

Mark Scheme with Examiners' Report

GCE O Level French (7193)

June 2005

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FRENCH 7193, MARK SCHEME

Paper 1 : Dictation - 30 points

The passage has been divided into 60 boxes. Each box is worth ONE point. There are no half marks.

Each box must be completely correct (see note on 'minor' errors) to be awarded a point.

Additional guidance is given beside some boxes.

The first two 'minor' errors as defined in the general mark scheme *in an otherwise correct box* will forfeit the mark for that box. Once TWO minor errors have been dealt with in this way, further such errors should be ignored.

Spelling out punctuation (including à la ligne) and incorrect spelling of a proper noun written on a board for the candidates is a 'minor' error.

Consequential and identical errors (in **bold**), as well as incorrect punctuation, should be ignored

1	Vendredi dernier		31	Après l'avoir	(See Box 2)
2	un peu après		32	ouvert	
3	quatorze heures	<i>reject 14</i>	33	et vidé (vidée if ouverte in Box 32)	
4	quatre individus	<i>reject 4</i>	34	ils sont repartis (not repeat error)	
5	armés		35	avec un complice	
6	portant		36	qui les attendait	
7	des cagoules		37	sur le parking	
8	pour se cacher		38	en emportant	
9	le visage		39	une forte somme	
10	sont entrés		40	d'argent	
11	brusquement		41	Les trois caissières	
12	dans le supermarché Champion		42	n'ont pas (not repeat error)	
13	à Maulette		43	du tout résisté	
14	Les criminels		44	mais on peut	
15	sont arrivés	(See Box 10)	45	admirer	
16	quand il y avait		46	leur courage	
17	très peu	(See Box 2)	47	car elles ont (See Boxes 20 + 23)	
18	de clients		48	repris	
19	dans le magasin	(See Box 12)	49	<u>leur(s)</u> poste(s)	
20	Ils ont attaché		50	le lendemain	
21	les mains		51	On a mis	
22	des employé(e)s		52	des barrages	
23	et ils ont même tiré	(see Box 20)	53	en place	
24	la plus jeune		54	sur la route	
25	par les cheveux		55	en direction de Mantes	
26	vers le bureau		56	mais sans	
27	du directeur		57	succès	
28	où elle devait		58	a déclaré	
29	leur montrer		59	ce soir	
30	le coffre		60	la gendarmerie locale.	

Total for Paper 1 = 60 points

6 points = 1 mark

Total for Paper 1 = 10 marks

Paper 2

Listening Comprehension

Ignore spelling errors and extraneous material unless they alter the sense of the answer.

Award points as they are indicated with a tick over the appropriate section of the answer.

There are TWO points per answer.

Items marked *. Do not reward the first time they are used, but awarded if used subsequently.

	Ideas required	Reject
a.	What wish had Véronique's mother expressed before her death?	
	that Véronique (should go and) live with her aunt / her Sandrine that V. lived	leave / stay * her aunt * his aunt
b.	Who had given Véronique the cat and on what occasion?	
	Sandrine her aunt	birthday (present) (on / for / at) her birthday * his birthday anniversary
c.	In what way would the cat be Véronique's friend?	
	she could / could / will talk to it about her mother it is someone / something to talk to it would listen to what V said	about the death of
d.	Describe how Sandrine treated Véronique.	
	did everything (she could)	to consol(l)e / comfort her consolate / consol
	did as much as / as well as / all she could tried her best	to help her get over her mother's death to cheer her up / to make her happier she was consoling her feel better / help her (keep her) happy for her be compassionate
	she was good to her	= 1
	any implication of <i>very well</i>	= 1

e. What had Véronique decided to do?

be less sad / upset / depressed / unhappy	when she thought of her mother	happier
	when she thought on / about her mother	talked about
not be so sad	when she remembered her mother	about her mother's death think less sadness about

f. At what time of year was the fancy-dress party?

Where did Sandrine go to find a costume for Véronique?

at (about) the end of the year	(the) third (3 rd) floor	in winter / summer
(in summer / winter)	(the) third (3 rd) storey (high)	(if no end of year)
end of December		story / level 31 December New Year's Eve

g. Describe fully the suitcase she found.

big and brown	old looking and dirty / grubby	thick
big = fat / bulky / bulging / huge	old fashioned	dusty / full of dust

1 = 0, any 2 or 3 = 1, all 4 = 2
Accept only first 4 adjectives

h. Apart from clothes, what was inside the suitcase?

things which had belonged to Sandrine	when she was young(er)	she had had it
things which Sandrine had used own	small / a child	she used to use / had used
things which Sandrine had had	in / from her childhood	she had used

i. In what two ways did Véronique show that she was pleased to have been given the suitcase?

