



Examiners' Report

June 2011

GCE French 6FR02 01

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Introduction

Over 5500 candidates sat this paper, the fifth session for Unit 2 of the GCE 2008 Specification. This paper was set in accordance with the Specification guidance, and adhered to the format of all previous Unit 2 papers. Centres received compact discs or accessed mp3 files, which contained four passages, whose total running time was less than six minutes. The total time allocated to this paper was 2 hours 30 minutes, with candidates having access to the recording for the first 45 minutes only. All questions were compulsory, and the vast majority of candidates attempted all questions, with widely varying outcomes. At the upper end of the candidature, there were excellent performances which suggest teachers' familiarity with the requirements, and attention to points highlighted in Examiner's Reports, and most especially to the comments given to specific questions in the more recent Results Plus reports. This paper was marked to exactly the same principles as 6FR02 in all its four previous sessions. The passages sought to cover a range of topics and interests from within the four AS General Topic Areas (GTA), drawing on a variety of French-speaking cultures and contexts. The first four passages were spoken, the latter four were written.

Question 4

This question type is familiar to candidates, and is being treated increasingly well. All question parts are worth 1 or 2 marks and this holds true in Q7 later. It is worth repeating that targeted, not oblique lifts from the passage can score in Q4 and Q7. It is not necessary *per se* to reword phrases from the passage. Many candidates gained some credit in most parts, and scores of 7 or 8 were in evidence. Lesser able candidates attempted phonetic transcriptions, which were flawed, had little meaning or did not make grammatical sense. This prevailed in Q4a, for example: *brevet de sauvetage*. They tended to write excessively, 'carpet bombing' the response, hoping to include the correct information. Candidates are reminded of the order of elements rule (please refer to the Paper Summary at the end of this report for more information). Q4 was expected to be the most challenging listening question, and responses gained credit provided that they communicated unambiguously. The passage relates to the Education, Training and Employment general topic area. Candidates are always encouraged to listen to the whole passage through first before attempting the questions, as this provides the important overview of the sense of the passage. It also suggests the order of the question parts, as they are asked sequentially, according to the passage.

This item is a good example of how a candidate has retrieved some correct information, and has scored half marks, but could have done substantially better with improved technique. Clearly there is some understanding, and the candidate has attempted all parts.

Passage 4 – Un entretien avec Lise Meurisse, 23 ans et licenciée en droit, la première femme pompier-volontaire de Tournai.

4 Dans ce passage, il s'agit de Lise Meurisse, la première femme pompier-volontaire de Tournai.

Répondez aux questions **en français**.

(a) Qu'est-ce qui a poussé Lise à poursuivre une carrière dans le sauvetage ?

(1)

Elle a passé sa diplôme de sauvetage de natation, cela elle a déjà
envie de continuer dans le sauvetage.

(b) Pourquoi l'armée l'a-t-elle rejetée pour ce rôle ?

(1)

L'armée n'engage pas de femmes - pompiers militaires.

(c) L'école du feu a lieu le samedi. Donnez **deux** autres détails à ce sujet.

(2)

C'est obligatoire de devenir pompier, il dure pendant
six mois.

(d) Qu'est-ce qui se passe s'il y a un incendie grave ?

(2)

Les pompiers professionnels mais ils aident avec les
professionnels s'il y a un incendie très grave les volontaires
sont des autres contacts.

(e) Selon Lise, dans quelle circonstance n'aurait-elle pas assez de temps pour être pompier-volontaire ?

(1)

Si elle travaille dans un bureau.

(f) Quelle est la conséquence possible du prochain recrutement ?

(1)

il y aura plusieurs filles fils pour le prochain recrutement



ResultsPlus

Examiner Comments

Some responses do not target the questions. This candidate has understood much of the passage, but has not conveyed information which targets the questions set. There is relatively succinct and comprehensible French, illustrating that the candidate has not attempted greatly to 'carpet bomb' - to include, by chance, the correct information.

- a. 1 mark gained, as notion of *sauvetage* is included. *Brevet* if mentioned was accepted if within one letter of being correctly spelt.
- b. Women were not accepted into the army as fire-fighters, so rejection of women in this role scored. Unwary candidates stated *l'armée n'engage pas de femmes* which is not necessarily accurate. The uninflected form of *engager* is tolerated as it is not ambiguous here. Examiners give benefit of the doubt if *il* is used to refer comprehensibly to a feminine noun, here *l'armée*. However, candidates should ensure that noun and pronoun match up, as ambiguity is possible.
- c. The candidate rightly offers two elements, but the first is compromised by the use of *de* rather than *pour*: we do not all have to become fire-fighters. The second element does score, evidencing the order of elements rule. A number of candidates misspelt *mois* as *moi* or *moins*, which were both rejected as ambiguous French.
- d. Unfortunately, many candidates, as in this example, did not understand *que'est-ce qui* well, and responded ineffectively to *qui*...The main points are not addressed here, namely that the reservists are contacted at home, and consequently then go to the fire station.
- e. To score, *si* or an equivalent conditional notion was needed. Any correct formation of the verb *travailler* was accepted, but *travail* as a noun was not.
- f. There was evidence of lifting obliquely from the passage, and notions of *filles*, *fil*, and *fil* abounded. The question seeks the outcome of the recruitment, not details of the recruitment itself. This candidate could not score, as focus was on *recrutement*, and *fil* is ambiguous in any case.



