

Examiners' Report January 2012

GCE French 6FR02 01

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Introduction

The introduction, and indeed the whole flavour of this report, will seem familiar to those of you who have accessed this Results Plus Examiner Report before, as the nature of the unit and its requirements remain the same. However, while realising that much may be repetitive for those familiar with the specification, this report will be quite specific regarding marking principles and in giving tips, especially for those less used to the format of 6FR02.

This paper was set in accordance with the specification guidance, and adhered to the format of all previous Unit 2 papers. All questions were compulsory, and the vast majority of candidates attempted all questions, with widely varying outcomes, including notably in some non-verbal parts. At the upper end of the candidature, there were excellent performances with evidence of carefully honed technique and familiarity with the subject material in the specification. There appeared to be attention, as in June 2011, to comments relating to specific questions in recent Results Plus reports.

This paper was marked to the same principles as 6FR02 in all its five previous sessions, with slightly greater tolerance with regard to verb forms. The passages were drawn from a range of topics and interests from within the four AS General Topic Areas (GTA), representing a variety of French-speaking cultures and contexts.

Passage 1, relating to Q1, was a multiple choice exercise worth 4 marks, concerning rising levels of obesity in France, and seeking straightforward, factual information from the passage. In response to Passage 2, relating to an initiative in Switzerland to encourage schoolchildren to walk more, candidates selected the four correct statements from eight which were presented, worth 4 marks in total. Q3, based on passage 3 about an on-demand car-sharing scheme in Lausanne, 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 a possible strike in Switzerland over milk prices. From passage 5, where young people give views on their receiving advertisements on their mobile telephones, each of five statements had to be correctly attributed to one of four people, for a total of 5 marks. Passage 6 was about a Christmas market in Vauban, and required no inference, but transfer of meaning into English. Five questions, each worth 1 mark, were answered in English for a total of 5 marks. Passage 7 concerned a journey across France on foot in aid of research into heart disease. Questions in French, amounting to 10 marks, required short responses in French. Passage 8, concerning young Belgian people and their views on technology, provided the stimulus for the written response of up to 220 words, drawing upon materials from within the GTAs with which many candidates were clearly confident. 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, seven crosses, including four correct ones, would attract 1 mark 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 either *inadequate* or *perturber* gained 1 mark if offered in the correct part.

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 2 mark question, only the first two elements 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 invalidate otherwise correct 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 video games, rather than simply games, and downloading music, not simply listening to music, were mentioned, and if young people's interest was justified, not just stated. The second bullet point required discussion of the candidate's personal use of social networking sites, and was considered only partially successful if a wholly general angle was adopted. A personal, not general, opinion with some justification was again essential in the third bullet point to score fully, a simply affirmative or negative response being insufficient. This bullet point was generally successful. In the fourth bullet point, an area other than the Internet had to be mentioned, and a number of candidates strayed back into this area. Sometimes they reworked information from, say, their response on social networking sites, or on the potential use of mobile telephones, only then to fall back on this use being Internet based. Failure to mention another area, remaining within the area of the Internet, or excessively vague comments, such as noting that technology will doubtless be of immense benefit, but not expanding on this suggestion, prevented 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.

Question 4

All question parts were worth 1 or 2 marks. It is worth repeating that targeted, not oblique, lifts from the passage can score. However, as there is always a route to the correct response, other than a lift, candidates should take care to make especially sure that the lift targets the question.

Many candidates gained some credit in most parts, and scores of 7 or 8 were not uncommon. Flawed attempts at reproducing the passage were sometimes phonetic or literal, making them too inaccurate to comprehend.

Less able candidates were also inclined to offer excessive details. Candidates are reminded of the order of elements rule, as explained in the introduction to the paper. Q4 was expected to be the most challenging listening question, and responses gained credit provided that they communicated unambiguously. Candidates are always encouraged to listen through the whole passage 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.

Passage 4 – Grève possible sur le prix du lait en Suisse

- 4 Dans ce passage, il s'agit d'une dispute sur le prix du lait à la Chaux-de-Fonds en Suisse, et de la vente de lait non-pasteurisé.

Répondez aux questions en français.

- (a) Quelle est la réaction des paysans suisses en ce qui concerne le prix actuel du lait ?

(1)

Ils menacent de faire grève parce que les prix de revenus qu'ils reçoivent n'est pas suffisant.

- (b) Comment est-ce que la façon d'acheter le lait à la Chaux-de-Fonds est en train de changer ?

A l'heure actuelle on a installé deux distributeurs automatiques où on pourra acheter le lait non-pasteurisé plutôt que acheter le lait des supermarchés.

- (c) Sans citer de chiffres, expliquez pourquoi Julien Robert préfère vendre son lait aux distributeurs plutôt qu'aux supermarchés.

(2)

Il gagne plus de revenus. Les supermarchés vend le lait moins cher. Ainsi, pour les paysans vendre le lait au supermarché, ils ont dû se joindre les deux bouts.

