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Examiners' Report
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GCE French 8FR0 01

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Introduction

The AS French Paper 1 8FR01 was available for the first time this June and will be offered annually in June. It was set as per the GCE 2016 Specification, and is consistent with the format of the Sample Assessment Materials. One hour 45 minutes was available for the completion of the paper, with 45 minutes being recommended for the listening questions. Dictionaries are not permitted at any stage of this paper.

Candidates must attempt all questions, there is no optionality, and a broad range of marks was awarded. This paper is marked following principles consistent with all other sessions. All passages relate to Themes 1 and 2 and their sub-themes. The first five passages are recorded, the next five are reading passages, and the last passage is an unseen translation into English. The paper is worth 64 marks in total.

In this paper, Passage 1 of Section A (listening comprehension) was a multiple choice question worth four marks, about a young man who has just signed a new employment contract. In response to Passage 2, on a photography exhibition in Belgium, short target language responses were sought for 4 marks. Passage 3, about the role of the media in elections, was a target language response question worth 8 marks, where candidates attempted six parts, each worth 1 or 2 marks. Passages 4(a) and 4(b) gave divergent attitudes to adoption by homosexual couples. In Q4(a), candidates summarised key points in French, and in Q4(b), they communicated the most important information in English.

Section B (reading comprehension) began with Q5, where 4 marks were on offer, from multiple choice parts, and involved a proposal for voluntary military service. For Q6, relating to bilingualism in Quebec, the four correct statements out of eight had to be identified, giving a total of 4 marks. Q7 was about a festival in Brittany, and required short responses in French, totalling 4 marks. Q8 was the literary passage, in this instance from *Madame Bovary*, and was a comprehension question with responses in French. Eight marks were on offer. A further 8 marks were available in Q9, about a politician visiting her constituents by foot. Question parts were all in French, and required short responses in French. In Section C (unseen translation), Q10 was an historic text, being over ten years old, and discussing the MP3 player, at the time an innovative and much sought Christmas present. Twelve marks were available for twelve distinct units of meaning, of varying difficulty, into which the passage was divided.

Question 2 (a)

This passage is the first which requires responses in the target language and had just three parts. Responses which were succinct scored fully. For example, in (a), 'une exposition de photos' was ideal, but 'photos' standing alone conveyed sufficient information for the mark. This was not 'une exposition de mode', as fashion was the theme of the whole festival.

In (b), the two marks were awarded discretely, as was the case for every two mark part. This means that information in one element, unless it contradicts the other element, has no impact on the credit given. For instance, the two notions required were that the photographers are showcasing the work of nine designers, and that images are being contributed. They are not discovering the designers, but are showing their work to others. If a candidate wrote: 'ils découvre neuf créateurs de mode. Ils montrent des images', the candidate would earn 1 mark because the first element is incorrect, but has no adverse impact on the second element. The English spelling of creator or even creature were not accepted, as they were incomprehensible in French.

(c) was successful if there was some sense that the festival was taking place in the street or open air. Examiners tolerated extra information about other interior parts of the festival, but if this information was offered as the first element, it was deemed as the first attempt at an answer, so could not score. This is the order of elements rule, not seeking to penalise, but intended to reward a targeted response, rather than crediting candidates who write everything they hear, without discrimination. Thus: 'un festival a lieu dans le Palais de Justice et il y a un festival de rue' does not score. However: 'un festival de rue et aussi dans le Palais de Justice' does score, as the correct information is proffered first.

Passage 2 : Le festival d'Arlon

2 Écoutez ce rapport sur le festival de la mode en photos en Belgique. Répondez aux questions **en français**.

(a) Qu'est-ce qu'on peut voir au festival d'Arlon jusqu'à la fin novembre ?

(1)

l'exposition s'installer

(b) Quelle est la contribution des trois photographes cette année ?
Donnez **deux** détails.