This candidate should seek to provide targeted information, as there is some true, but irrelevant information here. It is worth checking through the responses to Q1 to Q4 before the listening material is removed after 45 minutes, both to ensure that the passage has been understood as correctly as possible, and also to check answers, to be certain that they are in comprehensible French, and are in the correct tense, if the question suggests one. For instance, Q4a and Q4b cannot logically be in the future tense. Language need not be wholly accurate, but has to communicate without undue ambiguity. Candidates would be well advised to refer to the general marking principles regarding the use of verb forms, order of elements etc. (Please refer to the Paper Summary at the end of this report). Lifts must be targeted. One possible way of trying to improve written accuracy in listening passages, could be some periodic dictation of short phrases. Though this is suggested after each exam series, and may, perhaps, seem quite retrograde, it has often been reported as successful, helping to eradicate 'made up' verb forms and non-agreement between singular and plural verbs and their subjects; and nouns and their adjectives.

- a. *sauvetage* was correctly spelt here, but not by many others. It is provided in the question.
- b. *engager* is accepted in the infinitive form, but candidates should check endings and try to provide a plausible, genuine verb form. This candidate targeted 'female fire-fighter' in the army, and was correct. A vaguer reference to women in the army would not have been, as women may be allowed in the army, but not as fire-fighters.
- c. This is a careless slip which checking may well have detected. Other candidates should beware of other minor misspellings which can be costly: *moins* was very common for *mois*. Some invalidated their response by referring here to *militaires*, although the question has moved away from the army. Each part of the listening passage has different demands to which candidates should be attentive.
- d. Candidates must ensure that they thoroughly understand the question that is asked and consider their response accordingly. The revision of question words is clearly very useful. Understanding that reserve fire-fighters are based at home, not the fire station was vital, and a good overall sense for the passage is worth pursuing at the outset. This response is sadly irrelevant.
- e. The need for a *si* clause or notion is fulfilled here, but others began with a statement or *quand*. Candidates should respond directly, and needed to convey the conditional idea in their answer to this particular question.
- f. This part requires a consequence rather than a description of the next recruitment, and some checking back to the question would again identify this need. As this candidate did, many focused on the fact that more women were applying, but fewer directed their answer at the outcome. This part required attentive reading of the question and checking of the response, and while *filles* is close to *femmes*, it is rejected as inaccurate. The meaning of each word used needs to be carefully considered, and *fil* or *films* were clearly not correct, though quite frequently offered.

This candidate has scored steadily through Q4, dropping just one mark. While the language is not faultless, it communicates, and responses address the questions directly. In Q4d, credit was gained discretely for one correct part.

Passage 4 – Un entretien avec Lise Meurisse, 23 ans et licenciée en droit, la première femme pompier-volontaire de Tournai.

4 Dans ce passage, il s'agit de Lise Meurisse, la première femme pompier-volontaire de Tournai.

Répondez aux questions **en français**.

(a) Qu'est-ce qui a poussé Lise à poursuivre une carrière dans le sauvetage ?

(1)

À la fin, elle a passé son brevet de sauvetage de natation, ce que lui a donné un espoir de continuer dans le sauvetage.

(b) Pourquoi l'armée l'a-t-elle rejetée pour ce rôle ?

(1)

Parce qu'ils n'engageaient pas de femmes pompiers-volontaires.

(c) L'école du feu a lieu le samedi. Donnez **deux** autres détails à ce sujet.

(2)

L'école du feu est obligatoire pour devenir pompier. La formation dure six mois.

(d) Qu'est-ce qui se passe s'il y a un incendie grave ?

(2)

~~Les pompiers volontaires~~ On contacte les pompiers-volontaires pour aider les pompiers professionnels.

(e) Selon Lise, dans quelle circonstance n'aurait-elle pas assez de temps pour être pompier-volontaire ?

(1)

Si elle travaillait dans un ~~travailler~~ bureau.

(f) Quelle est la conséquence possible du prochain recrutement ?

(1)

Il y aura plus de femmes pompiers-volontaires.

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 20 MARKS

~~Les pompiers~~
~~volontaires~~
~~professionnels~~



Much of what was suggested and observed for the first Q4 candidate holds good here. The candidate has understood the sense of the passage well overall, and has responded accurately and directly. Responses are generally succinct.

