extracts from texts that may have been adapted or abridged from authentic sources to be appropriate to this level.

Most entrants at this level achieved some success on questions with English prompts which required the recall of familiar vocabulary items from the list provided in the specification. Also, many candidates were able to gain at least some marks on the translation into English task. However, the weaker candidates were less successful on questions which required processing or interpreting meaning. The literary texts and questions with rubrics in French were still problematic for some candidates this year although a greater number achieved success with these questions than last year.

One of the crossover questions on this paper (Q8) was a multiple choice question with the options written in French. This question required understanding of time frames, recall of common vocabulary included in the specification and the ability to recognise synonyms in French. Some candidates again found this question type challenging and many scored poorly on it.

Question 1

Question 1 Introduction

This question addressed the theme of Identity and Culture and the topic of Daily Life (Food and Drink). Candidates had to read some opinions about favourite foods that had been written on a web forum and then complete a gap-fill in English, choosing which person from a choice of four, held which opinion.

Question 1 (a)

This part of the question required candidates to recognise a single lexical item “le thon” within a sentence and to identify that this is “fish”. This part of the question was not handled well and most candidates did not recognise this item which does appear in the vocabulary list.

Question 1 (b)

This part of the question required candidates to recognise the sentence “**Je préfère** la salade” and to distinguish it from “La salade, non merci!”. Many candidates were successful with this, although some did select the incorrect option which appeared first in the web forum.

Question 1 (c)

This part of the question required candidates to identify the sentence “Je ne mange pas très sain” and to conclude that Camille does not eat healthily. Many succeeded in this, although some were drawn by Lisa’s mention of fast food and hamburgers and selected this incorrectly. Recognition of negatives is essential for success in questions of this type.

Question 1 (d)

This part of the question required candidates to identify the sentence “**J’aime** le poulet” and to distinguish it from “Je ne prends jamais.....de poulet”. Candidates need to be able to differentiate between positive and negative statements. Many candidates were able to do this.

Question 1 (e)

This part of the question required candidates to identify that “je vais souvent au fastfood” meant that the writer often eats out. It required recognition of the adverb of time “souvent” and many candidates succeeded in this part of the question.

Question 1 (f)

This part of the question required candidates to recognise a single lexical item “légumes” within a sentence and this word was very widely known.

Question 2

Question 2

This question addressed the theme of Local Area, Holidays and Travel and the topic of Town, region and country. Candidates had to read a blog post about Daniel's area and then complete a gap-fill in English, choosing from six words from a box containing twelve words.

Question 2 (a)

This part of the question required candidates to pick out the phrase "**on peut faire** (des randonnées) **et de l'équitation**" and to conclude that the correct word choice from the box was "horse riding". Some candidates selected "swimming" incorrectly, perhaps confusing "la natation" with "l'équitation" and others selected "walks" which did not complete the English gapfill correctly.

Question 2 (b)

This part of the question required candidates to recognise that "il n'y a pas beaucoup..." indicated "a lack of".

Question 2 (c)

This part of the question required candidates to understand the phrase "de nombreuses pistes cyclables".

Question 2 (d)

This part of the question required candidates to deduce that "tout le monde va au travail en voiture" meant that everyone **drives** to work. Many candidates were successful in doing so.

Question 3

This question addressed the theme of Local Area, Holidays and Travel and the topic of Holidays. Candidates had to read an advert about a holiday centre for dogs and then answer questions in English about the text.

3 (a) (i) This required candidates to recognise the single lexical item "les chiens" which appeared both in the title of the text and within the body of the advert also. Most candidates succeeded in identifying the correct pet, although a small number did not.

3 (a) (ii) Candidates needed to recognise the single lexical item "la forêt" which appeared in the advert. The majority of candidates were successful but some incorrect responses included "along the promenade" or "outdoors".

3 (a) (iii) Most candidates were unable to correctly identify the answer "personalised meals" and either left this part of the question blank or wrote a less specific answer such as "food" which was not correct.

3 (a) Read the advert.

