Examiners' Report
June 2019

GCSE French 1FR0 3H

ResultsPlus

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

ResultsPlus

Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.

- Understand how your students' performance compares with class and national averages.

- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus.
Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

Introduction

GCSE French paper 1FR0 3H is assessed by means of a sixty 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 across all themes included in the specification as well as some unfamiliar vocabulary items. The paper is written using the grammar and structures included in the specification at Foundation and Higher tier.

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. They include authentic sources that introduce more complex language and unfamiliar materials. Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level.

This is the second examination under the new 2016 specification and most candidates this series achieved a good measure of success on questions with English prompts requiring the recall of familiar vocabulary items from the list provided in the specification. The majority of candidates were able to gain some marks on the translation into English with some achieving full marks on this task. Some candidates, however, were less successful on questions which required processing or interpreting meaning. The literary texts and questions with rubrics in French proved accessible to those achieving higher scores on the paper.

Question 1

This crossover question addressed the Theme of Future Aspirations, Study and Work and the topic of Volunteering and also appeared in the Foundation 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 in order to prepare for this.

Candidates are asked to provide one reason why Florence does voluntary work in 1(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 1 (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 1(b).

Voluntary work

1   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)

~~They~~ ᴴᵉ likes to meet new people

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

(2)

(i) ~~They accompany them to supermarkets~~ They help them use skype

(ii) They prepare their meals

This script is an example of a candidate who achieved full marks on this question. For 1 (a) the candidate is not penalised for referring to Florence as "he".

In 1 (b) the candidate has not offered specific details in either (i) ("Skype her **grandson**" would have been more specific) or (ii), where "prepare **lunch**" would have been more specific. By doing this, the candidate has still gained marks.

Candidates should be advised not to include very specific details unless they are absolutely certain that the vocabulary they are using is correct. For example, on this question, if a candidate had written "they help her Skype her **son** in the Congo" and "they help prepare **breakfast**", then the candidate would have achieved zero marks for (b) instead of the two awarded.

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

(1)

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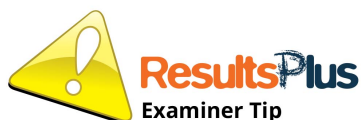
(b) How do Florence and Paul help elderly people?

(2)

(i) ⊕ they do their gardening

(ii) help them to shop for food.

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

(1)

He likes developing his skills

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

(2)

(i) _They buy food for them_

(ii) _They cook/ prepare their meals_

ResultsPlus
Examiner Comments

In this script, the candidate achieves two marks. Despite referring to Florence as "he" and omitting the word "new" a mark is awarded for 1 (a). In 1 (b) (i) however, no marks are awarded as this answer implies that Florence and Paul paid for the food. In 1 (c), the candidate is unspecific which meals are prepared and therefore achieves a mark.

ResultsPlus
Examiner Tip

Candidates are advised to carefully read through their answers to determine whether or not they can be misconstrued. This is the case with 1 (b) (i) where the correct answer would have been "they went with her to the supermarket **to buy food"** rather than the response given which alters the meaning.

Question 2

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.

Success in 2(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 2 (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 television".** 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 2(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 2(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.

'No et Moi' by Delphine de Vigan

2 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)

When he finishes his early lessons

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

(1)

Because she likes seeing people's emotions

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

(1)

Because her surname is the same as ~~is~~ the famous singer's

(d) Why is No possibly not impressed?

(1)

The famous singer's music ~~is~~ might not be music he likes

ResultsPlus
Examiner Comments

In this script, the candidate scores three out of a possible four marks. A mark is lost in 2 (a) because of the position of the word "**early**" in the response, which changes the meaning. This is unfortunate, as the candidate clearly knows the word and with greater attention to detail, would not have lost the mark.

ResultsPlus
Examiner Tip

Word order can be crucial; in this instance, the candidate lost a mark because the word order in the response changed the meaning of the answer.

(a) When does Lou go to the station?