she smiled (broadly) (at Sandrine)	she kissed Sandrine	hug(ged)
she gave a (big) smile / grin	she gave a kiss	embraced

j.	Where did Véronique then go and what did she intend to do there?		
	(to) her (bed) room	look at the contents of the case examine what what was in the case see / explore / inspect the contents... find (out) what was in the case	go upstairs (if no mention of room) open the case know more about..
k.	What did Véronique first notice when she opened the suitcase?		
	bad / horrid / foul / disgusting / unpleasant awful / pungent / dirty it smelled did smell	smell / odour / odor bad not nice	odd strong smel
l.	What clothes, apart from dresses, did Véronique find in the suitcase?		
	gloves everything she needed	a (big) hat for the party	a glove / gloves hats a cap things
m.	At what time did Benoît arrive? What was the first thing Véronique noticed about his disguise?		
	8:00 PM / 8 ⁰⁰ pm 8 in the evening 8 o'clock	false m(o)ustache fake / artificial his m(o)ustache was not real	20 hours height = 8 beard
n.	What did Véronique say to Benoît about her aunt and her mother?		
	her aunt was kind (and gentle) her aunt was nice / compassionate she was good to her	she missed her mother she still misses	gentle (if no kind) friendly / nice appearance
o.	What did Véronique then do?		
	started	to cry (after / in / for a month)	crie / strated

Total for Paper 2, Question 1 = 30 points
2 points = 1 mark
Total for Paper 2, Question 1 = 15 marks

Reading Comprehension

Ignore spelling errors and extraneous material unless they alter the sense of the answer.

Award points are they are indicated with a tick over the appropriate section of the answer.

There are TWO points per answer.

Ideas required

Reject

a. What was Philippe doing when he heard the noise?

watching (a) tennis (match)

on the tele(vision)

on the TV

at the television
in the ..

b. Where were his children at the time and what were they doing?

in **their** (bed) room

sleeping
(they were) asleep

bedrooms
* there room
slipping

c. Explain why Philippe did not stop to pick up anything of value.

they would have been killed

all (three) (of them)

would have disappeared
could die
could have died

they would be killed
they would have died

him and his children

they would be dead (by now)

d. Why was Philippe so surprised?

(his) house disappeared
(his) house collapsed
(his) house was destroyed

in **less than ten** (10) minutes
within
in under

was in a crater
disapered
minites
dissapiered

e. When did this incident happen? Describe the crater which resulted.

Friday night
Friday to Saturday night

25 metres in / of diameter
twenty five metres wide / across
25 m in diametre

nigh = night
long

f) For what was the material excavated from the mine used?

building	(local) roads	create / build / bild
constructing to build (up) for making		streets motoways

g. Why did Philippe's mother criticise the estate agent?

s/he / they didn't tell Philippe / them	that there was a risk(e)	they had any risk(s)
s/he didn't say / reveal / tell / inform	that there were any risks	agent had not told <u>his son</u>
	that there was any danger / a risk(e)	(not a repeat error)

h. Describe exactly where Philippe's mother lived.

(in the house) next door	(about) 100 metres / metres away	neighbour(')s house
in neig(h)bour(ing) house	at 100m from her son ('s house)	in the neighbourhood
she is her son's neig(h)bour	and lived 100m away	next to he(')s / nearby
in a house next to his / him		a few (100) metres away

i. Explain why some technical experts were doing tests in her garden.

they are seeing if her / the house is in danger to see if (she and) her house	are safe (or not) had any danger	dangerous his house
--	-------------------------------------	------------------------

j. Why was Philippe alone with his children at the time of the incident?

his wife the children(')s mother	was in (the) hospital was hospitalised	the mother her wife at the hospital <i>implication</i> <i>she is there</i> <i>because of the</i> <i>incident</i>
--	---	--

k. How long would Philippe and his children have to stay with friends?

until the mayor

finds **them** a (new) house
finds **them** (new)
accommodation
finds **them** somewhere to live
finds **them** a place

the council /
town hall
the ch(i)ef of
the village
s- new to stay

l. What did the villagers collect to help the family?

clothes

furniture(e)(s)

the clothes,
the f-
furniture
furniture
cloths

m. Give **two** reasons why the firemen erected a safety barrier.

people were taking risks
to protect people who were
taking risks

the land might disappear /
crumble
= another hole might appear
the ground / earth / land might
collapse
the earth was at risk to
disappear
the land was still unsafe

the land might
shake
the land might
explode
people might
cause
people might
cause the land
to collapse
the land
would
disappear
the floor
risques

n. Why is this type of incident described as “uncommon”?

first time (it) has happened
has never happened

in the area / region / district
to

firt

o. What did a farmer find recently in a deep hole?

an injured
a hurt
a wounded

horse

hoarse /
horse
house
ingered /
ingured /
heurt

Total for Paper 2, Question 2 = 30 points
2 points = 1 mark
Total for Paper 2, Question 2 = 15 marks

Paper 3

Question 1: Translation into English

Each box is worth ONE point only. Tick over the last word of a correct box.
Ignore spelling errors unless they alter the meaning of the answer.

