

# Examiners' Report

## June 2019

### GCSE French 1FR0 4F

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# Introduction

In this paper, candidates were assessed on their ability to communicate effectively through writing in French.

They were expected to write effectively for a variety of purposes across a range of specified contexts and to show competency in several areas:

Communication for different purposes and in different settings to interest, inform and convince:

Describe and narrate in short and more extended texts in a clear and coherent way to convey meaning, give information, present facts, key points, express and justify ideas and opinion and translate short sentences.

The Language:

- write simple sentences in familiar language and use a variety of vocabulary and grammatical structures with some complexity accurately and fluently
- use present, past and future tenses
- use appropriate style and register

The Paper:

- the assessment time was one hour and ten minutes
- the use of dictionaries was not permitted
- the instructions to candidates were all in French

The Questions:

- there were three open questions and five translation sentences
- candidates had to answer all questions with one question presenting two options
- recommended word counts were specified for each open question
- each question was set in a context drawn from the themes and topics
- tasks featured general content that was familiar and accessible to all candidates
- the length required for each response and the complexity of language increased across the paper

Assessment:

- the paper was out of 60 marks

Candidates' ability was assessed accordingly:

- question 1: describe and give an opinion.
- question 2: note down key points and convey information. Candidates had to use the formal register
- question 3: convey information, narrate, express opinions, interest and convince. Candidates had to use the informal register. This question was common to the Higher Tier
- question 4: translate five sentences from English to French. The sentences were ordered in increasing level of difficulty

Candidates were not penalised for exceeding or falling short of the word limit or for going beyond the mandatory bullet points.

## Question 1

This question was set in the context of the broad theme of school and more specifically the area of what school is like.

Candidates were presented with a photo of some students at school working in a classroom setting. They were asked to describe the photo and give their opinion on school in about 20 – 30 words. The question could be answered using the present tense only, but candidates were not penalised for using other tenses.

Candidates were much better prepared for this question this year than last year.

There were some very good responses, where candidates fulfilled the task successfully, describing the photo and giving an opinion about school. This included the correct use of the present tense and adjectives. Therefore quite a few candidates scored in the top boxes of both parts of the mark scheme.

Some exceeded the word count due to irrelevant material being written including about the candidate's school or school day or the subjects they liked and disliked. Overly long pieces also led to errors in vocabulary and grammar. Some candidates mentioned social media in their answer, taking this from the rubric.

Errors in grammar included '*ells sont écrire*' or use of a plural verb with a singular subject pronoun and vice-versa, or the verb was omitted as in '*mon collègue ennuyeux*'. Vocabulary errors included the wrong gender '*ma opinion, ma ami/amie, la collègue*'.

### Le collège



(Source: © H. Mark Weidman Photography / Alamy Stock Photo)

1 Tu passes une semaine à étudier en France. Tu postes cette photo sur des médias sociaux pour tes amis.

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

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

Sur la photo il y a sept personnes. Il y a quatre fille et trois garçons le étudiants est lire dans ~~un~~ la classe. C'est il fait chaud. A mon avis le collège est très important parce que ~~est~~ ~~est~~ aider ton future. C'est très important pour moi.



**ResultsPlus**  
Examiner Comments

The candidate has written more than the suggested word count. There is relevant information on the photo and an opinion is given. There is a little hesitation in parts. The candidate uses simple language with some linking and mostly successful use of the present tense, though errors hinder clarity slightly.



**ResultsPlus**  
Examiner Tip

Successful use of present tense is essential in Q1 in order to convey information.

sur la photo il y a . les gens. Ils sont  
travaille. Il y a trois femme. ~~Les autres sont~~  
Elles sont ecris. A droit, il y a un homme. Il rigole

Pour moi, le collège commence à neuf heures et  
fini à ~~trois heures~~ trois heures dans le  
apres midi. Mon matiere préférée c'est  
les science physiques parce que c'est tres interessant  
mais ~~je~~ je n'aime pas ~~l'anglais~~ l'anglais car c'est ennuyeux.