(1)

When she finished her meal

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

(1)

She ~~too~~ likes to see the emotions of people

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

(1)

She has a similar name

(d) Why is No possibly not impressed?

(1)

Not a fan of that type of music

ResultsPlus
Examiner Comments

In this script, the candidate loses a mark for (a) as "**cours**" is an unknown word. The candidate also loses a mark for the word "**similar**". The correct response required was "**same**". Many candidates lost marks because of this point. A mark was however awarded for the response in (d) "**not a fan of** that type of music". Candidates did however lose marks for answers such as "didn't like **music**" as the meaning is changed by the omission of the word "that", "the" or "that kind of" before the word music.

ResultsPlus
Examiner Tip

Familiarity with vocabulary from the list provided in the specification is important for success in this examination. When writing brief answers e.g. "not a fan of music", which would have been incorrect, candidates are advised to consider the exact meaning of what they have written and ask themselves if it could be misinterpreted by the examiner.

(a) When does Lou go to the station?

(1)

when he finishes lessons early

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

(1)

She likes watching people's emotions.

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

(1)

Because ⅋ she has the same surname.

(d) Why is No possibly not impressed?

maybe

(1)

It is not the music genre he likes.

Question 3

This question was an internet chat forum with comments from three people set in the Theme of Identity and Culture and the Topic of When I was younger. Candidates needed to read and understand the comments and then answer questions in English based on them.

For 3 (a), candidates need to understand "**je n'étais pas travailleur au college et je n'écoutais pas en classe"** in order to write a correct response. Less specific answers such as "he was a bad student" were marked correct but "he was naughty" would have achieved a mark of zero as this information is not true.

Success at 3 (b) required candidates to understand the sentence "**Aujourd'hui je n'écoute que rarement de la musique rock**". Answers such as "he never listens to rock music" were marked incorrect.

Candidates needed to understand "**une carrière en Droit"** in order to answer question 3 (c) succesfully. "Le droit" appears in the Higher Tier vocabulary list in the specification.

In order to achieve a mark for 3 (d), candidates needed to understand the word "**redoubler"** which appears in the Foundation Tier vocabulary list. There were many incorrect responses to this part of the question such as "he had to retake his exams".

In 3 (e) candidates needed to understand the phrase **"Je fais maintenant une formation pédagogique".** Careful reading of the question was also essential as candidates needed to be aware that it related to his **current** activities rather than future intentions. "**Formation"** as a vocabulary item was widely unknown, despite appearing in the vocabulary list and was often rendered as the nonsensical "a pedagogic formation" and thus achieved no marks. Many candidates wrote that he was currently a PE teacher which also showed a lack of awareness of time frame.

An internet chat forum

3 Read the comments.

Souvenirs d'enfance

Pierre :	Quand j'étais plus jeune, je n'étais pas travailleur au collège et je n'écoutais pas en classe. La musique était ma passion et je jouais de la guitare basse dans un groupe de rock. Aujourd'hui, je n'écoute que rarement de la musique rock.
Luc :	L'élève modèle, c'était moi ! J'avais de très bonnes notes dans presque toutes les matières sauf en biologie car le prof était sévère. Maintenant, j'étudie l'histoire à la fac et une carrière en Droit m'intéresserait !
Adam :	Pendant mon enfance, j'étais très sportif mais je ne travaillais pas en classe. Mes notes étaient très mauvaises et j'ai dû redoubler ! Je fais maintenant une formation pédagogique et je vais devenir prof d'EPS.

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

(a) What kind of student was Pierre at school?

(1)

He was a bad student

(b) How has Pierre changed?

(1)

He doesn't listen to rock music

(c) What type of career is Luc interested in?

(1)

History

(d) What happened when Adam achieved poor grades?

(1)

He had to retake the exam

(e) What is Adam doing currently?

(1)

He is a PE teacher

This script is an example of a candidate who partially understands the text but does not write fully correct answers.

For 3 (a) "he was a bad student" was accepted as a correct answer.

In 3 (b), this answer was marked incorrect. Had the candidate inserted the word "often", then this would have achieved one mark.