Vous partez en vacances ? Pendant votre absence, nous gardons votre meilleur ami dans notre résidence de luxe ! Nous offrons une variété d'activités y compris une promenade d'une heure dans la forêt avec les autres chiens. Si vous le souhaitez, nous pouvons préparer des repas personnalisés. Les petits chiens ont leurs propres endroits qui sont bien séparés des plus gros.

Answer the following questions **in English**. You do not need to write in full sentences.

(i) What type of pet does this holiday centre accommodate?

(1)

dogs

(ii) Where do the animals go for exercise?

(1)

walking in the forest with other dogs

(iii) What special service can be offered if required?

(1)

~~separated~~ ^{small dogs} separated from the group

(b) The advert continues.

Les chiens ne sont jamais mis en cages et nous préférons les laisser en liberté pour leur confort. Nous vous donnons la possibilité de suivre votre chien sur notre site internet durant son séjour et de le voir en vidéo.

(i) Why is this centre ideal for active pets?

(1)

they won't be in cages

(ii) What can owners do to check on their pets while they are on holiday?

(1)

go on the internet and see a video



In 3 (a) (iii) "Small dogs separated from the group" or "Small dogs separated from bigger dogs" was a very common incorrect response. Although this information is correct, it does not answer the question as this is the case for all dogs staying at the centre and not a special service which is offered if required.



It is important to carefully read the question. In this case, the words "special" and "if required" would lead candidates to the correct answer.

3 (a) Read the advert.

Vous partez en vacances ? Pendant votre absence, nous gardons votre meilleur ami dans notre résidence de luxe ! Nous offrons une variété d'activités y compris une promenade d'une heure dans la forêt avec les autres chiens. Si vous le souhaitez, nous pouvons préparer des repas personnalisés. Les petits chiens ont leurs propres endroits qui sont bien séparés des plus gros.

Answer the following questions **in English**. You do not need to write in full sentences.

(i) What type of pet does this holiday centre accommodate?

(1)

dogs

(ii) Where do the animals go for exercise?

(1)

outside for a walk

(iii) What special service can be offered if required?

(1)

If the pet isn't well they go to the vet

(b) The advert continues.

Les chiens ne sont jamais mis en cages et nous préférons les laisser en liberté pour leur confort. Nous vous donnons la possibilité de suivre votre chien sur notre site internet durant son séjour et de le voir en vidéo.

(i) Why is this centre ideal for active pets?

(1)

because they look after them very well.

(ii) What can owners do to check on their pets while they are on holiday?

(1)

video call



This candidate has made an educated guess in response to 3 (a) (ii) rather than identifying the word "la forêt" in the advert.

In 3 b (ii) a huge number of candidates wrote "video call" or a similar answer. It was decided to accept this as a correct answer. Other answers which were acceptable included "look on the website" or "follow your dog on the internet and look at the video".



Candidates are advised to look carefully at the text for possible cognates or near cognates which may be answers to questions. In the case of 3 (a) (ii), "la forêt" could have been identified as a near cognate, even if it was an unknown item of vocabulary.

3 (a) Read the advert.

Vous partez en vacances ? Pendant votre absence, nous gardons votre meilleur ami dans notre résidence de luxe ! Nous offrons une variété d'activités y compris une promenade d'une heure dans la forêt avec les autres chiens. Si vous le souhaitez, nous pouvons préparer des repas personnalisés. Les petits chiens ont leurs propres endroits qui sont bien séparés des plus gros.

Answer the following questions **in English**. You do not need to write in full sentences.

(i) What type of pet does this holiday centre accommodate? (1)

dogs

(ii) Where do the animals go for exercise? (1)

forêt

(iii) What special service can be offered if required? (1)

personal meals

(b) The advert continues.

Les chiens ne sont jamais mis en cages et nous préférons les laisser en liberté pour leur confort. Nous vous donnons la possibilité de suivre votre chien sur notre site internet durant son séjour et de le voir en vidéo.

(i) Why is this centre ideal for active pets?

(1)

~~Never~~ never put them in cages.