This candidate has written enough words in the first paragraph to include a short description of the photo. There is no opinion of school. The second paragraph is irrelevant, as it is not an opinion on school, but more specifically about the timing of the school day and preference for subjects. The second paragraph, whilst not considered for the communication and content mark, is considered for the linguistic knowledge and accuracy mark. The candidate uses simple language with some linking though there is inconsistency in present tense forms and errors hinder clarity.



Keep to the word limit and be specific in how you fulfil the task.

Le collège, une modern et petite  
collège, le collège est ennuyeux  
et petite, Le Français collège ce  
très ennuyeux, mes opinion très  
ennuyeux, au conclusion le collège  
est très ennuyeux Je déteste Collège.



**ResultsPlus**  
Examiner Comments

The candidate adheres to the word limit and gives some relevant information, describing the photo but with repetition of 'ennuyeux'. There is also an opinion on school, which is particularly clear in the last sentence, where the present tense is used correctly.



**ResultsPlus**  
Examiner Tip

Use of present tense is recommended and a range of adjectives.



## Question 2

This question addressed the theme of Identity and Culture and the topic of Cultural life. The candidates were presented with four bullet points within the context of a music festival. They were asked to write 40 - 50 words using present and future time frames, but candidates were not penalised for using other tenses

There were some full answers, where all points were answered. The more successful answers adhered to the word limit. There were some good answers to the second bullet point in particular. There was good use of time frames and linking phrases with some candidates using some complex language. However, some candidates missed out one or two bullet points with no particular pattern. This may be because they spent too long on one point, particularly impressions of the festival. Some interpreted the first bullet point asking for details of the festival as giving their impressions, whilst others commented on the music at the festival or the importance of festivals instead of the importance of music for them.

Common language mistakes included incorrect conjugation of the future tense: '*je vais...allé*'.

## Un festival de musique

You are going to a music festival

2 Vous êtes allé(e) à un festival de musique.

Écrivez une critique pour votre professeur de français avec les informations suivantes :

- quelques détails sur le festival
- vos impressions sur le festival
- l'importance de la musique <sup>for me</sup> pour vous
- un événement musical à l'avenir. <sup>music event next year</sup>

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

Madame/Monsieur,

Le festival de musique est dans un grande ville dans le hondres. C'<sup>était</sup>~~est~~ pour huit heurs ~~dans le hondres~~ dans cinq octobre. Je pense que le festival est très ~~beu~~ beau et fantastique ~~mais~~ mais il ya beaucoup ~~personnes~~ personnes Pour moi le festival de musique est important parce que c'est je suis alle avec mes amis et c'est bonne experience. A l'avenir je voudrais aller un festival de musique dans ~~un autre ville~~ ~~un autre~~ la pays différente.



This candidate has written just over the word limit and fulfilled all bullet points except for one. Some relevant information with development is given for each bullet point fulfilled. The candidate writes about the importance of music festivals rather than about music. The candidate uses tenses with some success and there is linking.



Read the bullet points very carefully.

Madame/Monsieur,

Dans le festival c'est amusant et fantastique. Mon impressions sur le festival c'est fantastique et le drolé. Musique c'est tres important ~~et~~ car tres bien. J'adore le festival sur le weekend car c'est bien et je ~~suis~~<sup>alle</sup> avec ma copains. J'aime de la musique sur le festival car ~~j'aime~~ je fais le danse.



This candidate gives some information on two of the bullet points, one of which is developed. The candidate's use of language is occasionally successful, using simple short sentences with a little linking and occasional success with the present tense.



Ensure each bullet point is answered by ticking it off when completed; don't revisit it after answering other bullet points.

Madame/Monsieur,

Le festival était ~~la~~ plus grande. Je suis allé une grande festival qui s'appelle Coachella. C'est dans aux Etats-Unis et j'étais allé avec mon copain.

Je l'adore. Je l'ai adoré parce que j'ai un fan de la musique pop. Pour moi, la musique est très importante car il aide moi quand je fais mes devoirs à la soir.

L'année prochaine, je vais aller une festival qui s'appelle La vie èbrie fantastique et je suis très impatient.