- (d) Pourquoi une visite à la ferme pourrait-elle rassurer un consommateur ?

(1)

Cette visite, on y compris, voyant les vaches qui font la grève que le lait est tout à fait naturel, riche en protéine et matières grasses.

- (e) Selon Julien Robert, qu'est-ce que le consommateur doit faire pour boire ce lait sans risque pour sa santé ?

(2)

Ils doivent lire la date du lait et le boire dans les 3 jours.

- (f) Que faisaient d'autres producteurs le jour de cet interview ?

(1)

Ils manifestent sur la place du marché de la ville.

This candidate has scored well, and only lost one mark of the 8 marks on offer. In general in Q4, Q6 and Q7 the same principles, consistent with previous sessions, hold good. Thus only the number of elements is considered, up to the number of marks on offer. In Q4a, for instance, the first element only can score. However, a preamble or reworking of the question, and elements in excess of the number of marks available, are treated as harmless additions. On the other hand, if they contradict otherwise correct information, they will cause credit to be withheld.

Q4a. A verb in any tense is accepted here if the threat is made. Aside from the ending of a verb form, a rule of thumb is that one letter incorrectly spelt still constitutes a communicating word, so *ils menasent*, with some goodwill, communicates. So, also *insuffisant* would communicate if spelt as *insufisant* or *insuffissant*, but *insufissant* is two letters out, so is rejected. In Q4, Q6 and Q7, responses must be in the correct language, so *insufficient* for *insuffisant* is not accepted, as it does not communicate.

Another way of scoring in Q4a would have been simply to define the reaction, targeting the question part literally: *negative* is enough for 1 mark.

Q4b. Mention of installing milk vending machines is not enough to score, but is treated here as a harmless preamble, leading into the essential information that people can buy milk from them.

Q4c. There were two elements to include here, and candidates should include any necessary information to score fully. Earning more from selling milk at the machines is not automatically the same as supermarkets paying farmers too little.

A third way of scoring was to include a comparison: that milk is better at the vending machines. Few candidates were explicit in giving two elements.

Q4d. This element required an active verb, so an infinitive, rather than *on peut voir...* or *les gens voient...* was rejected. The candidate targets the purchasers being able to visit the farms.

Q4e. Spelling of the verb *bouillir* challenged some candidates. This candidate did not successfully retrieve this element, but scored for the second element. *Consommer* was tolerated as *consummer* but not as *consumer*, which was deemed too anglicised. *Boire* was accepted as an alternative. The discrete marking principle aims to allow candidates to access credit in question parts worth more than one element, where one element is correct, and the other is incorrect, but plausible within context and does not vitiate. For example: *il faut bouillir le lait et le consommer dans les trois jours* has two correct elements. *Il faut bouller le lait et le consommer dans les trois jours* scores for the second element, as *bouller* does not communicate, but does not vitiate the correct element. *il faut bouller le pain et le consommer dans les trois jours* does not score at all, as *pain* is not within context. This is the discrete marking principle, of which candidates should be aware. Phonetic equivalents when not transcribed carefully could also invalidate a response: *se lait* or *ce lait* is ambiguous and is rejected in an essential element.

Q4f. The minimal *manifestation* would score, or, as this candidate has offered, a verb would be accepted. The response could not include a future tense, and candidates should heed the tense of the question, to avoid illogical tenses in their answer. Quotations from the passage were also rejected: *nous manifestons...* is untargeted.

This candidate has responded directly to most question parts, and thus has scored highly. There is little superfluous information, and details are communicated adequately.



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Examiner Tip

Offer only the correct number of elements in a response according to the marks available. The number of lines given in each part indicates the number of marks possible, so a two mark part has two answer lines.

All verb forms credited must exist. Thus if a verb of any tense is required, as in Q4a, as long as the form offered is in the verb paradigm in any tense, mood or voice, as long as unambiguous, it will score. Candidates when checking through should ensure that the verbs offered exist.

Passage 4 – Grève possible sur le prix du lait en Suisse

4 Dans ce passage, il s'agit d'une dispute sur le prix du lait à la Chaux-de-Fonds en Suisse, et de la vente de lait non-pasteurisé.

Répondez aux questions en français.

(a) Quelle est la réaction des paysans suisses en ce qui concerne le prix actuel du lait ?

(1)

Ils aiment le prix parce que c'est réduire

(b) Comment est-ce que la façon d'acheter le lait à la Chaux-de-Fonds est en train de changer ?

(1)

Installer deux distributeurs automatique

(c) **Sans citer de chiffres**, expliquez pourquoi Julien Robert préfère vendre son lait aux distributeurs plutôt qu'aux supermarchés.

(2)

et plus naturel
Son lait est plus ~~se~~ riche en matière grasse, que du lait dans les supermarchés. Il est moins cher.
Ils peuvent venir quand ils veulent

(d) Pourquoi une visite à la ferme pourrait-elle rassurer un consommateur ?

(1)

Ils peuvent visiter quand ils veulent.