(ii) What can owners do to check on their pets while they are on holiday?

(1)

Online to their website to see a video.



This is an example of a candidate who has scored full marks on this question. The answers are very brief but are all that is required to obtain the marks.



Candidates often lose marks by writing too much as an answer. For example, a candidate who may have written "along the promenade in the forest" would not gain a mark for 3 (a) (ii), despite clearly knowing the correct answer.

Question 5

This crossover question addressed the Theme of Future Aspirations, Study and Work and the topic of Volunteering and also appeared in the Higher Tier paper. In questions of this nature, candidates are required to understand sections of text which may contain distractors and to identify the message as well as key points, details and opinions. Centres are advised to prepare candidates for this by using similar materials with a degree of complexity at the learning stage.

Candidates are asked to provide one reason why Florence does voluntary work in 5 (a). Two reasons are provided in the text "développer de nouvelles compétences" and "rencontrer de nouvelles personnes". Answers such as "developing new competencies" and "encountering new people," which were answers containing near-cognates were accepted.

In 5(b) most candidates were able to provide at least one correct reason from the several listed in the text. Notable incorrect responses included those which referred to skyping an incorrect family member or "**tidying the house**" rather than cleaning it. Some candidates, who were obviously unsure of the word "petit-fils" simply wrote "helped her use Skype" or "helped her Skype family" and this response was marked correct. Many scored full marks in 5 (b).

5 Read the text.

Moi, je m'appelle Florence et je travaille bénévolement depuis un an. J'aime développer de nouvelles compétences et rencontrer de nouvelles personnes. Chaque week-end, je rends visite à des personnes âgées avec Paul, mon copain. Nous jouons aux cartes. Nous faisons du jardinage, par exemple, nous tondons la pelouse. Quelquefois, nous nettoyons la maison. Samedi dernier, nous avons accompagné Josiane, une vieille dame, au supermarché pour acheter des provisions. Dans son appartement, nous avons tous les trois préparé le déjeuner ensemble. Après avoir mangé, nous avons aidé Josiane à utiliser Skype pour appeler son petit-fils au Congo.

Answer the following questions in **English**.

(a) Why does Florence do voluntary work? Give **one** reason.

(1)

He likes helping people.

(b) How do Florence and Paul help elderly people?

(2)

(i) help with the garden

(ii) Go to the shops to buy things they need



This candidate has made an educated guess to answer 5 (a) which unfortunately is incorrect. For 5 (b), the candidate scores one point only for the response "help with the garden". No marks are awarded for the response "go to the shops to buy things they need". Any answers which implied that Florence and Paul used their own money to pay for the shopping were marked incorrect.



Candidates are advised to carefully consider the full meaning of any answers given, to ensure that they cannot be misinterpreted.

5 Read the text.

Moi, je m'appelle Florence et je travaille bénévolement depuis un an. J'aime développer de nouvelles compétences et rencontrer de nouvelles personnes. Chaque week-end, je rends visite à des personnes âgées avec Paul, mon copain. Nous jouons aux cartes. Nous faisons du jardinage, par exemple, nous tondons la pelouse. Quelquefois, nous nettoyons la maison. Samedi dernier, nous avons accompagné Josiane, une vieille dame, au supermarché pour acheter des provisions. Dans son appartement, nous avons tous les trois préparé le déjeuner ensemble. Après avoir mangé, nous avons aidé Josiane à utiliser Skype pour appeler son petit-fils au Congo.

Answer the following questions in **English**.

(a) Why does Florence do voluntary work? Give **one** reason.

(1)

Because ~~Florence~~ Florence likes to ^{help} ~~help~~ older people

(b) How do Florence and Paul help elderly people?

(2)

(i) Takes them to the market

(ii) Sets up the apartment where the elderly people are living

(Total for Question 5 = 3 marks)



This candidate has unfortunately scored zero marks for the responses to this question. For 5(a), this was a common incorrect response. If the candidate had written "takes them to the **supermarket**", one mark would have been awarded for 5 (b) (i).



