

# ResultsPlus

Exemplification Booklet

June 2009

GCE

GCE French 6FR02

ResultsPlus

Helping you to raise attainment

[www.resultsplus.edexcel.com](http://www.resultsplus.edexcel.com)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com). If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated Modern Foreign Languages Subject Advisor telephone line: 0844 576 0035

## ResultsPlus

ResultsPlus is our unique performance improvement service for you and your students.

It helps you to:

- **Raise attainment** - by providing in-depth analysis of where your class did well and not so well, enabling you to identify areas to focus on/make improvements.
- **Spot performance trends** at a glance by accessing one-click reports. You can even choose to compare your cohort's performance against other schools throughout the UK.
- **Personalise your students' learning** by reviewing how each student performed, by question and paper you can use the detailed analysis to shape future learning.
- **Meet the needs of your students on results day** by having immediate visibility of their exam performance at your fingertips to advise on results.

To find out more about ResultsPlus and for a demonstration visit <http://resultsplus.edexcel.org.uk/home>

June 2009

All the material in this publication is copyright  
© Edexcel Ltd 2009

## Contents

### *French 6FR02*

Introduction	2
Questions with examples	
Question 8	3

## **Introduction**

Summer 2009 saw the first sitting of some AS units of the new GCE2008 specifications. As support for teachers, this booklet has been prepared as an exemplification of how marks were awarded to the written paper for French 6FR02 during the Summer 2009 examination. It features work produced by the candidates in the actual examination. It contains the questions and mark schemes, together with examples of student answers. It gives the marks awarded for each exemplar response plus commentary by senior examiners. It does not include exemplars for every question on the paper, but only those where contrasting levels of response could be produced.

**Section C Writing question 8****SECTION C: WRITING****Passage 8****La chambre : espace privé pour les adolescents ?**

Pour les adolescents la chambre est souvent un espace privé où les parents sont interdits. Mais les parents peuvent-ils faire comprendre aux adolescents qu'ils ne sont pas propriétaires de cet espace et qu'ils sont soumis à la règle familiale ? Souvent les parents refusent les murs noirs, mais concèdent les posters gothiques et même les draps noirs. Pas question d'aller chercher leur linge sale : c'est leur intimité. Résultat : des montagnes de vêtements sales.

**8** Vous écrivez un article pour expliquer comment les adolescents considèrent leur chambre. Écrivez **entre 200 et 220 mots en français**. Vous devez mentionner les points suivants :

- Ce que votre chambre représente pour vous
  - Ce qui vous encouragerait à garder votre chambre en bon ordre
  - Si vous pensez que les parents devraient avoir le droit d'entrer dans la chambre de leurs enfants
  - Un autre problème qui peut causer des conflits entre les parents et les adolescents
-

Question Number	General Marking Principle
8	<p><b>Answer to be marked according to Content and Language grids.</b></p> <p><b>CONTENT</b> Ignore grammatical errors for this criterion - provided that task completion is comprehensible.</p> <p>Write 1 - 4 in left margin beside each relevant piece of information and C for clarification of each completed task. If task is partially completed, or barely mentioned, bracket figure thus: ? There could be no content developments if task was only partially completed.</p>

Mark	Content and Response (AO2)
0	<p><b>No rewardable material.</b> No relevance to the task. If 0 scored for completion of task, candidate scores 0/30 for Q8 as a whole.</p>
1-3	<p><b>Task mostly misunderstood and answer barely relevant</b> Answers with little insight into the task or which have little to do with the scenario. Possibly rehearsed but scant relevance to the task. Only one or two points touched upon.</p>
4-6	<p><b>Task not fully grasped or developed. Much irrelevance and/or repetition.</b> Significant omissions, possible irrelevance. Little attempt to contextualise. Maximum mark of 6 for two omitted bullet points.</p>
7-9	<p><b>Task understood and some points developed satisfactorily. Some omission and/or irrelevance</b> Three bullets touched upon, but some parts of some bullets missing. Possible irrelevance. Maximum mark of 9 for misunderstood scenario or one omitted bullet point.</p>
10-12	<p><b>Task understood and developed successfully</b> Basic mention of all bullets required for this box and upwards. All bullets addressed. One or two content developments. Mostly relevant. Engagement with task.</p>
13-15	<p><b>Task fully grasped, answer wholly relevant, convincing and well developed</b> All parts of all bullets addressed successfully, some of them with development. Impression of personal engagement with task. Good overall structure, sequence, beginning and ending</p>