- a. A verb is required to accompany the notion of a lifesaving qualification, and is indeed offered. Where candidates mentioned the qualification only, they did not score, as sitting or passing the *brevet de sauvetage* motivated Lise, not the qualification *per se*.
- b. *Ils engagaient* is the correct tense and an acceptable verb form. *Ils* is allowed, but candidates should aim to be as specific as possible: *l'armée* is the actual employer, and *ils* is strictly rather vague, though it was tolerated here.
- c. 2 marks gained, with the key words correctly spelt. *Obligatoire* was frequently incorrect, *pour* not *de devenir* was correctly offered.
- d. This response is only partial, since fire-fighters are contacted and also go to the fire station. Candidates should beware of stray pronouns, as *On* is clear enough, but *ils les contactent* is too vague. *On contact Lise* was not rare, and did not score as *contact* is not a verb form. There were many spellings of *caserne*, as required for the second element, and one incorrect letter was tolerated: *cazerne*, *kaserne*. Candidates should aim to employ the correct part of speech, and to be alert to such errors when checking. Q7 also has a number of homophonous noun and verb forms which were not interchangeable.
- e. Conditional tense of the question suggested an imperfect tense after a *si*, though the notion could be conveyed felicitously in other formulations. *Travail* for verb forms of *travailler* was, as above, rejected.
- f. Future tense here was very good, and logical, though present tense was accepted. The past tense was found in other candidates' work and rejected, as it is not a direct response to a future outcome. As in the first example, the focus needs to be on the women taken on, not simply those applying. Students should check the grammar used in their responses very carefully. It may highlight implausible tenses and in this question could profitably home in on negation: *il y aura plus de femmes* is not the same as *il n'y aura plus de femmes*, and many candidates who offered the latter may have meant to convey the former.

Question 6

Full sentences were not required in this transfer of meaning question. Some candidates put themselves to unnecessary pains to do this, and others included so much information that the order of elements rule hampered their scores. Each part of Q6 is worth 1 mark, available for accurate and comprehensible retrieval of information from the passage. A large number of candidates managed to score 3 or 4 marks. Infelicitous or imprecise English was a significant factor in depressing scores, such as in Q6a, where he was offered, though had not been qualified at an earlier stage; or in Q6c, where *les élus de la ville* proved hard to convey. In Q6d, partial transfer of meaning had a negative impact on some responses, implying that all competitors would henceforth walk the marathon. In Q6e, a general view was sought, so references back to the marathon invalidated a number of responses. Almost all responded in English as required although a small number inadvertently switched to French for individual parts.

- 6 Answer the following questions **in English**. Your answers must relate exclusively to Passage 6 and convey **all** the relevant information provided.

(a) How did the marathon begin?

(1)

It began nine years ago when he created it with some friends.

(b) Why is Jean-Louis Richebé resigning after nine years?

(1)

He thinks it is necessary to pass it on to a new team with new people

(c) What specifically will Jean-Louis Richebé do to help the organisers?

(1)

By

and

He will be able to use his connections ~~to~~ knowledge of Poitiers to give new ideas for the marathon to the council.

(d) What will make this new marathon more accessible to cancer sufferers?

(1)

Be able to take part in the marathon as it's like a fundraiser.

(e) Why, according to Xavier Vaskeene, are cancer sufferers encouraged to participate in sport in general?

(1)

So that they are doing things they did before having cancer, so feel they are capable of doing things others do.

(Total for Question 6 = 5 marks)



Comments on both of these Q6 examples could apply to candidates across the ability range. In these two examples, each candidate scored only 1 mark, but attention to the questions and technique as much as knowledge of French and its transfer of meaning might have been a factor.

- a. *He* is not specific enough as Jean-Louis has not yet been mentioned. Jean-Louis was a co-founder, and reference to friends, in the plural, was also necessary.
- b. This response scores as there is mention of the need to pass on the role. Candidates were not always specific enough, and as the rubric requires all relevant information, omitting this necessity to hand over the role was only a partial, so ineffective, response. *Passer le relais* needed some consideration, and candidates should check that their English expression is natural. *To pass on the relay* was rejected, but *to pass on the baton* seemed felicitous. Implications that Jean-Louis sought to head up the new team invalidated the response since, while he was willing to help, he wanted to pass on the mantle, not retain it in a new form. In English, too, spelling matters, and there was confusion over *to pass on the reigns/ reins*, the former being ambiguous and rejected.
- c. This was the least successful part of Q6 for all levels of ability and centred on the translation of *les élus de la ville*. Here, the candidate loses credit on the order of elements rule: there is not a textual basis for Jean-Louis using his connections, though later in the response *talking to the council* would have scored, if presented first. It is advisable to focus on one element which contains all the relevant information from the passage for each part of Q6.
- d. This is a good example of a candidate suggesting that every competitor must hike or walk, but this new possibility is not presented in the passage as a requirement: *on pourra faire ce marathon comme randonneur*. When reviewing Q6, it is useful to cross reference answers with the passage, especially as all information sought is factual. Various ways of conveying *you can walk* were acceptable, as long as they showed that it was just one possible approach.
- e. The intention was to show cancer sufferers, or for cancer sufferers to show themselves, that they are equally able as others. *Having to make an effort* was tolerated as a harmless addition to otherwise correct responses. This candidate has not specified showing themselves to be equally able, but *feeling* as able as others was not explicit enough. The outward proof was to themselves or for others to show cancer sufferers, not to other way round. Candidates who stuck to this essential information scored, but those who focused on the marathon were not correct, as this part is about sport in general. Again, this part calls for close reading, and not a response, perhaps, based on general knowledge.