Candidates are advised to carefully read the text and if they are using cognates in their responses, these should be written in full.

5 Read the text.

Moi, je m'appelle Florence et je travaille bénévolement depuis un an. J'aime développer de nouvelles compétences et rencontrer de nouvelles personnes. Chaque week-end, je rends visite à des personnes âgées avec Paul, mon copain. Nous jouons aux cartes. Nous faisons du jardinage, par exemple, nous tondons la pelouse. Quelquefois, nous nettoyons la maison. Samedi dernier, nous avons accompagné Josiane, une vieille dame, au supermarché pour acheter des provisions. Dans son appartement, nous avons tous les trois préparé le déjeuner ensemble. Après avoir mangé, nous avons aidé Josiane à utiliser Skype pour appeler son petit-fils au Congo.

Answer the following questions in **English**.

(a) Why does Florence do voluntary work? Give **one** reason.

(1)

to develop skills

(b) How do Florence and Paul help elderly people?

(2)

(i) ~~go to supermarket to buy things for them~~ accompany whilst shopping

(ii) help prepare dinner



This is an example of a candidate who has scored full marks for this question. For 5 (b) (ii) the candidate has written "help prepare **dinner**". Although this is a mistranslation of the word "déjeuner", it was decided that many people refer to "lunch" as "dinner", particularly in some parts of the UK. It is important to note however, that "breakfast" or "tea" were both marked incorrect.



Familiarity with words in the vocabulary list is essential for success on the Foundation Tier paper.

Question 6

This literary text was a crossover question set in the Theme of Identity and Culture and the Topic of Socialising with Family and Friends. The most frequently correct answer was (c). In this question, candidates had to recognise and respond to key information and ideas in a more extended authentic text, deducing meaning. The importance of fully reading the question cannot be over-emphasised in this question.

Success in 6 (a) required candidates to correctly interpret the meaning of the phrase **“quand je finis les cours tôt”**. Inclusion of the word "early" in answers was not necessary and therefore responses such as "after lessons" were awarded one mark. Where candidates did include the word "early", it was essential that this was in the correct position in the sentence so as not to alter the meaning. Therefore "when she finishes her **early** lessons" was awarded zero.

In 6 (b) candidates needed to read **“j’aime bien voir l’émotion des gens”** and link it with **“C’est pour ça que je ne rate jamais les matchs de football à la télévision”**. This meant that candidates needed to fully understand the meaning and to process this to formulate a correct answer. Many candidates managed to do this successfully, but there were some who wrote responses such as "it's emotional" which were awarded zero.

In 6 (c), candidates needed to understand the phrase **“mon nom de famille fait son petit effet”** and to draw the conclusion that they had the same surname. Many candidates lost marks with responses such as "she had a **similar** surname". Some were confused that Lou looked like the famous singer, perhaps by the phrase **“peut être même sa fille.”** which led to incorrect responses such as “she looked like the singer and could have been mistaken for her daughter”.

In order to be successful in 6 (d), candidates needed to understand **“Ce n’était pas son genre de musique peut-être”**. Many were successful and wrote answers such as "she didn't like the music/the type of music". However, a number of candidates lost marks on this question by not being specific enough and answers such as "she doesn't like music," which were very common, achieved no marks.

6 Read the extract from the literary text.

Lou is waiting for a train to arrive.

La Gare d'Austerlitz, j'y vais quand je finis les cours tôt. J'y vais pour regarder les trains qui partent, parce que j'aime bien voir l'émotion des gens. C'est pour ça que je ne rate jamais les matchs de football à la télévision.

Voilà pourquoi je me trouvais ici. J'attendais l'arrivée du train. Soudain, quelqu'un m'a tapé sur l'épaule.

- Salut, je m'appelle No, et toi ?

- Moi, c'est Lou... Lou Bertignac.

(En général, mon nom de famille fait son petit effet, car les gens croient que je suis de la famille du célèbre chanteur, peut-être même sa fille.)

Cela n'a pas eu l'air d'impressionner No. Ce n'était pas son genre de musique peut-être.