(e) Selon Julien Robert, qu'est-ce que le consommateur doit faire pour boire ce lait sans risque pour sa santé ?

(2)

une goûte Beaucoup plus prononcée que du lait supermarchés

Il faut ~~boire~~ builler avant consommation, et consommer dans deux-

(f) Que faisaient d'autres producteurs le jour de cet interview ?

(1)

trois jour.
un ~~manifestai~~ manifestation sur la place du marché à la Chaux-de-Fonds.

(Total for Question 4 = 8 marks)



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Examiner Comments

This candidate appears to have understood a number of salient details from the passage, but has not targeted the question parts or has written in French which communicates unambiguously.

Q4a. This is illogical, and if candidates consider the overall sense of any passage, this will reduce the possibility of contradictory understanding. It is unlikely that milk producers would welcome a reduced price. *réduire* is being offered as an adjective, but should be *réduit*. Even when correctly offered, conjugated verb forms instead of a past participle acting as an adjective are rejected, as the wrong part of speech.

Q4b. The part targets buying habits, and the candidate has gone no further than to discuss installation.

Q4c. This is an instance where a third element in a two mark part vitiates a mark. The first element about fat content does not score, as there needs to be mention of protein, too. *Son lait...est plus naturel* would score as the second element, but for the third element: this milk is not cheaper, so invalidates the one mark scored.

Q4d. This response is too vague, as what is seen during the visit is not stated. *Ils peuvent* is not an existent form, so could not score in any case.

Q4e. The information is true, but untargeted. The taste of the milk is not the same as a health risk, so checking through responses would be a useful way of trying to spot this.

Q4f. The candidate gives fuller information than needed, so *sur la place du marché* is a harmless addition. Some candidates were too literal in their responses: *sur le supermarché* was not uncommon, confusing a translation of *au sujet de*.



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Examiner Tip

It is worth checking through Q1-4 before the listening passages are removed from candidates after 45 minutes.

Due care is also needed with non-verbal questions, which account for most of the listening marks.

Question 6

Full sentences are not systematically 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 around 3 marks. Infelicitous or imprecise English, which impeded communication, was evident, as was incomplete or vague information. The transfer of meaning of *exposants* was challenging for some candidates. Candidates are reminded of the rubric, which requires the transfer of all relevant information provided.

Very few candidates failed to respond in English, as required, and switching to French for individual parts was pleasingly rare.

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

(a) What is stated about the size of Vauban's Christmas market?

(1)

That more than 70 people sell all sorts of products

(b) What will children be able to do on 18 and 19 December?

(1)

They are able to meet the Santa-claus

(c) From 20 December, what can children do while their parents shop?

(1)

They can go tauthe over the synthetic area

(d) How might visitors leave with a new car or bicycle?

(1)

They use the organisation UNIKOM

(e) How else might some lucky tourists benefit?

(1)

They will get 5.000€ to go shopping

This candidate has gained 3 marks, which is a fair level of transfer of meaning. With a little more reference to the full details of the passage, another mark or two could have been gained.

Q6a. The candidate was correct with the number of stallholders. Even at this level, and in the written form, a significant proportion of candidates misunderstood the number. *Exposants* was not translated well by a number of candidates. *Stalls* rather than *stallholders* would have been a way around this issue. This candidate was too vague, offering *people* for *stallholders*. Candidates should be aware of retrieving information from the correct part of the passage, so comparison stating that this is the biggest ever market was rejected, as it is not borne out in the passage. The only superlative relates to the beauty of the market.

Q6b. This part required an active verb. *Father Christmas* was not enough. *Dans l'après-midi* was not needed, but could vitiate if wrongly translated: some candidates took it to mean seeing *Father Christmas* at noon, not in the afternoon. Curiously, *Santa Claus* was sometimes rejected for being misspelt and ambiguous.

Q6c. Either the activity or the venue needed to mention explicitly *ice*, for otherwise roller-skating was implied, and information was not fully conveyed. *La patinoire* was misunderstood, with offerings ranging from *bouncy castle* to *soft play area*. *Se lancer* was rejected when too literally conveyed as *throwing themselves onto the ice*.

Q6d. The winner must play, and without an active verb implicating the participants, the response was rejected. Stating that a competition existed was insufficient to score, and this candidate does not address the question.

Q6e. The candidate, in common with most, spotted the area of the passage involved, but *bons d'achat* is essential, and the prize was in goods, not cash. Additionally, there had to be the notion of winning, not simply stating the value of the goods. Therefore, there needed to be an active verb linked appropriately to the value of the goods. This question part needed to target the question, and candidates could earn full credit in this question by trying to include all information in a direct fashion.



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Examiner Tip

Candidates should revise basic information, such as numbers, days of the week, and adverbial time markers.

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

(a) What is stated about the size of Vauban's Christmas market?

(1)

It had more than 70 sellers with various products

(b) What will children be able to do on 18 and 19 December?

(1)

They will be able to visit father Christmas

(c) From 20 December, what can children do while their parents shop?