6 Answer the following questions **in English**. Your answers must relate exclusively to Passage 6 and convey **all** the relevant information provided.

(a) How did the marathon begin?

(1)

He created the marathon with some friends nine years ago

(b) Why is Jean-Louis Richebé resigning after nine years?

(1)

He believes it is necessary to spend time ^{and lend a hand to} ~~on~~ a new team with new people (or group)

(c) What specifically will Jean-Louis Richebé do to help the organisers?

(1)

He will meet with them regularly in the future to talk about new ideas for the marathon

(d) What will make this new marathon more accessible to cancer sufferers?

(1)

People will be able to do the marathon by walking

(e) Why, according to Xavier Vaskeene, are cancer sufferers encouraged to participate in sport in general?

(1)

They are capable of taking part in sport as healthy people
Life still continues when someone has cancer, ~~as~~ a marathon is another challenge that they must fight to overcome in their lives.

(Total for Question 6 = 5 marks)



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Examiner Comments

Many comments relating to improving performance in Q6 can be seen with this candidate's work.

- Mention of friends in the plural is necessary, and reference to nine years is a harmless addition. However, failure to identify Jean-Louis by name caused loss of credit. *He* is not implicit from the question.
- This response does not convey the notion that Jean-Louis is passing over involvement, and implies that he will still be part of the team. Candidates needed to read closely and see that Jean-Louis' approach to the town hall is outside of the confines of the new team.
- This is rather the same issue as in (a), and reminds candidates of the need to provide explicit and full information. Somehow, *les élus de la ville* had to be conveyed clearly, and the people whom Jean-Louis will meet are the councillors, not the organisers.
- This was a successful answer since it included the all-important notion that walking is possible under the new marathon format, but not obligatory.
- All of what is given, many elements in excess of the one which would be considered for credit, is perhaps true, but does not get at the notion of showing themselves or being shown that they, the cancer sufferers, are as able as anyone else. The response is also spoilt by a return to the marathon theme, while the question targets sport in general. This is an example of attempted 'carpet bombing', by largely transcribing the final paragraph.

Question 7

This reading comprehension question follows the same format as used in all four previous examination sessions. In the same way as Q4 for spoken language, Q7 seeks responses in French to the written word. In this session, no question part is worth more than 2 marks. Targeted lifts were accepted, though oblique ones were not. There were 10 marks on offer. Discrete marking in the 2 mark questions allowed candidates who had partially understood, to access some credit. Only in Q7e did some candidates answer in such a way that one element could only score in the context of the other. It should be remembered that the discrete element rule aims to give credit where one element is correct, and the other is incorrect but plausible within context. Therefore an irrelevant or contradictory incorrect element could cost both marks. As mentioned before, it is worthwhile gaining a general comprehension of the context in the passage, as this then precludes extraneous and many incorrect answers. For instance, if it was generally understood that the passage is about tourists unwittingly bringing home souvenirs made from endangered species, it is unlikely that organised crime will feature as their motivation.

This candidate has gained a good score, but failed to understand the demands of (a). Whole sentences have sometimes been used, but not always, as in (f), and they are not required. The candidate has sought to restrict responses to the correct number of elements, and grammar is largely accurate, helping communication.

7 Répondez en français aux questions suivantes, en utilisant le plus possible vos propres mots.

(a) Selon le premier paragraphe, que font les touristes en achetant des souvenirs en ivoire et en corail ?

(2)

Ils soutiennent les abus des vendeurs qui ~~et~~ et abiment
importent illégalement des espèces qui sont déjà
en danger

(b) Pourquoi la majorité des touristes rapportent-ils ces objets en Belgique alors que c'est interdit ?

(2)

~~En~~ En raison de leur méconnaissance et leur volonté
d'avoir des souvenirs sans penser des conséquences

(c) À part la confiscation de l'achat, comment un touriste pourrait-il être puni ?

(2)

On pourrait recevoir une amende qu'on doit
payer ou bien pire on pourrait devoir aller en prison

(d) Selon le passage, quelle est une conséquence possible pour le monde naturel de l'achat des espèces menacées ?

(1)

On risque fort de perdre une espèce entière animale ou végétale

(e) Comment un touriste pourrait-il aider la police locale ?

(2)

On doit faire appel à la police locale si on peut reconnaître un commerce qui semble illégal

(f) De quoi l'économie locale dépend-elle ?