(Source: No et Moi (Littérature) by Delphine de Vigan © Le Livre de Poche 2009)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) When does Lou go to the station?

(1)

early

(b) Why does she enjoy watching football matches on TV?

(1)

She likes to see the emotion

(c) Why do people think that Lou is related to a famous singer?

(1)

They look similar

(d) Why is No possibly not impressed?

(1)

They don't like that genre of music



This candidate has recognised the word for "early" but has not included the complete context in which the word is set in answering 6 (a). Therefore no marks are awarded.

The answer for 6 (b) however, is acceptable. "She likes to see the emotion". Other acceptable answers included "She likes to see the emotions of the players/the people/the fans". In such answers, the candidate has interpreted the text and drawn a conclusion. Answers such as "it's emotional" were not accepted however.

This incorrect answer for 6 (c) was remarkably common perhaps because candidates may have thought from the text that Lou resembled the daughter of a famous singer.

For 6(d) "they don't like that genre of music" was marked correct, even if it is unclear who "they" are in this answer. Other pronouns such as "he" or "she" or use of the name No from the question would also be correct here. However, a very common incorrect response was "She doesn't like **music**", as this implies that she does not like music of any type.



Candidates are not penalised for being unaware of the gender of people mentioned within any text and responses will be marked correct if the candidate states "he", "she" or "they" in their answer.

It is important to stress to candidates that little words such as "the" can change the meaning of an answer. In this instance, if a candidate had written "she doesn't like **the** music", then this would be marked correct, as it is clearly referring to this type of music. However, omission of the word "**the**" changes the meaning of the sentence, suggesting that No does not like music at all.

6 Read the extract from the literary text.

Lou is waiting for a train to arrive.

La Gare d'Austerlitz, j'y vais quand je finis les cours tôt. J'y vais pour regarder les trains qui partent, parce que j'aime bien voir l'émotion des gens. C'est pour ça que je ne rate jamais les matchs de football à la télévision.

Voilà pourquoi je me trouvais ici. J'attendais l'arrivée du train. Soudain, quelqu'un m'a tapé sur l'épaule.

- Salut, je m'appelle No, et toi ?

- Moi, c'est Lou... Lou Bertignac.

(En général, mon nom de famille fait son petit effet, car les gens croient que je suis de la famille du célèbre chanteur, peut-être même sa fille.)

Cela n'a pas eu l'air d'impressionner No. Ce n'était pas son genre de musique peut-être.

(Source: No et Moi (Littérature) by Delphine de Vigan © Le Livre de Poche 2009)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) When does Lou go to the station?

(1)

after her lesson

(b) Why does she enjoy watching football matches on TV?

(1)

can record it

(c) Why do people think that Lou is related to a famous singer?

(1)

They have the same last name

(d) Why is No possibly not impressed?

(1)

doeont like the musique



The answer written by this candidate for 6 (a) was typical of a correct answer for this question. Other accepted answers were "when she finishes school", "when classes are over". Some candidates included the word "early".

In 6 (b), this candidate has made a guess at an answer which bears no resemblance to the content of the text.

For 6(c), candidates needed to read the text and draw the conclusion that it is because of her last name being the same "mon nom de famille fait son petit effet". Candidates who answered this incorrectly may have written "they look similar" or even "they have a **similar** last name".

The answer written for 6 (d) was awarded one mark, despite the incorrect spelling of the word "musique". In general, if a word within the answer should have been written in English, but has instead been written in French, as long as it is recognisable as an English word, such as in this example, then a mark is awarded.



For 6 (a) some candidates wrote "after her **early** lesson" which was not correct. The position of the word "early" is important and this answer would completely change the meaning.

Candidates are advised to use any time at the end of the examination to check word order in English answers and also ensure that all answers are fully in English. In this instance, the candidate did not lose marks for an answer containing a word in French (as explained above), but this is not usually the case.

Question 7

This article was set in the Theme of The International and Global Dimension and the topic of the Environment. Candidates had to read the article and fill in the gaps in sentences written in French, choosing from 12 words in a box, six of which are not used.