	Accept	Reject
1. En 1993 Eugénie la petite-fille	a) in 1993 Eugénie the granddaughter grand-daughter b) in 1993 (the) poet Jacques Prévert's Jack	
2. du poète JP,	a) of the poet J Prévert b) granddaughter, Eugénie	
3. a acheté la maison	bought the house	
4. où son grand-père	where her grandfather	were
5. Avait vécu avec sa femme	lived with his wife had been living	wive
6. jusqu'à la fin	until the end Up to / until / up until	uptill
7. de sa vie	of his life her	their life
8. C'est dans ce bâtiment	it was in this building that	inside
9. que Prévert a passé	that Prévert spent	Where / in which passed
10. ses dernières années	his last years his final	
11. et qu'il a reçu la visite	and (that) he had visits from and (that) he was visited by and where he was visited by and where he received visits from	and that received visits the visits of a visit from visits of
12. beaucoup de	many of a lot of	alot of
13. ses amis célèbres	his famous friends (see Box 10 for ses)	hes (=his) celebrity friends

14. Malheureusement pendant	Unfortunately during Unluckily in Sadly	
16. Prévert est tombé malade	Prevert fell ill /sick became sick got sick	
17. Il avait toujours fumé	he had always smoked	been smoking
18. disait-on	they said people said it was said	we were told they were saying one said
19. trop de cigarettes	too many cigarettes	Too many of c- a lot of c- cigarettes
20. Il est mort	he died	
21. deux ans plus tard	two years later after	
22. Aujourd'hui	Today Nowadays	
23. cette ancienne ferme	this old farm this former farm	
24. et le jardin	and the garden which	
25. qui l'entoure	Which / that surrounds it surrounding it (all) around it	
26. sont un musée	are a museum	have been have turned into has
27. dédié aux artistes	dedicated to the artists (see Box 26 for <i>aux</i>)	
28. que Prévert admirait beaucoup	(that) Prévert admired very much who P. used to admire greatly which P. admired a lot (see Box 12 for <i>beaucoup</i>)	
29. Chaque hiver on organise	every winter they organise we organise every winter... is organised	you organise
30. une exposition d'artistes	an exhibition of artists	the artists an artists' exhibition

31.	qui avaient connu	who had known who knew	have known
32.	ou travaillé avec Prévert	or worked with Prévert	have worked to have worked
33.	Si vous y allez	if you go there are going there	
34.	vous pourrez visiter	you will be able to visit you can visit	could visite
35.	la bibliothèque dans laquelle Prévert	the library in which Prévert where	at which
36.	écrivait et aussi	wrote and also used to write and too	was writing
37.	regarder une vidéo sur	and watch a video about of / on	
38.	cet homme de génie	this (man of) genius This bril(l)iant	clever man
39.	La maison est ouverte	the house is open	
40.	tous les jours	every day from 1 April to 15 November daily from April 1st until November 15th Daily from the first of april until the fifteenth of november	

Total for Paper 3, Question 1 = 40 points
4 points = 1 mark
Total for Paper 3, Question 1 = 10 marks

Question 2a: Guided Writing

Le collège Henri IV à Bergerac a confirmé hier soir qu'il est interdit aux élèves de porter des chaussures de tennis ou de basket excepté dans les cours d'éducation physique. La semaine dernière Nicolas, un élève de 3^e a été puni pour avoir persisté à venir en classe en baskets.

You recently heard that your French pen friend Nicolas was punished for wearing trainers at school. Using the article above and the notes below, write in French a short letter to Nicolas describing what happened one day when you wore trainers to school, against the rules. Start your letter with *Cher Nicholas*.

même expérience - chaussures confortables et pratiques - professeurs mécontents - trop de discipline - excuses - commentaires des amis

1. Starting at the first word, excluding any title, count 140 words according to the general mark scheme. Place an oblique line after word 140.
2. Check that the essay contains no blatantly irrelevant material or padding. Advice will be given during the Standardisation Meeting. Irrelevant material or padding should be put in square brackets [after marking the essay as a whole]. This material may not be credited. This procedure should be used very sparingly. Refer to CE if in doubt.
3. Mark the 140 words by putting a tick over every word which can be rewarded according to the general mark scheme. The exceptions below must be taken into account :
 - (a) if the whole essay is written in the present tense, do not reward the first FOUR CORRECT occurrences of the present, thereafter accept correct usage of the present.
 - (b) if the whole essay is written in a mixture of the *passé composé* and the *passé simple*, assume that the candidate has chosen the FIRST tense used. Do not reward the first TWO occurrences of the CORRECT usage of the "other" tense. Thereafter, reward and correct usage of either tense (see general mark scheme 8 viii).
 - (c) when the text is written in the first person, accept the candidate's first use of masculine or feminine as correct. Mark m. or f. in the margin. Do not reward the first TWO deviations from the candidate's first choice of gender. Ignore further deviations and mark either gender as correct.
4. A word which cannot be rewarded according to the general mark scheme or because it appears in the list on the following page must be ignored (eg. do not indicate "minor" errors in margin).
5. Consequential errors should be marked according the general mark scheme.
6. There are no "repeated errors" in the essays. A candidate may only be rewarded for work which is correct.