(1)

De ~~la~~ l'industrie qui vend les souvenirs



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Examiner Comments

- a. The candidate has generally understood very well, but in (a), the essential fact to realise is that the tourist is usually an unknowing buyer of illegal or threatened goods, not part of organised crime. An attempt to gain an overview of the sense of the passage would have perhaps saved lost credit here, as ignorance and souvenirs are flagged up quite clearly. This part cannot score for this candidate, since while the reference to endangered species may well seem correct, it is compromised by an invalid element: tourists are deliberately acting illegally. In any case, if tourists buy souvenirs, they are not supporting the illegal importers, since they are doing the imports themselves.
- b. Both marks are gained here. It is worthwhile to check for consistency: (a) and (b) as answered here are probably mutually exclusive, and the candidate may have picked up this inconsistency if checking attentively.
- c. The candidate has 2 marks here, and could have scored with the laconic *une amende, prison*. The candidate is well-advised to have manipulated the passage, as a direct lift would have been partially unrewarded: *un touriste* is in the question, but the inclusion of *vous* from the passage renders the response oblique. Candidates should lift with care, and especially in the reading questions, should copy, if they elect to do so, with attention: *voir* for *voire* and *tourist* for *touriste* often crept in ambiguously. Prepositions are also important, as in Q4c. Here *aller de prison* was fairly common, but meaningless.
- d. A variety of responses were successful here, all suggesting the demise of certain species. A lift from the fourth paragraph was sufficiently targeted to score here. The candidate has used other words successfully.
- e. The two notions are alerting the police and if an illegal trade is observed. Discrete marking was possible, but, rather like in (a), the incorrect element must be plausible and must not invalidate other elements of the response. Therefore candidates should take special care in 2 mark parts, so that one does not invalidate the other. Unsuccessful attempts included: *un touriste doit avertir la police s'il voit un commerce de souvenirs (orthodoxes)*. English spelling of *tourist* was again problematic, as the word is key to the response. Lifts from the passage in the imperative were indirect, and references to not buying endangered species as souvenirs is not helping the police, but contributed to some candidates running out of elements.
- f. (*Les magasins de*) *souvenirs* did not convey the notion that souvenirs need to be purchased, not merely produced, so did not score. Again, a careful reading of the passage would reveal that the sale of legitimate souvenirs is essential to the local economy, not as some suggested, that the local economy relies on illegal trade. If there really were dependence on illegal trade, (f) would not really be logical with (e).

This candidate was only half as successful as the one featured in the first example, and illustrates many of the pitfalls avoided earlier. 4 marks is not a poor score on this question, but this candidate could have improved the score with more attention to detail and with careful checking.

7 Répondez **en français** aux questions suivantes, en utilisant le plus possible vos propres mots.

(a) Selon le premier paragraphe, que font les touristes en achetant des souvenirs en ivoire et en corail ?

(2)

Ils démontrent l'ignorance et des mauvaises intentions pour l'environnement. Ils exercent les ^{effets} néfastes sur la nature.

(b) Pourquoi la majorité des touristes rapportent-ils ces objets en Belgique alors que c'est interdit ?

(2)

Car beaucoup des touristes aiment les souvenirs.
Produits dérivés.

(c) À part la confiscation de l'achat, comment un touriste pourrait-il être puni ?

(2)

Une peine de prison.
Une forte amende.

(d) Selon le passage, quelle est une conséquence possible pour le monde naturel de l'achat des espèces menacées ?

(1)

C'est néfaste pour de nombreux animaux protégés et plantes rares.

(e) Comment un touriste pourrait-il aider la police locale ?

(2)

En n'acheter pas ces souvenirs et en contacter la police locale si vous constatez un commerce de souvenirs peu orthodoxe.

(f) De quoi l'économie locale dépend-elle ?

(1)

Les souvenirs.

(Total for Question 7 = 10 marks)



- a. Already three elements are offered, and the first two are self-contradictory to some degree. Although language is not assessed in any part but Q8, it is worth trying to eradicate language errors where possible, as they can impede communication.
- b. It would seem that *souvenirs* are mentioned here, but the reference is oblique, and *produits derives* is meaningless as an answer here. It may be that lots of people like souvenirs, but the response must target these objects. *Objects* was frequently offered for *objets*.
- c. 2 marks gained here for minimal but sufficient responses. It is useful to note that sometimes a very brief answer is full and clear. This candidate avoided the ambiguous misspelling of *amande*.
- d. This response conveys the necessary notion. A lift would also have been suitable here, and the requirement to use one's own words does not over-ride the use of an appropriately focused lift. Candidates should remember this, rather than producing convoluted phrases of their own to avoid targeted lifts from the passage.
- e. The examiner was just about able to award the second element its mark discretely, given that the imperative *vous* form is only explicit in the third element so does not invalidate the response. However, the first element is not correct, and while possibly true, does not target the question. Had the third element been correct, it could not have scored under the order of elements rule.
- f. As explained in the previous example, the souvenirs themselves are not profitable, but their trade is. This may appear severe, but *le commerce des souvenirs* is also written near the end of the passage, so a lift was again possible.

Question 8

Almost every candidate attempted this question, and many did so to good or very good effect. Candidates who answered entirely irrelevantly or incomprehensibly, thus scoring nothing were thankfully seldom found. The integration of young handicapped people in education and sports seemed to be well within the compass of most candidates, and would have been familiar from three of the four general topic areas. The word count of 220 words proved generally adequate, and candidates who exceeded the limit often did so because of verbose or repetitive responses. Excellent answers were accommodated well within the word count. While the majority of candidates responded at least in part to three bullet points, there were a number of areas where unwary candidates could easily respond incompletely or only tangentially. Bullet point 1 required an explanation of the initiative, as a full response to *ce qui*, rather than a simple repetition of the stimulus, or gleanings from Q6. Bullet point 2 nearly always courted some opinion, but often it was about whether the initiative was good or not, without any reference to its chances of success or otherwise.