(1)

and play
They can go on an artificial ice rink

(d) How might visitors leave with a new car or bicycle?

(1)

By playing a game By entering a draw at the end of the year

(e) How else might some lucky tourists benefit?

(1)

By getting €5000 vouchers



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Examiner Comments

This candidate has gained full marks, offering succinct but full responses in all parts. A fair proportion of candidates gained this score.

Q6a. There is no erroneous mention of the *largest market*. *Sellers* is close enough to convey the sense of *exposants*. *Exhibitionists* was not infrequent, though had unfortunately to be rejected.

Q6b. A verb and correct spelling of *Father Christmas* meet the case here.

Q6c. *go and play* is just acceptable, and ice is mentioned, so 1 mark is earned. It is worth candidates being aware of potential dangers of offering alternatives. Both must be correct for the response to score, as an incorrect alternative is tantamount to having two attempts at the same part, and would be considered as a vitiation.

Q6d. *at the end of the year* is a harmless addition, but *entering* is an acceptable verb here.

Q6e. This brief response contains the essential information, with an acceptable verb and goods in kind. The candidate scores. Technique is evidently coupled with a very high level of linguistic competence in this candidate's responses throughout Q6.

Question 7

Q7 seeks responses in French to the written word. In this session, no question part was 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. In Q7d, therefore, a minimalist *non* scores 1 mark as a correct first element. 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, it was generally understood that the passage is about walking through France, but there was often inconsistency over who walked and who had the heart problems.

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

(a) Pourquoi Pierre a-t-il mis vingt-huit jours pour son trajet ?

Parce qu'il a fait 1115 kilomètres à pied. (1)

Par / collecter près de 15000 euros des dons par la recherche sur les maladies du cœur.

(b) Pourquoi mentionne-t-on « huit heures » dans le deuxième paragraphe ?

Huit heures par la marche ^{de tous les jours} quotidienne et 39 kilomètres parcourus à chaque fois. (2)

(c) En quoi la durée de ce trajet diffère-t-elle de celle des vacances habituelles de Pierre ?

Parce qu'il n'a jamais parti plus de huit jours en vacances. (1)

(d) Jean-Marie suivait-il le même rythme que Pierre ? Expliquez votre réponse.

Non, Pierre partait tous les matins à 06h30, par contre Jean-Marie partait trois heures ^{après avec le camping-car} plus tard. (2)

(e) Quels événements ont poussé ces hommes à faire ce trajet ?

Tous les deux ~~étaient~~ avaient eu le malade du cœur auparavant et Jean-Marie a perdu sa femme et Pierre, trois de ses amis proches. (2)

(f) Un professeur de l'Institut de Lille et la famille de Pierre, comment ont-ils surpris les deux amis ?

~~étaient dans la réception à la maison à Marseille~~
En ils les attendaient à leur arrivée ^{à la réception que les marseillais ont organisé à la maison}. (1)

(g) Quel sera l'itinéraire de Pierre dans deux ans ?

Il fera le trajet de Marseille à France. (1)



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Examiner Comments

This candidate has scored well overall, and with a little more attention to the sense of the passage, and to technique, a few more marks might have been gained.

Q7a. Targeting of the part was essential. This candidate is correct in mentioning the length of the walk. The candidate has also crossed out information about collecting money for research into heart disease, which does not respond directly to the question.

Q7b. The mention of distance is not needed, but full information, as given here, means the fact of taking eight hours to walk each day. Examiners tolerated strictly incorrect references to both men walking, but care should be taken to give precise details. A number of candidates who stated in this part that both men walked, correctly mentioned in Q7d that Jean-Marie drove the camper van, rather than walked with Pierre. This is illogical, but could have been noticed through checking.

Q7c. Many candidates lifted and/or offered oblique information, as is the case in this response. Stating the usual length of Pierre's holidays does not explicitly say anything about the length of this venture. Simply adding, for instance, *avant ce trajet* would earn the mark.

Q7d. *Non* alone scored, with the explanation earning the second mark. Sometimes there was vitiation, with *non* leading into justification that Pierre left after Jean-Marie. This candidate includes all the information needed for the second mark: Jean-Marie starting off after Pierre, and in the camper van. There were frequent erroneous references to Jean-Marie sleeping in or driving a car, but these were not in the passage.

Q7e. This part seemed to be understood by many candidates, but was perhaps the most commonly garbled. This candidate does not make it clear who has suffered from heart problems. *Touchés par* is not as specific as having died of heart problems. It had to be clear who had died. *Pierre a perdu ses trois amis* was rejected, as it implies that Pierre has no more than three friends.

Q7f. This was another part, successful for this candidate, but which wrong footed inattentive candidates. Careful reading was needed, as both friends and the *professeur* went to Marseilles, and mentioning one or the other group was not specific enough. These people did not host the reception, and implications that they did had to be rejected.

Q7g. There were literal attempts at *à l'inverse* such as *en reverse*, which did not communicate. Those who detailed the route, as from Marseille to Dunkerque, scored.