Do not reward

à + name of town (eg Bergerac)

a confirmé

a été (*être in any form of passé composé*)

ami(s)

aux élèves

avoir

basket (le)

chaussure(s)

classe(s)

collège(s)

confirmer

confortable(s)

cours (le) (les)

commentaire(s)

dans

d'éducation physique

de 3^e

de basket

de porter

des amis

de tennis

dernière

des chaussures

dû

éducation physique

élève(s)

en baskets

en classe

excepté dans

excuse(s)

expérience(s)

hier

maison(s)

mécontent(s)

même(e)

persisté (*passé composé*)

persiste à

physique (adjective)

porter

pour

pour avoir

pratique(s)

professeur(s) / prof(s)

puni

qu'il est interdit

Reward

confirmer *in any form except passé composé*

être *in future, conditional, past historic (see general grammar mark scheme)*

aux *with any other plural noun*

avoir *in passé simple, conditional and future*

jouer au basket = 2

au collège = 1

confirmer *in any form other than the infinitive*

en troisième (*toutes lettres*) = 2

de gymnastique = 1

de *preceding any other verb*

de gymnastique = 1

dernier(s) dernières

des *preceding any other plural noun*

en cours d'EPS = 1

en sandales = 1

persiste *in any form except passé composé*

le physique

porter *in any form other than the infinitive*

avoir *in passé simple, conditional and future*

punir *in any form other than passé composé*

que *in any other construction*

semaine(s)
soir
tennis (le)
venir

jouer au tennis = 2
venir *in any form other than the
infinitive*

**Total for Paper 3, Question 2(a) = 80 points
4 points = 1 mark
Total for Paper 3, Question 2(a) = 20 marks**

Question 2b: Translation into French

Each box is to be awarded a maximum of TWO points.

Each box is divided into two halves. A correct half box may be awarded a point even if the other half of the box contains more than one error.

Consequential errors, punctuation and any identical subsequent errors should be ignored.

A NEW version of an error must not be rewarded.

Do not underline errors.

Deal with 'minor' errors (as defined in the general mark scheme) in the following way :

- a) deal with 'major' errors before considering minor errors
- b) an otherwise correct half-box containing a 'minor' error will gain NO point

	Accept	Accept	Reject
1. A voice announced	Une voix	annonça a annoncé (mark ps in margin) (mark pc in margin)	
2. Flight 432 leaves	(le) vol 432 <i>(ignore incorrect figure « en toutes lettres »)</i>	part	
3. for Paris in ten minutes	pour Paris	dans dix minutes	
4. The adventure was starting	L'aventure	commençait	allait commencer
5. for nine young	pour neuf	jeunes	
6. boys and girls from our	garçons et filles	de notre	fils

7.	school. We were travelling	école collège lycée	Nous voyagions On voyageait
8.	to France without	en France	sans
9.	our parents for the first	nos parents	pour la première
10.	time and we were going	fois pour le premier temps = 1 pour la première temps = 0	et nous allions
11.	to spend two weeks	passer	deux semaines
12.	... wonderful... with	merveilleuses fantastiques épatantes superbes formidables	chez avec agréables
13.	our pen friends There were	nos correspondants nos corres (nos see Box 9)	Il y avait
14.	too many people	trop de	gens monde
15.	in the airport and it was noisy	dans l'aéroport à l'aéroport	a) et il était a) et c'était b) il y avait

16. noisy so we were	a) bruyant b) du bruit	alors nous étions alors on était donc ainsi	trop de bruit
17. happy to get	contents heureux	de monter	entrer
18. into the minibus	dans au minibus	le minibus = 1	
19. which us	qui	nous	qu'il
20. tookto	a amenés / a emmenés amenait amena a transportés / transporta a conduits / conduisit	à jusqu'à	
21. the plane We found	l'avion	Nous avons trouvé Nous trouvâmes On a trouvé On trouva	
22. our seats and soon we were	nos places / sièges (nos see Boxes 9 and 13)	(a) bientôt nous étions bientôt on était (étions see Box 16) (b) bientôt nous avions	
23. in the air At first,	(a) dans l'air en l'air en vol (b) décollé	Au début D'abord	à l'air
24. a few very young	quelques certains	très jeunes (jeunes see Box 5)	
25. pupils were	élèves	avaient	