For 7 (a) candidates needed to see the link between the words "une catastrophe" which appears in the text and "un accident" which appears in the gapfill sentence and to deduce that the type of transport involved is a boat.

Candidates who successfully completed question 7 (b) managed to link the following sentence in the text, "L'accès à **la plage** est interdit" to the information in the gapfill sentence "on ne permet pas l'entrée la.....," to determine that the word "plage" fitted appropriately in the gap. Candidates with a good grammatical awareness may also have understood that a feminine singular noun would be required in the gap.

For question 7 (c) it was necessary to be familiar with "les grandes vacances" from the vocabulary list and to know that this meant summer holidays. In the text, candidates should have identified the sentence, "Dans deux mois, ce sont les **vacances** d'été" and then have worked out that the word "vacances" fitted into the gapfill sentence, "Les grandes commencent dans deux mois". Teachers should train candidates to look at the gapfill sentences to identify where plurals are needed in order to narrow down the choice of possible words.

The gap in question 7 (d) needed to be an adjective in the plural form. In the text, it states that "Encore 80% ont des chambres libres". Many candidates who did not fully understand the text inserted the word "**libres**" in the gapfill sentence. However, this part of the question required candidates to supply the opposite, "**complets**". Only a small number of candidates managed to do this. Familiarity with words in the vocabulary list is essential.

Question 7 (e) required candidates to recognise the word "**célèbre**" and to link it with the concept of "**une spécialité**". Candidates who had been trained in how to deal with gap fill texts would have also realised that this needed to be a singular masculine noun. Many candidates correctly identified "**le poisson**" for this gap.

Question 9

These commentaries on an internet site were set in the theme of Identity and Culture and the topic of Festivals. Candidates had to read four comments made by young French people about how they celebrate different festivals. They then had to complete gapfill sentences written in French, deciding which of the four young people each statement applied to.

Question 9 (a) required candidates to recognise that the gapfill sentence was written in the near future and as such they needed to determine which of the four writers had not yet taken part in a procession. Two of the four mentioned the word "**défilé**" but Lucie referred to the fact that this was last year so therefore the correct response was Bernard.

In Question 9 (b), candidates had to find a synonym for the word "**la mère**" which was "**maman**" mentioned by Lucie. Having done this, they had to check that she had prepared something to eat. Many candidates incorrectly selected Chrystelle for this part of the question as they spotted the word "**mère**".

Question 9 (c) required candidates to make two links and to draw conclusions. The first was to link the phrase "**le plus important**" in the text with "**préfère**" in the gapfill. The second was to link "**chez moi**" in the text with "**à la maison**" in the gapfill. The ability to spot synonyms like this is essential for success in exercises of this type.

In question 9 (d) candidates had to link "**une fille de six ans**" with "**un petit enfant**" to realise that the correct response for this part of the question was Chrystelle.

Two of the four commentaries included the phrase "**l'année dernière**" which would have allowed candidates perhaps to narrow their choices down to Lucie and Didier. Having done this, they then needed to find the person who had had a new experience for 9 (e). This required interpretation of the full meaning of both statements to discover the phrase "**pour la première fois**" and determine that the correct answer was Lucie.

The ability to distinguish between different time frames and tenses and to identify synonyms were both necessary for success in this question.

Question 10

Most candidates were once again well prepared for this question type. Some who did not complete other questions on the paper, achieved a high mark on this one, indicating that perhaps they spent a considerable amount of time on it. The passage contains sentences which are all set within the same theme, which this year was School and includes a range of tenses, structures and vocabulary assessed at Foundation Tier. All vocabulary in the translation is to be found in the vocabulary list. Candidates are expected to demonstrate an ability to transfer meaning accurately into English. Many of those achieving higher grades gained four or more of the seven marks available for this question.

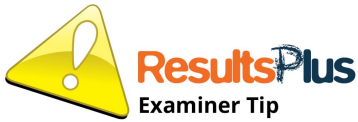
10 Translate this passage into English.