This candidate's score is at the upper end of expectation. Those gaining 7 marks or more would achieve the highest grade, if their performance were consistent across the paper.



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Examiner Tip

Candidates should look out for lack of clarity in their responses, and should cross-reference their information with the passage.

Neat crossing out is a good idea. Where no alternative information is offered, and the crossed out information is legible and correct, it can be credited.

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

(a) Pourquoi Pierre a-t-il mis vingt-huit jours pour son trajet ?

(1)

Pierre a mis vingt-huit jours pour son trajet car il a traversé les 1185 kilomètres à pied.

(b) Pourquoi mentionne-t-on « huit heures » dans le deuxième paragraphe ?

(2)

"Huit heures" est le temps moyen que Pierre ~~et Jean~~ marchait chaque jour lors de son trajet.

(c) En quoi la durée de ce trajet diffère-t-elle de celle des vacances habituelles de Pierre ?

(1)

Elle diffère car avant ce trajet de 28 jours Pierre n'avait pas passé des vacances plus longues que 8 jours.

(d) Jean-Marie suivait-il le même rythme que Pierre ? Expliquez votre réponse.

(2)

Non, Jean-Marie ne suivait pas le même rythme que Pierre car il partait ~~avant~~ trois ^{heures} après lui et faisait le trajet en camping-car.

(e) Quels événements ont poussé ces hommes à faire ce trajet ?

(2)

La mort de la femme de Jean-Marie et trois amis proches de Pierre d'accidents cardiovasculaires ont poussé ces hommes à faire ce trajet.

(f) Un professeur de l'Institut de Lille et la famille de Pierre, comment ont-ils surpris les deux amis ?

(1)

Ils ont surpris les deux amis en les attendant pour leur arrivée à Marseille.

(g) Quel sera l'itinéraire de Pierre dans deux ans ?

(1)

L'itinéraire de Pierre sera le sens inverse qui sera donc de Marseille à Dunkerque.

(Total for Question 7 = 10 marks)



This candidate has performed excellently. These responses are precise and couched in French which communicates clearly.

Q7a. The distance is a harmless addition, as the fact of walking is the essential information.

Q7b. Tenses other than the future tense were all tolerated. The length of time and the daily regularity of the walk were the two scoring elements, both given here.

Q7c. *avant ce trajet* is key, and makes this a targeted response.

Q7d. The negative is explicit, with sufficient details for the second mark. If a direct question is asked, it needs an explicit response, as well as its justification.

Q7e. The candidate couches this full response in a sentence. Both marks are gained, though a phrase, not a sentence, would have sufficed.

Q7f. There was some accommodation in this part, so while *attendre* could imply that they were hosting the event, it is not explicitly the case, so the mark is earned.

Q7g. *dans le sens inverse* coupled unnecessarily with the correct itinerary scores. Candidates who mentioned plasters and bandages wasted elements; those who mentioned a repeat journey southwards vitiated their response.

Question 8

The material involved for Q8, technology, social networking sites and the Internet, seemed to be familiar to many candidates. A score of 0 was extremely rare. The word count of 220 words was exceeded in a number of candidates' work, often due to lengthy or repetitive responses or to excessively long introductions. Some excellent answers were achieved well within the word count. While the majority of candidates responded at least in part to three bullet points, there were a number of bullet points where candidates sometimes did not appreciate the main thrust sought. Candidates should attempt to ensure that the available words are roughly evenly apportioned between the bullet points. An introduction helps to contextualise the response, but should not take up too many words either. A number of candidates reached 220 words before the fourth bullet point was reached, or even the third in a few cases. A word is regarded, as ever, as having a gap either side of it, and examiners try to be as accommodating as is reasonable: *j'ai* is one word, *je suis* is two, any proper noun is one word regardless of its number of component words. An exception to the word count rule has been, and again was, *il y a*, counting as a single word in any tense used.

A letter was set as the task this session, and therefore either a salutation or a valediction was needed. A response without either of these forfeited a content mark. Bullet point 1 required an explanation for the interest in both video games and downloading music. A full response required mention of both aspects, and the response was partial if either was omitted, or if the details of the bullet point were not addressed: for example, mentioning games, not video games; or explaining the value of listening to music rather than to downloading it.

Bullet point 2 nearly always courted some justified opinion, but this was not always personalised, and the point was only partially addressed if there was a description of social networking sites, or if the response was solely general.

Bullet point 3, as above, required a personal opinion, and there were many nuanced responses, often pointing out the research and learning opportunities, but signalling the dangers of the Internet. A simple agreement or gainsaying of the bullet point was only a partial response, but a justification did not have to encompass both sides to score fully.

Bullet point 4 produced variable levels of response. Vague responses, which supposed that technology would certainly affect the future, were not wholly successful, although specific examples were not required for the full bullet point. Those that mentioned specific progress or ways in which technology would impact upon current lifestyles were often effective. Some candidates veered back towards progress which involved the Internet, and others discussed the role of present day technology only, and did not look to the future. The most successful responses, as in previous sessions, 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. This advice is unchanged on previous sessions, and still holds good.