26. afraid and the teachers	Peur	et les prof(esseur)s et les enseignant(e)s et les instituteurs / institutrices et les maîtres / maîtresses	
27. tried to calm	ont essayé essayaient essayèrent	de..... calmer	
28. them but whenles.....	mais quand	
29. our meal arrived	notre repas	est arrivé arriva	déjeuner dîner etc
30. Lola was the only person	Lola était	la seule (personne)	le seul
31. who could not.	qui	ne pouvait (pas) n'arrivait pas n'a (pas) pu n'arrivait pas	
	à	ne (pas) pouvoir	
32. eat. Three hours later	manger	Trois heures plus tard	
33. we arrived	nous sommes on est	arrivés arrivé(s)	
34. at Orly ready	à Orly	prêts	
35. to meet our new friends	à rencontrer	nos nouveaux amis (nos see Boxes 9,13 and 22)	
36. and to try to speak	et à essayer	de parler	

37. French. It	(le) français Français = <i>minor error</i>	Il Cela Ça Ce	en français
38. would be really	serait	vraiment	
39. difficult. I can't	difficile.	je ne peux (pas) je n'arrive pas à je suis incapable d'	
40. learn languages	apprendre	les langues.	

Total for Paper 3, Question 2(b) = 80 points
4 points = 1 mark
Total for Paper 3, Question 2(b) = 20 marks

Question 3a: Free Essay

Ecrivez un article dans lequel vous parlerez d'un club dont vous êtes membre.

1. Count 120 words, excluding any titles, according the general mark scheme. Place an oblique line after word 120.
2. Mark according the mark scheme for Paper 3 Question 2a, using the list below of words which are not to be rewarded.
3. If "club" interpreted as "discotheque / going clubbing", accept references to when and where, getting ready, dancing, meeting friends, refreshments. Do not accept long descriptions of exaggerated dressing up; descriptions of a whole evening of (types of) music / dancing; darkened / brightly decorated dance halls.

Do not reward

article(s) = *written article*
club(s)

dans

de *following parler*

dont
d'un club
Ecrivez

lequel
membre(s)

parlerez

Reward

articles de pêche = 2

de *in any other construction*

de *in any other construction*
écrire *in any form except the imperative*

laquelle / lesquels / lesquelles

parler *in any form except the 2nd p plural future*

Total for Paper 3, Question 3(a) = 60 points
4 points = 1 mark
Total for Paper 3, Question 3(a) = 15 marks

Question 3b: Picture Essay

Babysitter falls asleep

1. Count 120 words, excluding any titles, according to the general mark scheme. Place an oblique line after word 120.
2. Mark according to the mark scheme for Paper 3 Question 2a, using the list below of words which are not to be rewarded.

Do not include proper names in the word count

Do not reward

babysitter / baby sitter

Reward

baby-sitter
garder les enfants

Total for Paper 3, Question 3(b) = 60 points

4 points = 1 mark

Total for Paper 3, Question 3(b) = 15 marks

FRENCH 7193, CHIEF EXAMINER'S REPORT

General Comments

This series more candidates seemed to be well prepared and ready to take the O level examination. Many candidates living in countries where there may be little access to French gave excellent performances across all three papers.

Paper 1

The Dictation contained a wide range of items ranging from those accessible to all candidates, to items intended to indicate those candidates capable of reaching a high grade A.

Vendredi dernier; quatorze heures; dans le supermarché; à Maulette; le visage; les mains; d'argent; sur le parking; leur courage and *sur la route* were nearly always correctly written by all candidates.

The examiners were surprised at how often mistakes were made in the spelling of *les criminels (les criminelles; les criminals); dans le magasin (le magasin; le magazine); par les cheveux (par was usually correctly recognised but les cheveux was common); du directeur* frequently was written as *du directer* and *ce soir* became *se soir*.

Many candidates are to be congratulated on their unerring ability to make the past participle agree: *sont entrés; sont arrivés; ils sont repartis* were often correctly written by average ability candidates.

Further common individual words which seemed to cause difficulty included: *individus; armés; bureau* (transcribed as *buro / bureaux*) and *a déclaré*.

In this Dictation there were fewer diphthongs than usual and fewer occasions on which the candidates needed to distinguish between *de, du* and *des*. This series the emphasis was much more on the spelling of nouns and the endings of verbs - the *passé composé*, as mentioned above, as well as the imperfects *il y avait; elle devait* and *qui les attendait* (frequently written *qui les attendaient*). Teachers will therefore see that they must practise a wide range of short dictations in order to familiarise their candidates with as many different types of simple French as possible.