Lack of knowledge of the key vocabulary item "le droit" prevented this candidate from scoring a point in 3 (c).

Although the candidate appeared to be partly familiar with the word "redoubler", the fact that the answer states "the exam" means that no marks were awarded.

For 3 (e) a misunderstanding of tenses or a misreading of the question has led this candidate to incorrectly state the "he is a PE teacher".

There are a number of lessons which can be drawn from this script. The first is the importance of small words such as "rarement", knowledge of which may have led this candidate to write a correct answer.

The second point is that it is important to know items on both the Foundation and the Higher Tier vocabulary lists as these will appear on the Higher Tier paper.

The third point is that it is essential that candidates read the question carefully. Had the candidate noted the word "currently" in the question, this may have produced a correct answer.

(a) What kind of student was Pierre at school?

(1)

He wasn't hardworking

(b) How has Pierre changed?

(1)

Used to be in a rock group but rarely listens to rock now

(c) What type of career is Luc interested in?

(1)

Historical career

(d) What happened when Adam achieved poor grades?

(1)

He had to redo ~~with~~ a year

(e) What is Adam doing currently?

(1)

Formation of education

ResultsPlus
Examiner Comments

In this script, the candidate answers the first two parts of the question with good answers drawn directly from the text. It is unfortunate that lack of knowledge of the voabulary item "**le droit**" loses the candidate a mark for 3 (c). The candidate is however aware of the word "**redoubler**" and successfully answers 3 (d).

The answer for 3 (e) does not make any sense so achieves no marks. It is clear that the candidate does not know the word **"formation"**despite the fact that it is in the vocabulary list.

ResultsPlus
Examiner Tip
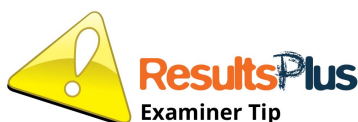
This script serves to make two points. The first is that where the candidate had knowledge of items from the vocabulary list in the specification, then questions have been answered correctly. Where this knowledge was missing, guesses have been made which are incorrect. The importance of familiarity with the specification cannot be over-emphasised.

Question 5 (a) - (d)

This question was an article about employment and was set in the Theme of Future aspirations, study and work and the topic of Careers and Professions. Candidates needed to identify appropriate names for each part of this question (a) - (d).

In question 5 (a) candidates needed to identify who is currently looking for a job and the correct response was **Baptiste.**

Candidates had to read and understand the content of all texts and to draw conclusions to arrive at the correct response.

Virginie is currently working as a chef after four years as a waitress so not seeking employment.

Hugo used to want to work in the leisure industry but has completed training as an engineer and is now enjoying his job in that field.

Lilou loves her current job as an air stewardess and is not seeking employment.

In question 5 (b) candidates needed to identify who had been working in a job for four years and the correct response was **Lilou.**

Virginie mentions that she previously spent four years as a waitress, so this was a common incorrect response.

Hugo does not mention a period of time.

Baptiste does not mention a period of time.

In question 5 (c) candidates needed to recognise the word "**fonctionnaire**" (civil servant) which appears in the Foundation Tier vocabulary list. Knowledge of the word **"l'hôtel de ville"** (town hall) may also have assisted candidates to identify the correct response which was **Lilou**.

Virginie, Hugo and Baptiste do not mention either word.

In question 5 (d) candidates needed to determine who had changed career path after a work placement. Recognition of two words **"après"** and "**stage"** were required to succeed in this part of the question and to identify that it was **Hugo.**

Virginie and Lilou do not mention a work placement.

Baptiste mentions a work placement but goes on to pursue a career in that field.

Question 5 (e) (f)

This question was an article about employment and was set in the Theme of Future aspirations, study and work and the topic of Careers and Professions. Candidates needed to answer questions on the text in English for 5 (e) and (f).

In this part of the question, candidates needed to deduce the meaning of unfamiliar vocabulary not included in the vocabulary list. Some were more successful at this skill than others.