**ResultsPlus**  
Examiner Comments

This candidate has fulfilled the task in just over the word limit. All bullet points are addressed and developed. The candidate uses appropriate tenses successfully, and there is linking. The errors do not hinder communication.



**ResultsPlus**  
Examiner Tip

This is an example of a candidate who has fulfilled the task successfully within the word limit.

### **Question 3 (a)**

This question had the theme of Identity and Culture and the topic of friendship. Candidates were given four bullet points within the context of an email responding to a friend's questions about candidates' opinions on friendship. The question had to be answered using present, past and future time frames.

This question was more popular than Q3 (b).

There were some competent full answers with complex language and successful time frames. The first two bullet points were completed fully and well by the majority of the candidates. They seemed to appreciate and enjoy writing about their friends, especially in relation to the importance of friends, where there were some endearing and meaningful comments. However, some candidates answered the first two bullet points overly lengthily giving descriptions of more than one friend and a range of past activities. This resulted in some pieces far exceeding the word limit. Some candidates found the last two bullet points more challenging. For the third bullet point, some candidates seemed to struggle to think of what the importance of friends is and instead wrote about which qualities in a friend were important. Equally for the last bullet point, many wrote about what they were going to do with their friends in the future instead of outlining how they intended to keep up the friendship, though some answers implied this and so were acceptable.

The level of language was good in many cases with clear time frames and successful verbs and a range of adjectives. Language errors mainly included '*je vais... allé*' and '*je suis... aller*' to convey the perfect tense and the future tense.

3 (a) Gabriel(le), ton ami(e) belge, veut connaître tes opinions sur l'amitié.

Écris un email à Gabriel(le).

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

- une petite description d'un(e) de tes ami(e)s <sup>my friend</sup>
- quelque chose que tu as fait récemment avec un(e) ami(e) <sup>what I did recently</sup>
- l'importance des ami(e)s <sup>of friends</sup>
- comment garder tes ami(e)s à l'avenir.

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

(20)

Mon meilleur amis est Michela.  
~~parce que~~ Elle est assez petite  
et a les yeux marron. Elle est très  
amusant et belle. Michela est dans  
mon collège. Mon amis Paola est  
très petite et elle ~~est très gentille~~  
~~est très gentille~~ est très gentille.  
Le weekend dernier je mangé un  
hamburger avec mes amis à la café.  
Nous avons vu ~~le film~~ le film au  
cinéma, c'était ~~très génial~~ <sup>génial</sup> ! A mon  
avis, amies est très important parce  
que ~~elles~~ elles aident ~~moi~~ moi quand  
je ne bon pas. ~~En plus~~ En plus j'~~adore~~  
mon amis est amusant et j'adore  
mes amis. A l'avenir ~~je veux~~

~~est très important~~ Je voudrais aller  
en ville et regarder ~~un~~ un spectacle  
spectacle au théâtre avec mes amis.  
C'est important voir ton amis beaucoup



**ResultsPlus**  
Examiner Comments

This candidate communicates information relevant to the task with development of some key points. The first two bullet points are fully addressed and the third one a little unclear. The last bullet point is addressed in the last sentence with a general point about how one can keep friends. The candidate uses language mostly effectively. Tenses are mostly successful and there is some linking. Errors hinder clarity sometimes.



**ResultsPlus**  
Examiner Tip

Leave enough time to answer the last bullet points. Answer bullet points carefully to avoid irrelevant responses. Leave time to check verbs are conjugated correctly.



~~L'importance~~ Amis Gabriel Salut, Gabriel  
 Dans mon opinion, amis ~~should be~~ sympa, intéressant, ~~exciter~~ et  
 heureux. Par contre, mon copain c'est Dave. Il c'est barbant, ennuyeux  
 mais sympa and ~~into~~ ~~existing~~ intéressant. ~~Get~~ ~~Me~~ Tu as fait  
~~récemment~~ avec un ami. Je allé fait récemment avec un  
 ami au restaurant. Je mangé du poulet et des frites et mon  
 ami mangé du poisson et des oeufs. C'était C'était horrible!  
 Nous aussi, nous mangeons des gateaux et ~~du~~ du chocolaté. C'était  
~~délicie~~ ~~délic~~ délicieux! L'importance des amis, ~~c'est~~ ~~ce~~ ~~est~~ ~~its~~  
~~make~~ tu as heureux. Ils ~~make~~ ~~tu~~ ~~sympa~~ A l'avenir, je voudrais  
 tu as ~~make~~ ~~new~~ nouveaux amis.