Bullet point 3 was the best answered, since a balance of opinion was quite easy to offer. Development, only credited if a bullet point was addressed directly, was frequent in response to this bullet point, with frequent discussion of the idealism of full inclusion of handicapped people in sports, but also considering the dangers of contact sports or of swimming. However, again there were some oblique responses, where difficulties pertaining to inclusion were discussed without actually stating whether or not all sports should be accessible to everyone. Bullet point 4 produced mixed fortunes, as some, most commonly, cited education or music, with reasonable success. Others, regrettably, remained on sport or did not choose another area to refer to, stating, say, that it is morally wrong to exclude handicapped people, and that there should be punishment for doing so. While this may be a particular viewpoint, it is not a different area. Mentioning several areas did not make for a well-developed answer, especially within the considerations of the word count. Credit was not withheld from short length work, but it could be self-penalising, as the necessary development was possibly not achieved, and language variety could be limited. The most successful responses frequently dealt with the bullet points in the order in which they were presented, often devoting a paragraph to each, with an opening and concluding thought 'bookending' the totality of the four paragraphs. The more successful responses tended to have a targeted response to begin each paragraph, and further details then developed the response. An article was required as in January 2011, but a letter format was not penalised.

Many teachers had helpfully equipped their candidates with a range of useful constructions, though telling use of these is required to avoid rather contrived pre-learnt phrases, which contributed more to word count than to a convincing range of language. As ever, the full scope of linguistic ability was seen. Happily, there seemed to be less very weak work, but inattention to simple grammatical points would bear revision for the majority of candidates, and precluded access to the higher markbands for language. Simple subjunctive constructions had often been well taught, whereas the following basic grammar points were often elusive: all tenses of regular and common irregular verbs, genders of common nouns including *problème*, *domaine* (given in question), *personne* and *initiative*, and agreement of adjectives. Disjunctive pronouns and pronoun objects were not generally well handled. Basically, nouns and their verbs and adjectives did not agree in many instances and sometimes rendered communication difficult. It is well worth checking Q8 carefully, and ensuring that basic grammar from GCSE level or earlier is correct. It cannot be overstated that straightforward, accurate language is generally better than attempts at more sophisticated constructions which are not always wholly convincing.

This candidate has scored in the higher markbands for both Content and response and Quality of language. This means that overall, all bullet points have been addressed, although one or more may not have been addressed directly. It also means that in terms of language, the range and accuracy were good, despite perhaps there being the odd quite serious error. This candidate could expect a high grade.

SECTION C: WRITING

Passage 8

Les personnes handicapées et le sport

Jeudi dernier, dans le gymnase de l'Université de Dunkerque, on ne distinguait plus les valides des personnes handicapées. Ces étudiants en éducation physique ont tenté de jouer au basket en fauteuil roulant. Le but : mettre les étudiants valides en situation de handicap pour qu'ils comprennent comment ils pourront apprendre à s'occuper plus tard de personnes handicapées voulant pratiquer un sport.

8 Vous écrivez **un article** sur ce que vous avez lu au sujet du sport pour les personnes handicapées. Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- Ce qui est le but de cette initiative
- Si vous croyez que cette initiative réussira ou pas
- Si on peut intégrer les personnes handicapées dans tous les sports
- Un domaine **à part le sport** où on pourrait mieux intégrer les personnes qui souffrent d'un handicap physique ou mental.

C'est très important d'accepter tous les gens dans la société aujourd'hui. Tous les personnes ont les mêmes droits et cette initiative ~~montre~~ peut montrer l'idée de la société combinée. Le but de cette initiative est pour l'intégration de gens handicapés dans le monde de sport.

Je pense que cette initiative réussira et l'idée de ça n'est pas difficile. Il faut que le gouvernement fasse plus pour augmenter la conscience sur le sujet. C'est possible que cette initiative utilisera beaucoup d'argent pour organiser les événements, mais les organisations

Charitatives peuvent aider avec cette initiative

Je crois qu'on peut intégrer les personnes handicapées dans tous les sports. Ce n'est pas trop difficile - nous avons déjà les jeux olympiques pour les personnes handicapées et ils gagnent beaucoup de succès. Il existe les arbitres pour assister avec les sports et c'est possible de changer les règles d'aider avec l'intégration de personnes handicapées - pour créer un ~~p~~ intégration efficaces.

Le sport n'est pas ~~seulement~~ le seul façon d'avoir l'intégration avec les personnes qui souffrent un handicap, il y a les arts sociaux. Par exemple, la musique ~~et~~ et les groupes, les dessins animés, on peut réaliser les films, le théâtre ou le dessin.

En conclusion, ~~la~~ cette initiative est ~~très~~ important pour avoir une société agréable. Elle montre que tous les personnes sont égale et ont les mêmes droits.