For 5 (e), candidates needed to find one example of what they hope a job will offer them. They needed to find this information in the introduction to the article, specifically where it stated **"non seulement saisfisant, mais aussi bien rémuneré".** Candidates with a good vocabulary in English may have been able to find cognates (not only satisfying but also well remunerated). Many candidates succeeded in doing this.

For 5 (f) candidates were required to locate the career area which attracted more girls and to find **"secteur de l'hôtellerie"** in the text. Again, this is an unfamiliar item but one which could be readily deduced. It was necessary to eliminate two other career areas by reading two sentences and drawing conclusions. Many students wrote "medicine" for this question because of an inability to fully understand the final two sentences of the introductory paragraph.

(e) What do most young French people hope a job will offer them?

Give **one** example.

(1)

opportunities a good pay

(f) According to the survey, which career area attracts more girls?

(1)

medicine

This is an example of a candidate who scored one mark out of the two available for 5(e) and (f). Fortunately, the candidate crossed out their first answer and wrote "good pay" which was accepted as the first answer. Had the candidate failed to cross out the first response, they would have scored zero for (e).

"Medicine" was a common incorrect response for (f). Clearly this candidate was unable to fully understand the final two sentences of the introductory paragraph.

(e) What do most young French people hope a job will offer them?

Give **one** example.

(1)

They want to find a satisfying job with good rewards

(f) According to the survey, which career area attracts more girls?

(1)

~~working in hotels~~ the sector of hotels and hosting.

Question 6 (i)

In this question, candidates needed to read a web page about firework events in France. This was set in the Theme of the International and Global Dimension and the Topic of Bringing the world together.

Candidates had to read seven statements and choose three which were correct according to the text. Many were successful in achieving all three (A, D and F). It was necessary to fully understand the text in order to identify the three correct statements.

A - The New Year fireworks in Sydney are better known than those in Paris. This is correct and the targeted section of the text was **"le plus connu est, sans conteste, celui de Sydney en Australie".** From this, candidates would be able to deduce that if the Australian fireworks are undoubtedly the best known, then the Paris ones are less well known.

B - The 14th July display lasts until 2am - This is not mentioned so is clearly false.

C- New Year fireworks in Paris last about half an hour - This is false, although the 14th July fireworks do last about half an hour and some candidates selected C incorrectly.

D - France does not have many New Year firework displays - This is correct and the targeted section of the text was **"Malgré leur popularité, il y a très peu de ces événements pyrotechniques dans les villes de France le soir du 31 décembre".**

E - Alcohol has been banned at New Year firework displays - This is not mentioned, although some candidates may have been influence by the word "sobre" to select this incorrectly.

F - Cannes will host a firework competition this summer - This is correct and required candidates to understand the future tense and the following section of text **"Cet été….. il y aura un festival d'Art à Cannes, au cours duquel se déroulera un concours international de feux d'artifice".**

G - Firework displays will no longer celebrate religious festivals - This is clearly false as we are told that they are numerous festivals planned for an important catholic festival in August.

Question 6 (ii) - (iii)

In this part of the question, candidates needed to consult the same web page about firework events in France. This was set in the Theme of the International and Global Dimension and the Topic of Bringing the world together. They then had to answer questions in English.

Most candidates were able to gain at least one mark on this part of the question.

In 6 (ii), candidates needed to understand the following section of text **"Dans quelques villes, les feux d'artifice ont même été interdits". "Interdit"** appears in the vocabulary list but despite this many candidates had difficulty with this question.

6 (iii) required candidates to identify the small phrase **"Annulé l'an dernier"** and to draw the conclusion that fireworks had been cancelled last year in Marseille. A correct answer to this question was only achieved by a small minority of candidates.

(ii) What decision has been made this year in some French towns?   (1)

Firework displays are banned (/ forbidden.)

(iii) What are we told about last year's fireworks display in Marseille?   (1)

It was on Friday at 10:15 pm

ResultsPlus
Examiner Comments

This is an example of a candidate who achieved one of the two marks available for this question. The answer given for 6 (iii) was a common error picked directly from the text.