Mark	Quality of Language (AO3)
0	<b>No rewardable material.</b>
1-3	<b>Limited communication. Highly inaccurate. Language very basic and with much repetition.</b> Range of language very basic, with frequent repetitions, possibly “translated”.
4-6	<b>Some communication. Language often inaccurate. Limited variety of lexis and structures</b> Basic language predominates. No successful subordination. Language often anglicised and/or inaccurate. Lots of repetition.
7-9	<b>Satisfactory communication. Basic language generally satisfactory. Some attempt at variety of lexis and structures.</b> Anglicised and/or inaccurate language sometimes impedes comprehensibility. Some variety of lexis and structures. Uses some subordination.
10-12	<b>Good communication. Good level of accuracy. Generally successful use of variety of lexis and structures</b> Shows a good variety of lexis and structures with occasional lapses. Good use of subordination. Generally accurate. A few major errors which do not impair communication. Familiar forms and structures usually accurate.
13-15	<b>Excellent communication. High level of accuracy. Language almost always fluent varied and appropriate.</b> Very good communication. Language generally fluent, varied and appropriate. Few errors, mostly of a minor nature. Very good use of subordination.

#### General considerations

Mark positively.

#### Long and short answers

Any answers below 200 words are short. They will be self-penalising on both grids, so assess at face value.

Long answers: stop marking at the end of the first sense group after 220 words. Use LENGTH annotation.

A “word” is defined roughly as a group of connected letters with a space at either end.

Hence:

Elle a = 2 words. Elle a fait = 3 words. Elle n’a pas fait = 4 words. Elle ne s’est pas levée = 5 words.

Count “words” as they are written by the candidate, eg elle ne a pas fait = 5, parceque = 1.

Treat “il y a”/”il y avait”, and any figures, as 1 word. Count proper nouns as one word.

Examples Of Rewardable Language	Examples of major errors		
<p><u>chosen lexis</u> <i>génial</i></p> <p><u>Use of subject / verb unit</u> Note both subject and verb must be correctly spelled</p> <p><u>Link words / conjunctions</u> <i>Surtout</i> <i>Par exemple</i> <i>Parce que</i> <i>Car</i> <i>Comment</i> <i>Si</i> <i>Que</i> <i>Quand</i> <i>pourquoi</i></p> <p><u>Use of infinitives</u> <i>j'ai essayé d'utiliser</i></p> <p><u>Other verb constructions</u> <i>après avoir / être</i></p> <p><u>Object pronouns</u> <i>il m'a donné</i></p> <p><u>Relative pronouns</u> <i>la vedette qui chantait</i></p> <p><u>Disjunctive pronouns</u> Chez moi</p> <p><u>Contracted forms</u> Au lycée Beaucoup de travail Faire du sport</p> <p><u>Idioms</u> Il y a deux semaines Je me suis bien amusé</p> <p><u>Correctly used negative adverbs</u> Nous ne sommes pas</p>	<p><b>Un</b> solution (gender of familiar nouns) J'ai <b>achete</b> (grammatical accents only) Il <b>à</b> acheté Il a acheter Le concert <b>que</b> n'était pas trop cher</p> <tr> <td colspan="2" data-bbox="627 797 1136 878" style="text-align: center;"><b>Examples of minor errors</b></td> </tr> <p>Le <b>cinema</b> (non-grammatical accents) Par <b>exemple</b> (minor spelling) L'année <b>prochain</b> (adjectival agreement)</p>	<b>Examples of minor errors</b>	
<b>Examples of minor errors</b>			





A mon avis, il est essentiel ~~qu'on~~ <sup>que la famille</sup> doit se communiquer parce ~~que~~ qu'ils vivent à la même maison et on peut aboutir une vie heureusement.