Some candidates produce a plan or a draft. Neither is required and the examiner does not take it into account. Centres are discouraged from giving additional booklets or paper as rough sheets, and examiners are not concerned at all if there is a crossed out plan at the beginning of the response. It could be that a plan is a good idea for some candidates, as this helps to focus the response on the bullet points, ensures that development is made logically, and may help to provide a shape to the response. Examiners are pleased when work is clearly legible, but there is no formal requirement for work to be single or double spaced.

An article was required and some candidates entered into the spirit of this register very well. An article in 'letter format' was also deemed plausible. No marks were deducted for a letter, but a title, offered by many, was taken as a positive feature.

This candidate scored C11, meaning that at least one bullet point was not fully addressed. The candidate does not answer merely by reproducing the stimulus, but conveys only some of the terms of the initiative, so is only partially successful in the first bullet point. The initiative not only placed able-bodied students in the position of wheelchair-bound ones, but sought to help able-bodied students to better know how to work with handicapped sportsplayers in the future. This notion eluded many candidates, and *s'occuper de* was often mistaken for *occuper*.

The second bullet point is directly addressed and there is some development, though the response is rather pedestrian. Bullet point 3 is better handled, as a clear opinion is given, but it is nuanced by recognising the difficulties involved and suggestions are given as to how to solve them. The fourth bullet point falls somewhere between the second and third in terms of quality: there is some development, but it is rather superficial, hence the Content mark is squarely within the second markband. The language is serviceable and largely accurate, though there are occasional awkward corners. The first line of the second paragraph is not very elegant, a correctly used subjunctive is included, inclusion of *un integration efficaces* is unfortunate, and the language could be more varied, with greater linking and more sophisticated constructions. Overall, good, rather than very good language.

This candidate has performed a little better than in the first example, and is a useful contrast, as it suggests what is required to tip the response into the higher markbands, and give the candidate a chance of the top AS grade.

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- Un domaine à part le sport où on pourrait mieux intégrer les personnes qui souffrent d'un handicap physique ou mental.

1. Présent / (Past)	2. future
Parce que / afin que	Je ne sors d'ailleurs
En ce qui concerne	Ce qui est le plus
Il me semble que	Je suis psychologue
3. Conditional	4. Conditional
Je ne peux pas	Le gain du jeu
Il est important	Je crains que
Citons à titre d'exemple	Bien que
Il est nécessaire de	

Article : Les personnes handicapées et le Sport

J'écris en ce qui concerne l'initiative à l'Université de Dunkerque qui ~~est~~ aide les étudiants ~~personnes~~ ^à comprendre la situation des personnes handicapées, et pourquoi ils puisse venir intégrer avec eux. C'est aussi essentiel si les étudiants veulent travailler ^{dans} le sport en général. Il me semble qu'il ~~devient~~ peut devenir une initiative dans de nombreux d'autres Universités.

Je ne suis pas d'accord avec ceux qui disent que ces initiatives ~~ne~~ ~~peuvent~~ pas réussir. J'ai travaillé comme psychologue pendant plusieurs ans et ~~parce que~~ ~~je~~ à mon avis cette intégration est crucial pour mieux aider les personnes handicapées. Ce qui est le plus important, c'est que les gens comprennent ~~différentes~~ leurs difficultés. Cette initiative réussira.

Je ne peut pas m'empêcher de penser que s'il est possible de intégrer avec le basket, est possible avec autres sports. Cette initiative

devrais éprouver que le Sport est très important pour les ~~relations~~ relations entre les valides et les personnes handicapées. D'après moi, le Sport est une moyen facile d'~~intégration~~ d'intégrer d'intégrations.

Il existe beaucoup de domaines qui sont idéal pour intégrer les personnes handicapées. Citons à titre d'exemple les collèges ou lycées en Angleterre. En ce qui me concerne, Il n'y a l'accès pour les personnes handicapées n'est pas suffisant, qui, ce qui aide pas l'intégration. Souvent, les ~~autres enfants~~ enfants essayent d'exclure les personnes handicapées, mais nous devons être plus actif.



ResultsPlus Examiner Comments

Please see the first example for more general comments and tips pertaining to this question. Length seemed to be less of a problem than in some previous sessions, but fewer candidates seemed to address all four bullet points directly. The examiner felt that this candidate, however, has achieved this feat. A crossed out plan is fine. The first bullet point is addressed fully, departing quite significantly from the words of the stimulus, but summing the initiative up satisfactorily.

At the end of the second paragraph a judgement is given, and the paragraph has built up logically to this conclusion. The language is quite elegant, and includes personal testimony in evidence, which goes beyond the rather limited justification of this point in the first example. It seems that the third and fourth bullet points are a little less effective: they contain examples, but these are rather more perfunctory. Word count is of course an issue in allowing room for expansion, and there is indeed some relevant development here. Therefore, all bullet points are clearly addressed and developed, but not quite at the highest level. This candidate's response would fit comfortably in the 13-15 markband for Content and response.