Paper 2

Both the Listening and the Reading comprehensions tests were well done. Candidates had worked carefully and attentively.

Balance between Listening and Reading

The Listening and the Reading Comprehension tests are written in such a way as to give candidates the opportunity of reaching the same mark in both tests. The Listening test is shorter and couched in slightly simpler language than the Reading test as it is appreciated that most centres and candidates do not have as ready access to the spoken word as to the written word. However many candidates do score much more highly in one skill than in the other, and centres should look to teach both skills, balancing the linguistic background of the candidates.

On the whole, candidates have higher marks for the Reading than for the Listening. It is clear that some centres are not practising listening skills adequately, as the average mark within some centres is more than five points lower on the listening than the reading. Centres should ensure that candidates practise listening skills regularly.

On the other hand, there are some candidates who have a mark for Listening which is ten or more marks higher than for Reading, indicating that some centres need to give more reading practice, and ensure that their candidates are familiar with the very exacting demands of the Reading Comprehension component of the examination.

Length of answers

Most candidates write too much in their answers, and would gain from writing more concise answers. Candidates may even lose, rather than gain, marks when they write too much. The first reason is because they might well include false information. For example, in Reading test Question (j), some candidates added the information *his wife ✓ was working ✗ in the hospital* - the correct answer being that *(she) was in the hospital ✓ (because she was ill)*.

The second reason is that candidates waste time attempting to create a correct grammatical structure in English. There is absolutely no need for a candidate to repeat the content of the question. The answer *Véronique's mother had expressed the wish that Véronique go(es) to live with her aunt* demands an extremely complex use of English. Even a native English speaker would hesitate about the use of the subjunctive. Such complexity is not at all necessary to convey the required information as will be seen from the published mark scheme.

Note form is quite adequate. The mark scheme for this test lays out the full requirement for each answer.

Given the flexibility of the mark scheme, it is rare for a candidate not to gain marks because of poor English. The exceptions to this are:

- gender - in the Listening Test *his aunt* or *his birthday* invalidated the answer, although if the incorrect gender was given in both Questions (a) and (b), the second error would be considered as a repeated error and the candidate would therefore be awarded the mark. In Question (g) of the Reading test, *he did not tell his son* was not accepted, as *his son* implies that the *son* is related to the estate agent.

- misuse of common idioms - in the Reading Test, *in the television* and *at their bedroom* were not accepted.
- spelling - in the Listening Test, Question (m) *moustache / mustache / mustashe* and *moustache* were all accepted. However, the word did have to end in *-e* and be recognisable. Similarly, several forms of the word *disappear* (Question (d) Reading) were accepted, but not all. The examiners did expect candidates to know how to spell *horse* and *hurt* accurately (Question (o) Reading).

American spelling is accepted, for example, *odor* in Listening Question (k).

Listening Comprehension

Candidates clearly understood the relationship between Sandrine and Véronique. The one question which revealed a certain weakness in following the story line was (h). Candidates had to be aware that Sandrine was speaking. Therefore the *things* in the suitcase had belonged to *Sandrine when she was young* and not to the grandmother.

The questions are in the same order as the order of the answers in the passage. A common error is that candidates answer questions out of sequence. Again in (h) Section B, many candidates attempted to list the contents of the suitcase (*the dresses, the hat and the gloves*), whereas these are only revealed in Section C. Similarly, (k) specifically asks "What did Véronique first notice...". Section C starts with the words *Quand je l'ouvris, une mauvaise odeur en sortit*. It must therefore be the smell that Véronique first notices.

In the question that did require a list of the contents of the suitcase, Question (l), candidates found the word *gants* difficult, though this had been included in the hope that most candidates would be able to pick up the mark.

Reading Comprehension

Attention to detail is essential in this test. For answer (b) it was essential to note that the children were in *their (bed)room* and not just *the (bed)room* and for (d) it was essential to note that the house disappeared in *less than / under* ten minutes. Similarly in Question (n) the inclusion of the idea *...that it happened* is essential to gain the point as the expression *it was the first time* means virtually nothing in this context.

As the candidates had the text in front of them, they were expected to be able to identify the distinction between *la maison voisine* (which is where Philippe's mother lived) and *la maison de la voisine*. Mme Hautot was her son's neighbour and did not live in a neighbour's house.

Paper 3

In this series, there were several cases of candidates answering both Questions 2(a) and 2(b). Both questions are marked and the higher of the two marks is awarded. However, it is much to the candidate's disadvantage to do so as he or she will most likely not have enough time left to do well in Question 3. Candidates should therefore be constantly reminded that they must choose between 2(a) and 2(b).

Question 1: Translation into French

Omissions

The overall impression given by the work of the candidates is one of carelessness. Words such as 'the poet' and 'dedicated to' were frequently omitted, as was the whole of the last paragraph. Candidates must be trained to proofread their work carefully.