**ResultsPlus**  
Examiner Comments

This candidate communicates information on all bullet points and there is some effective language. However there is some interference from English and variable success in tense use with errors preventing meaning being conveyed.



**ResultsPlus**  
Examiner Tip

To respond to the bullet points, think of French words and expressions you know as a starting point to avoid use of English.



Salut Gabrielle,

Ca va? Mes amis ~~are~~ <sup>est</sup> tres sportif et nous aime jouer le foot tous les vendredi. Mon meilleur ami Harry Redknapp, est tres jolie et est le meilleur pour le foot. Recemment, Mon equipe joué un match et nous gagne sept-deux. Aussi, Harry est tres intelligent, et aide moi pour mes etudes. ~~Respecter~~ Mes amis est tres important parce que ils respecte moi ~~et aide~~ moi avec trop. A l'avenir, je voudrais aller en vacances au Croatie avec mes amis. Je J'aimerais faire le ~~ski~~ ski-nautique, ce semble tres amusant et ~~dangeroux~~ ~~magnifique~~ incroyable.



**ResultsPlus**  
Examiner Comments

This candidate has communicated some relevant information with development especially in answer to the first bullet point. Answers to the second and third bullet points are unclear and the fourth point touches upon how to keep friends in the future. The language is mostly effective with some linking and there is some accuracy. Some errors hinder clarity of communication.



**ResultsPlus**  
Examiner Tip

Refer to bullet points in your response, so that it is clear you are responding to it.

Avoid spending too long on one bullet point.

## Question 3 (b)

This question has as its theme Local area, holiday and travel and the topic of Living abroad. Candidates were given four bullet points within the context of an article for a website about young people's thoughts about living abroad. The question had to be answered using present, past and future time frames.

This question was less popular than 3 (a).

Those who answered this question successfully, addressed the bullet points discretely, especially the last two. The first two and the last bullet points were very well done in many cases. Those who answered the third bullet point gave good reasons for and against living abroad including answers, which alluded to it, such as explaining why they wanted to stay in their home town. Others attempted to combine it with the last bullet point by writing about living abroad in the future. Both approaches were acceptable as long as it was clear they were fulfilling the bullet point.

Candidates used a range of tenses, some complex language including linking phrases and subordinate clauses.

### Habiter à l'étranger

(b) Un site Internet français cherche à connaître tes opinions. Que pensent les jeunes de l'idée d'habiter à l'étranger ?

Écris un article pour ce site Internet.

Tu dois faire référence aux points suivants :

- la région où tu habites
- une visite que tu as faite dans un pays différent
- habiter à l'étranger ou non
- où tu vas habiter à l'avenir.

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

j'habite

Ma famille et moi habitons à Rochdale, qui est dans le nord-ouest de l'Angleterre. C'est une petite ville mais je l'adore. Le taux de criminalité ~~de~~ dans ma ville sont vraiment bas donc nous sentons en sécurité.

~~Reçemment~~ Réçemment, nous avons allé aux États-Unis pour mes grandes vacances. ~~J'ai~~ Je l'ai adoré parce que j'aime explorer des nouveaux endroits.

Je crois que les jeunes <sup>qui</sup> habitent dans un pays différent sont vraiment cool!

C'est ~~un~~ génial parce que <sup>qu'on</sup> ~~peut~~ peut connecter avec les gens en ~~un~~ pays différent.

Dans le futur, je voudrais déménager en Australie. Amén avis, l'Australie c'est un pays magnifique et c'est très similaire à Grande Bretagne.



**ResultsPlus**  
Examiner Comments

This candidate answered the question within the word limit. Communication is relevant to the task and there is development. Although it is not clear whether the third bullet point has been addressed, there is some connection. Language is very effective with some creative and uncommon elements to express individual thoughts. There are frequently well linked, extended sentences with some complexity. Errors hinder clarity a little.