ResultsPlus
Examiner Tip

Candidates need to have a good understanding of the key tenses in order to locate the correct answer. It is important to fully read the question. In this case, 5 (iii) clearly asked about the firework display last year, yet the candidate selected a portion of the text which described what will happen this year, despite highlighting the words "last year" in the question.

(ii) What decision has been made this year in some French towns?

(1)

To ban fireworks

(iii) What are we told about last year's fireworks display in Marseille?

(1)

It was cancelled

ResultsPlus
Examiner Comments

This script is one of a minority which gave fully correct responses to this question.

ResultsPlus
Examiner Tip

Brief answers such as this are all that is required to achieve full marks and lengthy responses sometimes lose marks.

Question 8

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 8 (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 8 (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 8 (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 8 (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 the four commentaries included the phrase **"l'année dernière"** which would have allowed candidates perhaps to narrow their choices for 8 (e) down to Lucie and Didier. Having done this, they then needed to find the person who had had a new experience. 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 9

This question was adapted from an authentic website about a French charity and was set in the Theme of The International and Global Dimension and the Topic of Good Causes. It was specifically targeting candidates aiming for the highest grades on this paper. Most candidates attempted at least part of the question.

There were a few examples of answers written in English and several who wrote some answers in English and some in French. Candidates should be reminded that answers need to be written in French throughout although full sentences are not required and phrases may be lifted from the text if appropriate.

For 9 (a) "**Les gens**" in the question could either be interpreted as the volunteers who go to the restaurant to help or recipients of aid. Therefore a number of possible responses are listed in the markscheme.

9 (b) was worth two marks and two pieces of information were necessary for both marks to be awarded. Many candidates achieved both marks but some only one. A complete lift of the second sentence of paragraph 2 was acceptable for two marks.

9 (c) was not well tackled apart from those achieving the highest marks overall on this paper. Any response indicating she was on work experience during March was accepted including the direct lift **"Étant en stage en mars".**

Candidates needed to carefully read the question for 9 (d) which stated **"À part les emails…"** as some gave answers which stated that email was used to advertise the event. To answer this question, candidates could simply lift the phrase "**une campagne d'affiches publicitaires"** from the text.

Réponds aux questions **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

(a) Pourquoi les gens vont-ils aux Restaurants du Cœur ?

(1)

n'ont pas d'argent

(b) Comment les bénévoles encouragent-ils les gens à contribuer à la Collecte Nationale ?

Donne **deux** détails.

(2)

d'alimentation dans plus de 6600 mag magasins

récupérer des produits à la caisse

(c) Pourquoi Virginie n'a-t-elle pas pu assister à la Collecte Nationale ?

(1)

j'ai été mise en contact avec le responsable local

(d) À part les emails, comment est-ce qu'on a annoncé la Collecte à l'université ?

(1)

Collecte plus de douze caisses d'alimentation

RESULTSPlus
Examiner Comments

Although this candidate had not written a full sentence for (a), it was felt that **"n'ont pas d'argent"** transmitted the correct answer.

For (b), the candidate achieved one mark of the two available for the phrase **"récupérer des produits à la caisse".** Answers such as this, where the candidate achieved one mark, were commonplace.

For responses (c) and (d), this candidate has lifted material from the text which does not answer the question. This too, was common.

RESULTSPlus
Examiner Tip
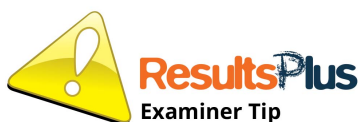
Brief responses can sometimes be more successful than lengthy ones, provided that the main point is clearly picked out.

(a) Pourquoi les gens vont-ils aux Restaurants du Cœur ?

(1)

~~Ils sont offe~~ leur offrant des repas gratuits

(b) Comment les bénévoles encouragent-ils les gens à contribuer à la Collecte Nationale ?

Donne **deux** détails.