The language used is also very good, and, unlike in the first example, there are no areas of ambiguity. There are some slips, especially in the second page, and at the bottom of the first *avec autres sports* is anglicised. Slightly more range and sophistication could be expected for the highest markband, so this candidate's work would be placed in the top end of the 10-12 markband for Quality of language. Overall, a fine score would be achieved for this task. This would be within the profile of a high grade candidate.

Paper Summary

Passage 1, relating to Q1, was a multiple choice exercise worth 4 marks, concerning a one vegetarian day per week initiative in Ghent, Belgium, and seeking straightforward, factual information from the passage. In response to Passage 2, relating to advice for safe sea bathing, candidates selected the four correct statements from eight which were presented, worth 4 marks in total. Q3, based on Passage 3 about the health implications of listening to excessively loud music, was a cloze exercise worth 4 marks, where candidates selected from a pool of eight items. Q4, where 8 marks were available, requiring responses in French, was based on Passage 4, pertaining to the first voluntary female fire-fighter in Tournai. From Passage 5, where young people give suggestions for dealing with stress, each of five statements had to be correctly attributed to one of four people, for a total of 5 marks. Passage 6 addressed the topic of innovations to a marathon in Poitiers, and required no inference, but transfer of meaning into English. Five questions worth 1 mark each, were answered in English for a total of 5 marks. Passage 7 concerned importing souvenirs from endangered species. Questions in French, amounting to 10 marks, required short responses in French. Passage 8, concerning young handicapped people and sport, provided the stimulus for the written response of up to 220 words. Up to 15 marks were on offer for both Content and Language, making Q8 worth 30 marks. 70 marks in total are available for 6FR02.

Assessment Principles

In Q1, only 1 mark was available for each of four multiple choice parts. In Q2, four crosses were required to denote the four correct statements. One mark was withheld for each cross offered in excess of four: for example, six crosses, including four correct ones, would attract 2 marks in total. In Q3, if the response selected was not completely transcribed correctly, but could clearly not be confused with another item in the pool, it still earned the mark. Thus *d'entend* or *rend insensible* gained 1 mark. In Q5, 1 mark was scored for each statement correctly attributed to a young person. By assimilation with Q3, if more than five crosses were proffered in response to a given statement, credit was withheld: one mark withheld for each cross written, in excess of five in total. As hitherto in this unit, Examiners assessed responses in Q4, Q6, and Q7 in the order that elements were presented by the candidates, and considered no more elements than the number of marks available. In this session, no part was worth more than 2 marks. Thus for instance, in a 1 mark question, only the first element scored. Repeating or re-working the question, or preambles to an acceptable response, did not count as elements in the response, and latitude was extended to candidates where possible. While harmless additions do not cause credit to be withheld, it is possible that others can seriously compromise responses.

In Q8, candidates needed to gain at least 1 mark for Content to access any marks at all for Language, and vice versa. The first bullet point was considered to be addressed fully only if the initiative was explained, rather than described, often in the words of the stimulus. The second bullet point addressed the candidate's view on the initiative's likely success. Therefore, approval or disapproval alone were only partially rewarded. An opinion with some justification was essential in the third bullet point for the bullet point to score fully, even if mentioned only tangentially. This bullet point was well handled generally, but did need an opinion on whether full inclusion was ideal or not, rather than a general treatment of the considerations involved in integrating handicapped sportsplayers. In the fourth bullet point, an area other than sport had to be mentioned. Failure to mention another area or remaining within the area of sport would prevent full credit from being gained. The practice of enforcing the word limit in Q8 remains, in that examiners read no further than to the end of the sentence after 220 words.

Advice and Guidance

1. As advised in previous examiner reports, all candidates, but especially those targeting the higher grades, should ensure that basic grammatical knowledge is secure. Q8 has 15 marks explicitly for quality and range of language, and errors which impede communication may lead to less marks in Q4 and Q7.
2. Advanced grammatical constructions in Q8 are impressive, but particularly if used correctly and in the context of a good overall response. Basic and accurate grammar, such as singular subjects with singular verbs and use of correct verb forms are of more fundamental importance.
3. All candidates gain marks in Q8 by fully addressing each bullet point. A direct response to each, with some development is much preferable to a pre-learnt and possibly oblique response.
4. Candidates should consult this report and look at the commented examples and marking principles. This should help minimise future rubric errors, and permit a greater awareness of what examiners are seeking. For instance, it is worth knowing that any incorrect formation of key verbs will not gain marks. The importance of wordcount in Q8 is useful to note, and the order of elements rule is also important.
5. 17 marks are on offer for non-verbal responses, so these question types should be practised. Listening practice could include some revision of numbers and different tenses.
6. Allowing checking time within the 2 hours 30 minutes, especially for Q8, is strongly recommended. This includes checking listening responses within the first 45 minutes.
7. Practice with short phrases of dictation would assist performance in the listening questions, especially Q4.
8. Candidates should exercise care where lifting from either the listening or reading passages. Targeted lifts are permissible, but very often lifts can be quite inappropriate and do not respond directly to the question.

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>

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