**ResultsPlus**  
Examiner Tip

This is an example of a successful answer within the word limit. Refer to the bullet points in the answer to make it clear they have been addressed.

J'habite dans en Angleterre à Rochdale. C'est une ville dans le nord-ouest de l'Angleterre. C'est ~~Il ne fait pas trop chaud~~

L'année dernière, je suis allé à Paris avec mes amis. C'était une bonne expérience pour moi. <sup>L'année prochaine,</sup> Je veux visiter à Paris car je je l'ai adoré.

Je préfère habiter à Rochdale parce que je pense que Rochdale est le plus meilleur meilleur.

L'année prochaine, je vais habiter avec mes parents. Dans le futur, je veux habiter dans une appartement à Rochdale parce que je suis très indépendante.



This candidate has written less than the required word limit, though has communicated relevant information for, and occasionally developed, the bullet points. There is an indirect allusion to the third bullet point, which is acceptable, and the language is mostly effective. Straightforward grammatical structures are used with mostly successful tenses and the whole response is quite accurate with some linking.



Write the required number of words so as to develop answers adequately.

Je habiter un petite ville cest  
~~très~~ Jolè et il ya beacoup un  
Magazane. Ma Maison cest grandè et  
au board de la mere. Ma chambre  
est petite et rose. Le ville cest Magnifique,  
et amusant. ~~l'année~~ l'année  
prochaine ~~je~~ Je vais allè un université  
~~ce~~ C'était ~~très~~ amusant. ~~Marcepo~~  
Je vais allè avec ma Copains cest  
très Magnifique et amusant. Ma frère  
est dix neuf et ils etudés et  
habites un ~~très~~ ~~propre~~ Motè carlo. ~~le~~ ville  
A mon avis ~~je~~ J'adore Ma petit ~~village~~ <sup>ville</sup>  
~~très~~ ~~très~~ ill fait cheud et cest très jolè.

Ils sont ne restaurant pas. A mon avis  
J'adore Ma ~~copains~~ ville mais  
il ya no restaurant si cinèma ~~et~~.  
le weekend derniere Je suis allè  
l'equitation ~~est~~ ~~fantastique~~ cestait  
fantastique. Ma mere Je adorè  
l'equitation ~~est~~ cestait Magnifique.  
Heir je suis allè un fait du  
shopping ~~est~~ avec ma Copains ~~est~~  
Cestait très bein. Me petit ville  
cest ~~est~~ très amusant et fantastique.



This candidate communicates brief information on the first bullet point with development scattered throughout the piece. There is much irrelevant material. The candidate uses common familiar language with repetition with some success in the present and past tenses.



Answer the bullet points and avoid giving irrelevant information.

## Question 4

This question addressed the theme of Local area, holiday and travel and the topic of the weather. Candidates had to translate five sentences from English to French.

Many candidates scored half marks or more overall.

(a) Most candidates were able to attempt the translation of 'it is cold', but left out the 'very' and didn't use '*il fait*' but '*il est*' or '*c'est*'. Some used '*chaud*' instead of '*froid*'. '*C'est frais*' was a popular attempt. Quite a few candidates didn't translate 'today' or did so with a misspelling of it or other words such as '*hier*' '*dernier*'.

(b) This sentence was translated with varied success. There were many versions of '*je préfère*', but some recognisable forms. 'Weather' caused problems for a lot of candidates, whilst few included '*plus*' to convey the comparative. (c) Very few candidates translated this sentence successfully. The occasional word was translated such as 'look' and 'always' and most achieved 'on my mobile', but 'weather report' was not translated successfully by the majority.

(d) This sentence was translated successfully by the great majority with many scoring full marks. There was some variety in the spelling of '*je suis allé*' and some did not translate 'my parents' accurately enough by using '*ma mère et mon père*'. (e) Candidates clearly found this challenging, many only writing the last part correctly. 'When we left' was often translated by an infinitive and 'it was raining' rarely by the imperfect, but more often by '*il fait pleut*' or '*il était pleut*'. The switch from '*je suis allé*' in (d) to '*nous sommes allés*' was not successful. 'Home' was translated by '*chez*' or '*mansion*'. Whilst many successfully translated 'taxi', there were many who wrote '*voiture*'.