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 the Programme of Study, 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.

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-learned 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 seems to be less very weak work as successive sessions pass, but inattention to simple grammatical points would bear revision for the majority of candidates, and precluded access to the higher mark bands 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 and genders of common nouns.

SECTION C: WRITING

Passage 8

Les jeunes Belges et la technologie

Selon une enquête menée en 2011, 91% des jeunes Belges de douze ans sont passionnés par les jeux vidéo. Cette préoccupation diminue ensuite pour tomber à 42% pour les jeunes de dix-sept ans. L'étude montre aussi que deux tiers des jeunes téléchargent de la musique sur Internet en moyenne huit fois par semaine.

Les sites les plus populaires auprès de certains jeunes seraient ceux comme Facebook, un réseau social, tandis que d'autres préfèrent des sites de jeux.

- 8 Vous écrivez **une lettre** à un magazine pour expliquer ce que pensent les adolescents de la technologie moderne. Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- Pourquoi les jeunes s'intéressent tellement aux jeux vidéo et au téléchargement de musique
- Pourquoi vous utilisez les sites sociaux, ou pourquoi pas
- Si vous pensez qu'Internet est une bonne chose
- À part Internet, comment la technologie touchera la société à l'avenir

A mon avis, je pense que les jeunes
aiment les jeux vidéo, parce qu'ils peuvent
se reposer quand ils ^{les} jouent. ~~les~~ Aussi, en
passant les temps en jouant les jeux
vidéo, il est possible qu'ils imaginent que
~~ils sont~~ pensent ~~cela~~ imaginent que

c'est réalité, donc ils les trouvent très amusant.

Je crois que les jeunes s'intéressent

au téléchargement de musique ~~est~~ parce qu'acheter une C-D.

que c'est moins cher. Aussi si on

télécharge ~~de~~ la musique, on peut écouter

à la musique avant ~~d'aller~~ d'acheter la musique. ^{pour qu'on puisse décider si on aime la musique.} De plus en achetant la musique

qui reflète leur sentiment, on peut

montrer leur sentiments à tout le monde.

A mon avis il me semble que les sites

sociaux sont tellement utile pour les gens.

Je trouve qu'il est essentiel qu'on utilise

les sites. Si ~~on~~ ^{je} n'ai jamais utilisé le

'Facebook', je n'aurait jamais reçu les

informations des fêtes par exemple.

Ceci dit, certains pensent que les réseaux
~~sociaux~~

sociaux sont dangereux parce qu'il est

~~possible que~~ ^{les jeunes peussent} ~~qu'un~~ ^{qu'un} pourrait parler

avec les personnes dangereux sans que

les parents sachent. Cependant, je crois

que, si on comprend les risques, on peut

éviter les dangers.

Étant donné que je suis ~~un~~^{une} élève, c'est

inévitable que je pense que l'internet est

une bonne chose. En surfant le net, il

est possible qu'on fasse les devoirs plus

rapidement

~~intéressant~~, et ~~avec~~ ^{de} plus de qualité.

Aussi si on n'a pas eu l'internet, on

n'aurait pas parlé régulièrement avec

les amis qui habitent à l'étranger. De

nos jours, on peut parler sans payer,

en utilisant les sites comme 'Skype'.

À l'avenir je pense que les voitures et les avions deviendront plus vite, et moins dangereux, ~~Par~~ conséquents, et moins chers. Par conséquent plus des personnes ~~peuvent~~ pourront voyager à l'étranger. Si il est possible, ça ~~sera~~ sera bénéfique ^{ciel} pour la société.

Ceci dit, ça dépend de ~~ses~~ ~~des~~ les sources d'énergie renouvelable. Si on pourra les ~~se~~ produire, les moyens de voyage ~~se~~ vont être utiles. Cependant sans les sources d'énergie, on ne pourra pas les utiliser à l'avenir.



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Examiner Comments

This is a typical mark profile, where three bullet points have been addressed to some degree, and where language is satisfactory.

The letter format is required. Without it, one mark for content is withheld.

The word count should have been observed, as excessive length has caused the final bullet point to lie beyond 220 words, so cannot be credited, and 9 marks for Content is the maximum.

The three bullet points covered are well handled. Greater credit would have been gained if the third bullet point had not lingered so much on the social networking side and keeping in touch with friends aspect of the Internet, and had gone on to other potential.

Language conveys the information at a satisfactory level, and there are some advanced constructions, which, although flawed, are well seen as attempts at sophisticated language. The *si* clause relating to the Internet is an example of this.



ResultsPlus

Examiner Tip

Correct basic agreements of adjectives with their nouns and verbs with their person and number would have enhanced the language mark given.

SECTION C: WRITING

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Les sites les plus populaires auprès de certains jeunes seraient ceux comme Facebook, un réseau social, tandis que d'autres préfèrent des sites de jeux.