Mon collègue est assez petit. Les profs sont sympas, sauf le prof d'histoire, car il nous donne trop de travail. J'ai toujours aimé les sciences mais l'anglais est dur. À l'avenir, j'espère devenir médecin. Après mes examens, j'irai à l'université.

My school is quite small. The teachers are nice
~~including~~ ^{except} the history teacher, because he gives us a lot
of work. I have always liked sciences but English
is hard. In the future, I aspire to become
a doctor. After my exams, I will go to university.



This script is one of numerous examples which scored the full seven marks. The candidate has carefully looked at verb tenses and these have been translated accurately. Key vocabulary in the text is all translated well. There are some small errors (the candidate translates "**trop de travail**" as "a lot of work", rather than "too much work" and "**j'espère**" is translated as "I aspire to" rather than "I hope to". However, it was felt that despite these small slips, the meaning of the passage was fully communicated and any errors did not detract from the overall flow or clarity of the translation.



Candidates need to be aware that there will always be a range of tenses of regular and irregular verbs in the translation and that these verbs will be found in the vocabulary list. The translation will begin with simpler verb forms such as the present tense, with each sentence becoming more difficult to include tenses such as the perfect, imperfect or future (or future idea with aller + the infinitive). Candidates can also expect to encounter the conditional forms of vouloir and aimer as well as reflexive verbs and impersonal verbs such as il faut. All persons of the verb could be included, both singular and plural. Any vocabulary items in this translation will always be found in the vocabulary list included in the specification. Familiarity with this list is therefore essential. Once again, unknown vocabulary items such as "sauf" and "dur" caused candidates to lose marks. An inability to translate tenses accurately also caused some candidates to score poorly on this question.

10 Translate this passage into English.

Mon collège est assez petit. Les profs sont sympas, sauf le prof d'histoire, car il nous donne trop de travail. J'ai toujours aimé les sciences mais l'anglais est dur. À l'avenir, j'espère devenir médecin. Après mes examens, j'irai à l'université.

My school is very small. The teachers
are nice ^{especially} ~~apart from~~ the history teacher
because he doesn't make us work.

I enjoy science but not English. When
I'm older I aspire to work with medicine.
~~After~~ After my exams, I will go to
university.



This is an example of a translation which scored 4 marks. Analysing each sentence individually, the candidate has the correct tense in the first sentence and with the exception of the word "very", the sentence is fully correct. The second sentence has some correct phrases "the teachers are nice" and "the history teacher because". The tense is also correct in this sentence but the remainder of the sentence transmits a meaning which is completely opposite to that intended. In the next sentence, the candidate does not use the correct tense, but remains in the present, but does transmit the message "I enjoy science, but not English". This is not fully correct but does transmit the correct type of idea rather than stating for example, that English is great. "À l'avenir" in the next sentence is translated "When I'm older" which again transmits the correct sort of message. The tense and intended meaning are also correct for "I aspire to work" and although the word "doctor" is not used, the candidate does write "with medicine", which again gives the correct sort of idea. The final sentence is fully correct. Therefore, this candidate was awarded four marks as it was felt that some errors in the translation prevented meaning being conveyed but that the message was partially communicated.



It is advisable to try to write full sentences like this candidate has done rather than leaving lots of gaps in the translation. Credit will be given for phrases which are correct even if the sentence as a whole does not fully transmit the message.

10 Translate this passage into English.

Mon collègue est assez petit. Les profs sont sympas, sauf le prof d'histoire, car il nous donne trop de travail. J'ai toujours aimé les sciences mais l'anglais est dur. À l'avenir, j'espère devenir médecin. Après mes examens, j'irai à l'université.