Le, la, les, sa

Attention to detail was often lacking: *bought a house; the end of their life; and () garden; dedicated to () artists; an exhibition of the artists Prévert admired* were errors which lost weaker candidates valuable marks.

Tenses

Pluperfect

It was evident that many candidates were partially familiar with the pluperfect tense but were perhaps lacking in practice of translating it. Once candidates had started to use the tense, they often did not know how to stop. The phrase *had lived with his wife* was very often correct, but was frequently followed by *that Prévert had spent* or *he had died*. Surprisingly, *he had always smoked* defeated many of those candidates who had correctly identified the pluperfect in a previous phrase. The Examiners decided that the phrase *qui avait connu* would not be rigorously tested for knowledge of the pluperfect. Both *had known* and *knew* were accepted as correct.

Passé composé

This tense is generally well known. *Il est tombé malade* and *Il est mort* were correctly identified as *passé composé* by the vast majority of candidates, as were the less challenging *a acheté; a passé* and *a reçu*.

Imperfect

This is a difficult tense for non-native speakers of English. The expression *disait-on* was rarely recognised as a past tense at all whereas *que Prévert admirait* was well translated in both forms: *used to admire / admired*. The incorrect form *was admiring* hardly ever appeared in candidates' work, but many candidates translated *écrivait* as *was writing*. It should have been clear to candidates that Prévert was dead at this point in the story.

Future

The future tense is tested only once in this text. The phrase *vous pourrez* was often incorrectly translated as the conditional: *you could* or *you would be able to*.

Idiomatic use of *c'est* in a past tense narrative

Only the most advanced candidates recognised the idiomatic use of the present in the phrase *c'est dans ce bâtiment* as requiring a past tense in English, and this phrase proved to be the case.

Vocabulary

The vocabulary of the text was quite limited and the majority of candidates coped well, although spelling in English tended to be weak: *grand daughter*; *cigaretts / cigarrets*; *musium* (not accepted); *librery*. The vocabulary which was least known were the items: *bâtiment*; *célèbre* (*celebrity* was not accepted); *exposition* and *homme de genie*.

Question 2: Guided essay

Very few candidates were able to turn the stimulus of this question into a narrative. Recounting a narrative is the easiest way for candidates to earn marks. It is a form with which they are familiar. The following extract shows work typical of a candidate at grade B:

Cher Nicolas

..... L'hiver ✓ dernier ✓ je suis ✓ allé ✓ dans la classe en portant ✓ des chaussures de basket. Quand ✓ mon ✓ professeur m' ✓ a ✓ vu ✓ , il était furieux ✓. Je lui ✓ ai ✓ dit ✓ que après ✓ sa ✓ leçon ✓ j'ai eu les cours d'éducation physique ; mais il a ✓ insisté ✓ qu'il faut aller ✓ à le directeur ✓. Je ne comprends ✓ pas mes ✓ professeurs le directeur a ✓ téléphoné ✓ à ✓ ma ✓ mère ✓ et dit ✓ à lui que son ✓ fils ✓ a été puni pour porter des chaussures de tennis.

Note that this extract avoids using the vocabulary of the rubric by choosing *leçons* for *cours* and *furieux* for *mécontent*. Another possibility would be to change *les cours d'éducation physique* into *(une classe) de EPS* or *de gymnastique*. But above all, it is the introduction of time (*l'hiver dernier*), conversation (*il a dit que*) and protagonists other than a teacher (*le directeur; ma mère*) which not only make the story more lively, but enable it to earn marks.

Appendix A of the January 2005 report provides a list of common abbreviations of French phrases used in the O-Level examinations. Appendix B of the same report lists some common words which pose translation traps to the unwary. The expressions *des baskets / des tennis* and *des chaussures de sport* all appear in this list.

For a more detailed analysis of how to help candidates approach the Guided Writing test, see the Examiners' Report for June 2004 pages 32-33.

The Examiners' Reports (including Appendices) for the past 5 years can be found on the Edexcel International website:

<http://www.edexcel-international.org/quals/olevel/7193/>

Question 2b: Translation into French

The vast majority of candidates did their best in this test, and there was a wide range of marks.

Verbs

It was clear that verbs caused the greatest difficulties for candidates.

Most candidates started well with a simple *passé composé* (*une voix a annoncé*) and very many of those then correctly identified that imperfect in *l'aventure commençait*. And yet so very few of those same candidates were able to correctly write *nous voyagions* or *nous allions* a little later in the text.

Many candidates with a more advanced level of French decided to use the past historic (*une voix annonça*). However, they were frequently inconsistent in their use of this tense, thus losing a maximum of two marks if they reverted to the *passé composé* at a later stage.