En somme, il s'agit d'équilibre et communication en les relations entre les parents et leurs enfants pour établir une code familiale qui tout l'accord.



**ResultsPlus**

Examiner Comments

Where the candidate's response is quoted here, spelling is reproduced verbatim.

The examiner considers work up to the end of the sense group, not necessarily the end of the sentence, after 220 words. *il ya* in all tenses and proper nouns count as one word. A word, counted in the same way as Microsoft Word, is a unit with a gap either side of it. Therefore, *j'ai* is one word, but *je suis* is two. Candidates would do well to work out how many words to allocate to each bullet point from the outset. Checking is recommended. This sample shows the impact of excessive length. In order to access the 13-15 Content mark band, all bullet points must be answered fully; the 10-12 mark band is for responses which at least touch on all four bullet points. This response reached the word count after ...*se communiquer de le sujet*, so the fourth bullet point is not answered at all, and the candidate is limited to 9 Content marks. The three bullet points are tackled fully, so the maximum of 9 Content marks for three bullet points was awarded. Although there is no stipulation that the bullet points be dealt with in the order in which they appear in the stimulus, candidate who did so tended to write more logically and coherently.

The first sentence of each paragraph responds clearly to each bullet point in order. This is a very good way of ensuring that the bullet points are covered. The first paragraph expands on the first sentence, writing about the the bedroom as a place of calm, work, and for invited friends. The Language is good, and is awarded positively, crediting what is achieved, rather than penalising errors made. The examiner credits the modal verb and dependent infinitive, conditional tense, future tense of modal verb: *je peux faire, j'aimerais, seulement mes amis pourront entrer*. Each creditworthy Language construction, possibly exemplified in the non-exhaustive markscheme list, is rewarded once only. The last sentence is less effective, with the incorrect pronoun object and the inaccurate tenses. There is less development in bullet point 2, but the second paragraph nevertheless deals directly with the point. There is more rewardable Language: *il faut que, ceux qui ne rangent pas leurs chambres*. However, ...*devront malsains* makes no sense. The third paragraph is again a clear response to the relevant bullet point, but does become rather repetitive. There is some development, and the candidate nuances the right of parents to enter the child's bedroom: there is the right of entry, but permission from the child should be sought. The examiner notes: *cependant, bien que je sois, il est important que les parents entrent avec permission, ...l'exceptionne de cas parce qu'ils veulent...*

Overall, Language is not highly accurate, nor even at a good level of accuracy, as the major errors are more than a few, and are more than occasional. In the third paragraph, anglicism begins to impinge. However, many good constructions are noted, and this work is at the top of the satisfactory mark band, gaining 9 marks for Language.

This a satisfactory response, both in terms of Content and Language, with elements of good details and communication, but with noticeable error in Language, and the fourth bullet point not addressed within the word limit.

Example 2: Content – 14/15, Language – 12/15. Total 26/30

SECTION C: WRITING

Passage 8

La chambre : espace privé pour les adolescents ?

Pour les adolescents la chambre est souvent un espace privé où les parents sont interdits. Mais les parents peuvent-ils faire comprendre aux adolescents qu'ils ne sont pas propriétaires de cet espace et qu'ils sont soumis à la règle familiale ? Souvent les parents refusent les murs noirs, mais concèdent les posters gothiques et même les draps noirs. Pas question d'aller chercher leur linge sale : c'est leur intimité. Résultat : des montagnes de vêtements sales.

- sub future  
- Tenses - Im  
- plus  
- past conditional  
- If clause  
- Comparative

8 Vous écrivez un article pour expliquer comment les adolescents considèrent leur chambre. Écrivez entre 200 et 220 mots en français. Vous devez mentionner les points suivants :

- Ce que votre chambre représente pour vous
- Ce qui vous encouragerait à garder votre chambre en bon ordre
- Si vous pensez que les parents devraient avoir le droit d'entrer dans la chambre de leurs enfants
- Un autre problème qui peut causer des conflits entre les parents et les adolescents

hausse  
hausse  
hausse  
disparaître  
disparaître  
exister  
exister  
1408CR  
1208QOL

De tous les problèmes auxquels les jeunes doivent faire face celui du espace privé est vraisablement le plus pénible.