My school is very small. I am learning about
history and I want to travel. I am studying science
in English. I want to know about medicine. After my exam
I will go to ^{university.} ~~university.~~



This translation is an example of one which scored 2 marks of the 7 available. Analysing each sentence individually, the first one is almost correct, with the exception of the word "**assez**" which slightly alters the meaning. The second sentence translates the word "history" correctly but is otherwise completely incorrect. The words "science" and "English" have also been identified and translated correctly but the sentence does not in any way transmit the original meaning. The next sentence appears to be in a correct time frame but does not transmit the meaning intended. The final sentence is almost correct apart from the fact that "exam" should be in the plural. It was decided that only isolated sentences or phrases are communicated and that there are frequent errors and omissions in the translation that prevent the meaning being communicated.



Familiarity with the vocabulary list is essential. Candidates are advised to attempt all sentences or phrases as marks can be gained from partial completion of sentences as is the case with this script.

10 Translate this passage into English.

Mon collègue est assez petit. Les profs sont sympas, sauf le prof d'histoire, car il nous donne trop de travail. J'ai toujours aimé les sciences mais l'anglais est dur. À l'avenir, j'espère devenir médecin. Après mes examens, j'irai à l'université.

~~my school is small. The teacher Teacher is bad, he is~~
~~a history teacher, because~~ My school is ~~small~~
quite small. The teacher seems mean.



This is an example of a low-scoring translation where the candidate has not attempted the majority of the text. Credit is however given for the first sentence which is fully correct. The candidate therefore scores one mark.



Candidates should be advised to attempt any sentence of the translation that they can as no marks will be awarded if nothing is written. Every mark is valuable and could mean the difference between grades.

Paper Summary

Based on their performance on this paper, candidates should:

- have familiarity with the vocabulary on the list contained in the specification as this is essential for success, as most of the vocabulary used in the paper is drawn from this list
- show the ability to recognise synonyms which is a key skill for this paper. In this year's paper, this was especially important for Q9 for example. This question required recognition of "**chez moi**" in the text with "**à la maison**" in the gapfill, "**une fille de six ans**" in the text with "**un petit enfant**" in the gapfill and "**maman**" in the text with "**la mère**" in the gapfill. Practice with texts and gapfills involving recognition of common synonyms drawn from the vocabulary list should enable candidates to achieve better scores on this type of question, which many Foundation candidates find very challenging
- be instructed that there will **always** be a range of tenses of regular and irregular verbs in the translation and that these verbs will be those found in the vocabulary list. The translation will **always** begin with simpler verb forms such as the present tense, with each sentence becoming more difficult and including tenses such as the perfect, imperfect or future (or future idea with aller + the infinitive). Candidates can also expect to encounter the conditional forms of vouloir and aimer as well as reflexive verbs and impersonal verbs such as il faut. All persons of the verb could be included, both singular and plural. Many candidates lost marks in the translation part of the paper because they had written the translation in one tense only.
- In questions requiring answers to be written in English, such as question 3, candidates are advised **not** to write in full sentences. In some cases, responses which contained too much detail negated correct answers. (eg Along the promenade and in the forest), which would have scored zero, even though the candidate clearly recognised the correct answer. It is important to stress that the **first answer** provided will be the one taken and other answers, which are possibly correct will not be considered. In the case of a two mark question, such as 5 (b) in this year's paper, the first two answers given will be marked.
- In section B, the gapfill question in French (Q7) is always challenging for candidates at Foundation Tier. Practice at identifying **genders** required, **adjectives** and **plurals** may help candidates to narrow down their options and gain better marks on this question.
- show the ability to recognise **cognates** or near cognates which is an essential skill for candidates entering this paper. In conjunction with this, it is important to be aware of **positives** and **negatives** as often there may be two examples of a cognate from which the candidate needs to choose one. An example of this is in Q1 where candidates need to decide who chooses salad for (b). "**La salade**" is an easily recognisable cognate, so the candidate then needs to decide between two options "**La salade, non merci!**" or "**Je préfère la salade**".
- be advised that if they are unsure of the exact translation of an item of vocabulary. They should provide a less specific response in order to avoid losing marks. A prime example of this was in question 5, where candidates knew that "**petit-fils**" was a family member but did not know which one, so wrote an answer such as "they helped her Skype family" which would be correct. However, those candidates who included incorrect family members would score zero.

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>