- 8 Vous écrivez **une lettre** à un magazine pour expliquer ce que pensent les adolescents ^{Teenagers and} de la technologie moderne. Écrivez **entre 200 et 220 mots en français**. Vous devez ^{technology} mentionner les points suivants :

- ✓ Pourquoi les jeunes s'intéressent tellement aux jeux vidéo et au téléchargement de musique ^{Why are children are interested in video games and downloading music}
- ✓ Pourquoi vous utilisez les sites sociaux, ou pourquoi pas ^{Why you use the social networking sites, or why not.}
- ✓ Si vous pensez qu'Internet est une bonne chose ^{if you think that the internet is a good thing.}
- À part Internet, comment la technologie touchera la société à l'avenir ^{Apart from the internet, how the technology do you keep in touch with society.}

Cher "Le France Maintenant!",

Aujourd'hui, les jeunes s'intéressent aux jeux vidéo et au téléchargement de musique parce que ils peuvent partir la stress de moderne vie. Ils peuvent repos dans leurs maison et ~~je~~ je pense presque ~~à~~ un jeux ou d'attente de la ~~musique~~ ~~musique~~ musique, autre ~~et~~ ~~je~~ et puis pense presque leur devoirs.

Je utilise les sites sociaux parce que c'est très facile à voir quoi tout ~~à~~ mon ami ~~est~~ suis faire. C'est très facile à utiliser et très intéressant à voir quoi ~~est~~ le monde est comme. Je ne peut pas essayer beaucoup.

de temps sur de l'ordinateur, peut-être trois heures
un jour ou quatre heures un jour. ~~C'est bien~~ ~~parce que~~ ~~si~~
~~qu'on~~

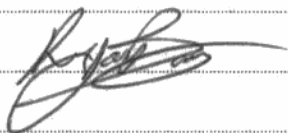
Je pense que l'internet est la meilleure chose dans le
monde! C'est très bien à trouver l'information et très facile
à faire l'école online (en ligne). Vous pouvez obtenir
l'information dans ~~une minute~~ ~~moins~~ vingt secondes! Comme
je dit, c'est aussi une géniale chose à parler à mon
ami!

Autre ~~et~~ puis l'internet, je peux SMS mon copain.
Si je dois aller au ~~cinéma~~ au restaurant.
Je peux aussi ~~écrire~~ écrire une lettre, comme je suis
maintenant ~~je~~, si je voudrais à ~~parler~~ parler mon ami.

Enfin, 91% des jeunes, âgés de 12-17 ans, téléchargent de la
musique ou ~~je~~ jouer les jeux vidéo. Seul 42% de dix-sept
ans téléchargent de la musique ou jouer les jeux vidéo. Regardez
à la différence énorme!

Merci ~~à~~ beaucoup!

Par Ryan Barry!



ResultsPlus

Examiner Comments

This was a rather uneven performance, in that all four bullet points were addressed quite well, and the letter format was correctly observed, but the language was so weak that it impeded the message significantly. There were major weaknesses, and verb forms are not at all secure. Very simple issues, such as the gender of common nouns and present tense verb forms, are not well handled.

Examiners will make every effort to comprehend the message, but language here was very defective. It is worth considering basic grammar, that perhaps covered initially several years ago, to ensure that the language used is not only serviceable, but is impressive.

SECTION C: WRITING

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Cher rédacteur-en-chef,

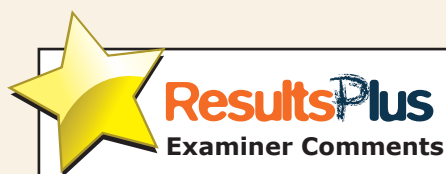
Aujourd'hui les jeunes se sont de plus en plus intéressés aux jeux vidéo et au téléchargement de musique. C'est un loisir assez facile, qui n'est pas trop coûteux. Ils n'ont pas besoin de se déplacer une fois qu'ils ^{se} sont installés devant l'écran et avec les jeux vidéo, ils peuvent jouer contre les autres joueurs dans d'autres régions, ^{mêmes} ~~mais~~ d'autres pays. ~~Même~~ La plupart des adolescents adorent la musique donc, pour eux, c'est beaucoup moins cher de télécharger *musique*

la musique au lieu d'acheter un CD en magasin.

Personnellement, je ne m'intéresse pas aux sites sociaux. ~~À part les courriers électroniques~~ Je n'ai pas envie de partager ce que je fais dans ma vie avec le monde entier. Je raconte ce que j'ai envie de raconter à mes proches et ~~de tout~~ je préfère de me servir de ~~quelq~~ mon portable pour cela. À mon avis, c'est trop facile de se cacher derrière un écran pour parler aux gens au lieu de discuter directement.