Dans ma chambre je peut faire mes devoirs sans les distractions, par tantefois, j'adore se vidier la tête en me reposant sur mon lit. J'imagine que je sonome avec le sable or, et biensûr, un coucher soleil.

Si ma mère n'avait jamais guidé à maintenir ma chambre en bonne forme, quand j'avais environ cinq ans, ma chambre n'aurait pas existé parmi plusieurs vêtements! Maintenant d'habitude, je fais de ménage quotidiennement donc ma chambre reste en bon ordre.

De surcroît, que cela nous plaise ou non, les parents ont toujours le droit d'entrer de visiter toutes les salles dans leur maison.

D'après moi, les ados ont besoin de solidarité, donc par-fois, les jeunes pourraient se défouler dans la chambre avec le sercir. Du reste, il faut examiner le revers de la medaille, se ce n'est pas juste pour les parents.

puisque les parents ont la responsabilité de donner le souci, surtout, alors que le droit d'entrer dans la chambre est un droit fondamental.

Il me semble qu'il y a un mélange de problèmes qui peut commencer un conflit. La plupart des adolescents ont le désir au goût de fruits dépendu par comme les drogues et les cigarettes. Les parents voudraient protéger ses enfants de marchands de mort, donc la chance d'avoir des disputes est trop en haut basse basse.

En somme, quisse quisse de conclusion, le phénomène de disputes est simplement une manque de respect pour les autres. Avec un peu d'amour, et un peu de chance, on peut avoir un expérience éphémère quand on habite avec ses parents sa famille.


**ResultsPlus**

Examiner Comments

The general comments on word count and application of the mark bands for Content apply to all responses. This response is within the sense group after 220 words, so all the whole response is considered. All bullet points are fully addressed with some development to most of them. Bullet point 2 is answered directly, but with little development. Overall, this response earns 14 marks for Content, the middle of the top mark band. This stimulus sought an article in the way of response. Therefore a title could be appropriate and might well help to place work at the top of the Content mark grid. Some candidates treated the response as a letter, and this led to 1 mark being withheld, as this is incorrect register, and not a direct response to the task.

The first sentence contextualises the article, and the second answers the first bullet point directly. In referring to the bedroom as a place of relaxation, the candidate develops the notion through imagining a sandy place, or sunset. The Language is sophisticated, though not flawless: *auxquels, celui du espace, j'adore se vider la tête en me reposant, j'imagine que...* The third paragraph is saved by its final sentence, by stating that the candidate keeps the bedroom tidy. Otherwise, there is a rather contrived effort to include the *si*-construction, but two correctly used adverbs are noted. The picture of a good, rather than high level of Language, is emerging. The third bullet point is well-handled, with a clear response and balanced development. Development is necessary to approach the upper end of each mark band. The accurate construction at the end of the paragraph is not credited for Language, as it is copied from the stimulus. *d'après moi, les ados ont besoin de, parfois*. The final bullet point moves quite naturally into the conclusion of the article. Many candidates alluded to tobacco or alcohol as youth problems, but more successful candidates needed to link these issues into parental disputes, as is done in the last sentence of the fifth paragraph. The final paragraph expands the discussion of arguments in families, hence gaining development credit. More creditworthy Language is present: *...qui peut commencer un conflit, les adolescents ont le désir ..., les parents voudraient protéger, simplement*.

Overall, the level of Language is very good and varied, but not quite excellent. Language here is generally accurate rather than almost fluent, so this response earns 12 marks, at the top of the 10-12 mark band.

This response scores at the upper end of the range, with at least very good Content and Language. There is pleasing development of the response to each bullet point. The range of Language is not excellent, and at times is rather pre-learnt, but places the candidate well for a high overall outcome.

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

For more information on Edexcel qualifications, please visit [www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