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

(a) Today it is very cold.

(2)

~~Aujourd'hui~~ = Aujourd'hui, il fait très froid.

(b) I prefer warmer weather.

(2)

Je préfère le plus chaud météo.

(c) I always look at the weather report on my mobile.

(2)

Je toujours regarde <sup>l'app</sup> ~~le app~~ météo sur mon portable.

(d) Yesterday, I went to a restaurant with my parents.

(3)

Hier, je suis allé dans un restaurant avec mes parents.

(e) When we left, it was raining and we went home by taxi.

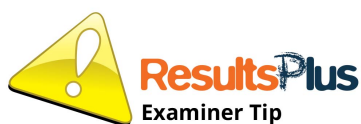
(3)

Quand nous avons sorti, il fait pleut et nous avon ~~été~~ allée chez moi  
en taxi.





- (a) Meaning is fully communicated.
- (b) Meaning is fully communicated with errors that do not hinder clarity.
- (c) Meaning is partially communicated with errors that prevent meaning being conveyed.
- (d) Meaning of the sentence is fully communicated.
- (e) Meaning of the sentence is partially communicated with errors that hinder clarity.



Please see tip in paper summary.

(a) Today it is very cold.

(2)

Aujourd'hui, ~~c'est~~ il fait <sup>très</sup> froid.

(b) I prefer warmer weather.

(2)

Je préfère le plus beau temps.

(c) I always look at the weather report on my mobile.

(2)

Je ~~le~~ <sup>le rapport de temps</sup> ~~rapport~~ sur mon portable.

(d) Yesterday, I went to a restaurant with my parents.

(3)

Hier, j'étais allé au restaurant avec mes parents.

(e) When we left, it was raining and we went home by taxi.

(3)

Quand on partait, il faisait pleu et on est allé à la maison avec un taxi.



(a) Meaning is fully communicated with errors that do not hinder clarity.

(b) Meaning is partially communicated with errors that prevent meaning being conveyed.

(c) Meaning is partially communicated with errors that prevent meaning being conveyed.

(d) Meaning of the sentence is fully communicated with errors that do not hinder clarity.

(e) Meaning of the sentence is partially communicated with errors that hinder clarity.



**ResultsPlus**  
Examiner Tip

Please see tip in paper summary.

(a) Today it is very cold.

(2)

Il fait chaud

(b) I prefer warmer weather.

(2)

Je préfère le ~~chaud~~ beau

(c) I always look at the weather report on my mobile.

(2)

Je regarde un report des weather  
dans mon portable

(d) Yesterday, I went to a restaurant with my parents.

(3)

Hier, je suis allé dans un restaurant  
avec mes parents

(e) When we left, it was raining and we went home by taxi.

(3)

Nous ~~quitter~~ <sup>exite</sup>, et parce que raining  
~~et~~ nous allons à la maison  
dans un taxi.



(a) No rewardable material.

(b) Meaning is partially communicated with errors that prevent meaning being conveyed.

(c) Meaning is partially communicated with errors that prevent meaning being conveyed.

(d) Meaning of the sentence is partially communicated with errors that do not hinder clarity.

(e) Some words are communicated but the overall meaning of the sentence is not communicated.



Please see tip in paper summary.

## Paper Summary

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

- answer the questions within the range of words suggested read the rubric or bullet points carefully, noting key points and what you have to do
- make sure it's clear which bullet point you are referring to; do them in order and start a new paragraph for each point to make it clear, or write a continuous piece, but with clear indications of where you are answering each point
- in Q2 and 3 answer all four bullet points; tick off each one and don't revisit it after answering other bullet points; avoid spending too long on one or two bullet points
- in Q1, 2 and 3 keep answer relevant
- in Q4, try to translate all words; try dividing the English sentence into parts to make sure you don't miss any
- the correct formation of verbs and tenses is essential for all questions
- leave time to check language
- in Q3, try to vary the language you use and avoid repetition

## 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>