Je pense que l'Internet est une bonne chose en modération. On peut facilement comparer les prix des produits, on peut faire les achats sans quitter la maison et, pour ~~le consommateur~~ le consommateur, il y a plus de choix. ~~C'est bien pour les~~

À l'avenir, la technologie va continuer à changer comment on ^{vive} vit tous les jours. Par exemple, les portables sont tellement "indispensables" aujourd'hui que les gens ~~sont~~ ~~ne~~ n'osent plus quitter leurs maisons sans penser à les prendre avec eux !



The candidate has responded excellently. The content mark is high, including a letter format. The language is excellent, and just a little more range could have earned full language marks.

A little more could have been gained for content with a more developed response to bullet point 3. There could have been mention of some of the downsides, or a more sophisticated look at the positives.

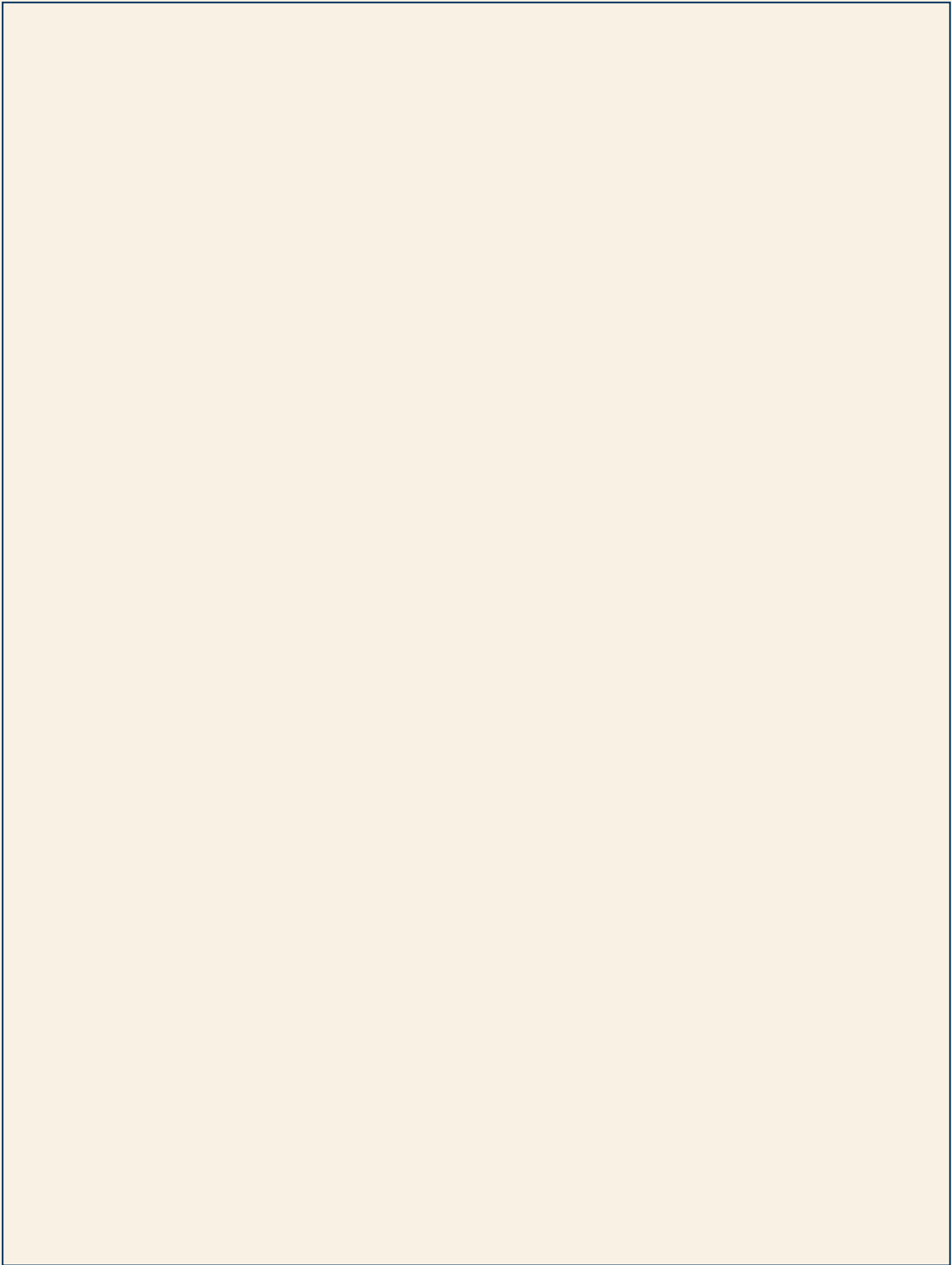
Bullet point 4 does not wholly address the prompt, as there is no clear response to how mobile telephones will evolve in their usage. The candidate needs to check the response and be sure that it is targeted. Mention of how mobile telephones could develop, such as into higher quality and faster film storage, or into devices with a yet wider range of applications, are examples of possible developments.

Language is thoroughly sound, and is clearly excellent. Reference again to the Programme of Study could have raised the language even more, so that there is not only excellent accuracy, but even more range. This candidate is clearly within the highest stratum of achievement.

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