(2)

– distribuer les dépliants

– récupérer des produits à la caisse

(c) Pourquoi Virginie n'a-t-elle pas pu assister à la Collecte Nationale ?

(1)

elle à ~~organisé une collecte~~ un échange sur Facebook

(d) À part les emails, comment est-ce qu'on a annoncé la Collecte à l'université ?

(1)

Ils ont une campagne d'affiches publicitaires

Question 10

Candidates were generally very well prepared for this relatively new question type involving translating a short passage of French into English. The passage contained sentences which were all set in the same theme of Local Area, holiday and travel and the Topic of Town. The passage included a range of tenses and structures assessed at Higher Tier and all vocabulary in the passage is to be found in the vocabulary list in the specification. Candidates were expected to demonstrate the ability to transfer meaning accurately into English. Many candidates scored well on this question; there were some who had not completed questions requiring answers written in French who fully completed the translation task. Many of those achieving the higher grades gained four or more of the seven marks available for this question and there were some fine examples of faultless translations at Higher Tier.

10 Translate this passage **into English**.

> Depuis ma naissance, j'habite une banlieue où il n'y a pas grand-chose à faire. Mes parents viennent de me dire qu'on va trouver une nouvelle maison en centre-ville. Moi, je préférerais rester ici, même si je trouve que c'est trop tranquille. Il n'y a qu'un petit terrain de jeux qu'on a besoin de réparer.

Since my birth, I live in a suburb where their is not much to do. My parents have just told me that we will find a new hous in the city center. I would rather stay here even if I find it to quiet. There is only one little play ground that ~~we~~ needs to b repared.

ResultsPlus
Examiner Comments

Whilst not completely faultless, this translation is an example of one which scored full marks. In an ideal world the candidate would have written "Since my birth, I **have** lived". However, this translation is otherwise very good and key points which tripped up weaker candidates are all correct. The tense used does not suggest that the writer no longer lives there, so it was decided to award this translation 7 points. The candidate has tried hard to achieve a good style of English throughout. For example, the translation of "je préférerais" as "I would rather" is very well done. There are some small slips in the English spelling which have not been penalised, such as "hous" and "to". The meaning of the passage was fully communicated and any errors did not detract from the overall effectiveness of the translation.

Spelling mistakes in English will not be penalised provided that it is clear what the candidate intends. It is possible for there to be small errors in the translation for full marks to be awarded. Candidates are strongly advised to carefully read through their translation to ensure that it makes full sense.

10 Translate this passage **into English**.

> Depuis ma naissance, j'habite une banlieue où il n'y a pas grand-chose à faire. Mes parents viennent de me dire qu'on va trouver une nouvelle maison en centre-ville. Moi, je préférerais rester ici, même si je trouve que c'est trop tranquille. Il n'y a qu'un petit terrain de jeux qu'on a besoin de réparer.

Since I was born, I have lived in a flat where there isn't much to do. My parents told me that they want to move to a new house in the centre of town. I would prefer to stay here, even though I find it too calm. There isn't a little game room that we need to pay for.

ResultsPlus
Examiner Comments

This is an example of a fair attempt at this translation, which loses two marks of the seven available. In the first sentence, the candidate is almost correct, with the exception of the word "flat". Clearly "**banlieue**" is an unknown vocabulary item but the candidate does at least try to insert a sensible word to prevent the translation from appearing disjointed. In the next sentence "**venir de**" has not quite been translated correctly and "**trouver**" has been translated "**move**". However, the key meaning of this sentence has been transmitted. The next sentence has been perfectly translated with correct tenses and vocabulary. The final sentence is very weak however with **"we need to"** being the only correct part of the sentence. It was decided that the meaning of this passage was mostly communicated but that the errors affected the clarity of the translation, particularly in the final sentence. Five marks were therefore awarded for this translation.

Familiarity with more complex grammar and structures is essential for success in the translation. In this particular one, candidates needed to know the following:

depuis, venir de, **il n'y a que** and **avoir besoin de.**

They also needed to be able to translate a range of tenses (present, near future, conditional). Exposure to all of the tenses and structures listed in the specification at both Foundation and Higher tiers will equip candidates appropriately.