Infinitives

There were many infinitives in this text: *nous allions passer; contents de monter; essayé de calmer; qui ne pouvait pas manger; prêts à rencontrer; à essayer de parler; je ne peux pas apprendre*. These infinitives covered:

- the relatively common (*aller + infinitive*)
- the slightly more complex use of the modal auxiliary (*pouvoir + infinitive*)
- the more sophisticated *adjective + pronoun + infinitive*
- a sound knowledge of the government of verbs (*essayer de*).

From the performance of the candidates in this test, it is clear that this is an area that teachers would do well to practice with their students.

Vocabulary

The translation aimed to test a wide range of vocabulary within the bounds appropriate for O level:

- simple words (*dix minutes; garçons et filles; école; parents; trois heures; manger; amis; français*)
- «faux amis» *annoncé* (not *annoncé*); *aventure; aéroport; difficile* and *langues*. The word *minibus* was not the “faux ami” that many candidates expected it to be - many candidates went to considerable lengths to avoid using the word, thus losing a mark
- more complex, but everyday words: *vol; correspondants; semaines; apprendre*.

Agreement of adjectives

On the whole, candidates knew the lexis of the required adjectives, but made mistakes in agreement: *jeune garçons et filles; nos parents; la premier fois* (*le premier fois* would have made far more grammatical sense); *deux semaines fantastique; nous étions content* (*on était content* and *on était contents* were both accepted); *nos repas; la seul personne* and *nouveux / nouveaux amis*. The Examiners

would have accepted *nouvelles amies* but these poor *amies* were rarely accompanied by the correct form of their adjective.

Prepositions

For

The English preposition “for” does pose many problems of translation. However, in this test, candidates were not expected to distinguish between the different uses of the word as *for Paris* and *for nine young boys* merely needed the basic use of *pour*. Many candidates seemed afraid of using such a simple word.

In / to / at

On the other hand, the choice between *en dix minutes* and *dans dix minutes* exercised many candidates, as did *en France*. Many candidates seemed hesitant to use the straightforward *monter dans le minibus*, although *à Orly* was nearly universally used correctly.

Without

Either this simple preposition was not known, or, as above, candidates might have thought that *sans* was just too easy to be the correct word.

It is the examiners’ intention to test the candidates’ knowledge of basic grammar (including prepositions) and their knowledge of some basic idiomatic uses of prepositions (eg: *en France*; *chez moi* etc). It is not the Examiners’ intention to trick the candidates in any way. Therefore, candidates should be taught that if they are in doubt as to which preposition to use, they should use the most basic and obvious one.

Question 3a: Free Essay

The examiners had looked forward to a range of interesting accounts of the pleasures of belonging to a club or of the history of the candidates’ favourite clubs. In the event, writing tended to be unadventurous and unexciting. An account of what activity took place on each floor of a five storey clubhouse did not enable the candidate to glean many marks, as such an essay was very repetitive - as was much of the writing on this topic.

Examiners accepted a wide range of interpretations of the topic. Advertising copy for candidates’ clubs was readily acceptable. However, candidates could not be fully rewarded if their account of their club became a detailed description of one celebratory meal taken with other club members or, for example, a blow-by-blow account of one round of golf played in a golf club.

Question 3b: Picture essay

This was evidently a topic which struck a chord with many candidates. Not only had this story been practiced in French class, it had been lived.

The range of vocabulary required was well within the grasp of all average candidates. A list of the protagonists (*ma mère*; *mon père*; *ma grande sœur*, *mon petit frère*), the date and time plus an account of one or two simple events (*nous avons regardé la télévision*; *nous avons joué dans le salon*) gave even the least successful candidates a fair chance to earn plenty of marks.

Although the key element *elle s'est endormie* was not well known, this fact did not prevent many candidates reaching a very high mark in this test. This lack of knowledge was often compensated by the much better known *elle s'est réveillée*.

General remarks on candidates' performance

The best performances were from candidates who were well prepared and who consequently had little difficulty in reaching the highest marks.

Average candidates will have to work hard and very, very carefully to achieve the highest marks of which they are capable. Generally, it is lack of attention to detail which prevents average candidates doing their best.

All candidates can gain a grade if they are trained to analyse the examination paper to see what they know and can do. Candidates whose French is not good should not be daunted by the translation into French. They should work through the English text and identify which phrases are within their grasp. Similarly, in the essay, candidates who with little French should not be trained to write at length or be expected to use a wide range of tenses or idioms. A plain tale couched in accurate but simple French will produce higher marks than an attempt at a complex piece of writing which is highly inaccurate and, as is often the case, incomprehensible to the Examiners.

FRENCH 7193, GRADE BOUNDARIES

Total mark = 85

Grade	A	B	C	D	E
Lowest mark for award of grade	58	47	37	33	27

Note: Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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