10 Translate this passage **into English**.

> *(handwritten annotations above text: "since", "I live", "bungalow", "there is not alot to do", "try", "new house", "centre of town", "I would prefer stay here, same if I find")*
>
> Depuis ma naissance, j'habite une banlieue où il n'y a pas grand-chose à faire. Mes parents viennent de me dire qu'on va trouver une nouvelle maison en centre-ville. Moi, je préférerais rester ici, même si je trouve que c'est trop tranquille. Il n'y a qu'un petit terrain de jeux qu'on a besoin de réparer.

Since my infancy, I live in a bungalow where there is not a lot to do. My parents are trying to find a new house in the centre of town. Me, I would prefer to stay here, the same if I find it ~~very~~ is very quiet. There is not even a small terrain to do anything on.

ResultsPlus
Examiner Comments

This is an example of a script which has scored 4 marks of the 7 available. In the first sentence the candidate has mistranslated two words **"naissance**" and **"banlieue"** and the meaning of the first sentence is therefore affected. In the next sentence, the candidate neglects to translate "**viennent de me dire"** but the sentence is otherwise reasonably well translated. The next sentence is quite well done but the candidate does not correctly translate **"même si".** The final sentence is is not well tackled. It was felt that the meaning of the passage was mostly communicated but that it fell at the bottom end of the 4-6 box and was awarded 4.

ResultsPlus
Examiner Tip

It is essential to be familiar with the vocabulary in the list in the specification. It is also important to read through the finished translation to ensure that it makes sense in English. Parts of this translation are not clear English.

Paper Summary

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.

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 and most 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 in these questions than last year

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

- Most of the questions are set based on vocabulary included in the specification. It is important that candidates are fully familiar with all vocabulary listed under both Foundation and Higher Tier. There will also be a small range of unfamiliar vocabulary but understanding of this is not usually essential in the required responses.

- Some of the questions require processing of information, the drawing of conclusions and identification of inferences. It will also be necessary to identify synonyms for vocabulary from the specification. Practice of these skills is recommended at the learning stage.

- Whilst the ability to recognise cognates is an important skill for success in the French reading paper, it is also essential that Higher Tier candidates can recognise false friends and consider the context of the text (e.g. **une formation, des notes,** both of which appeared in Q3 and caused problems for candidates despite being in he vocabulary list).

- When questions in the paper are posed in English, it is essential that answers are written in English and when questions are posed in French, the responses should be written in French. In both cases, full sentence answers are not needed. No credit will be given for answers in the incorrect language.

- In questions requiring longer answers to be written in English, such as questions 1-3, candidates are advised **not** to write in full sentences. In some cases, responses which contained too much detail negated correct answers.

- Candidates should note that while direct lifts from the text are permitted in response to Q9, care should be exercised that the lifted material actually answers the question. Candidates who simply copied out large chunks of the original text in response to questions were often unsuccessful in this approach as such responses often contained too much irrelevant material.

- This paper will never test candidates on their general understanding of a topic outside of what is provided as information in the examination. Therefore answers which are perceived by candidates as being correct facts will not be marked as correct unless this information appears in the text.

- Candidates should 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 begin with simpler verb forms with each sentence becoming more difficult and including tenses such as the perfect, imperfect, pluperfect or future (or future idea with aller + the infinitive). Candidates can also expect to encounter conditional forms as well as reflexive verbs and impersonal verbs such as il faut. All persons of the verb could be included, both singular and plural. Reference should be made to the grammar lists in the specification as

structures from both the Foundation and Higher Tier lists may be include in the translation task. Many candidates lost marks in the translation part of the paper because they had failed to recognise and translate accurately the range of more complex grammar items included in the translation.

• Greater success will be achieved at Higher Tier if candidates read a wide range of authentic texts set within the themes and topics listed in the specification in the learning phase.

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