(2)

neuf créateur du mode

trente-deux images en plongée

(c) Comment la ville devient-elle « une galerie à ciel ouvert » ?

(1)

transformer la ville en véritable la galerie



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Examiner Comments

(a) scores because although it is oblique, it is comprehensible.

(b) It is not the designers who are the photographers' contribution, rather, their being discovered, so this response is vague and does not score. 'images' scores but the addition of 'en plongée' invalidates, as the response is meaningless.

(c) There is no mention of open air or in the street, so this is too vague to score.



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Examiner Tip

(a) ensure that an existent verb form is used, if needed, as non-existent forms do not communicate.

(b) the second line of this response is an untargeted lift. The candidate should ensure that it makes sense, for the correct information is only comprehensible if the overall response communicates.

See Q 2 (a)

Passage 2 : Le festival d'Arlon

2 Écoutez ce rapport sur le festival de la mode en photos en Belgique. Répondez aux questions **en français**.

(a) Qu'est-ce qu'on peut voir au festival d'Arlon jusqu'à la fin novembre ?

(1)

des photos sur la mode



ResultsPlus
Examiner Comments

Succinct response scores: photos



ResultsPlus
Examiner Tip

Excessive information can confuse or even invalidate. A one mark part requires a one element response.

Passage 2 : Le festival d'Arlon

2 Écoutez ce rapport sur le festival de la mode en photos en Belgique. Répondez aux questions **en français**.

(a) Qu'est-ce qu'on peut voir au festival d'Arlon jusqu'à la fin novembre ?

(1)

*de ville que l'exposition
un plancher est installé*



ResultsPlus
Examiner Comments

'exposition' is mentioned but in an incomprehensible context so there is no score.



ResultsPlus
Examiner Tip

Candidates should check that their response makes sense. Checking time is time well spent.

Question 2 (b)

See Q 2 (a)

(b) Quelle est la contribution des trois photographes cette année ?
Donnez **deux** détails.

decouvrir le travail de neuf artistes de Mode ⁽²⁾
32 images ~~(format)~~ d'automne



ResultsPlus Examiner Comments

This is a two mark part and 'images' scores. 'Les photographes font découvrir neuf créateurs de mode' would score the first mark.



ResultsPlus Examiner Tip

Think about the wording of the question. The photographers could not be discovering the designers if they were presenting them to the festival-goers.

(b) Quelle est la contribution des trois photographes cette année ?
Donnez **deux** détails.

(2)

9 createurs de mode
32 images (grand format)



ResultsPlus Examiner Comments

This is similar to the previous example but is succinct. The second element is correct. The first does not get the 'faire découvrir' notion.



ResultsPlus Examiner Tip

Keep responses to the point, as longer responses tend to waste elements and not to earn further credit.

(b) Quelle est la contribution des trois photographes cette année ?
Donnez **deux** détails.

(2)

ils ont aidé la ville découvrir ~~par~~ le travail de 9
créatures du mode. ils ont pris 32 images de la ville



ResultsPlus
Examiner Comments

'images' scores here. The first element is closer to the correct response, but 'creatures' is ambiguous, and the form of 'découvrir' does not exist, so cannot score.



ResultsPlus
Examiner Tip

Pay attention to spelling, and to the fact that verb forms must exist. 'creatures' is too inaccurate to score, and might have been detected through checking.

Question 2 (c)

See Q 2 (a)

(c) Comment la ville devient-elle « une galerie à ciel ouvert » ? *interieur* (1)

Exposition ~~dans~~ à l'intérieur du Palais de la Justice



ResultsPlus Examiner Comments

The candidate would benefit from checking the responses offered. 'ciel ouvert' is not likely to be le Palais de Justice.



ResultsPlus Examiner Tip

Needs focus on outside or in the street festival events.

(c) Comment la ville devient-elle « une galerie à ciel ouvert » ? (1)

Il y avait une festival de rue, parce que les photographes ne restent pas à l'intérieur



ResultsPlus Examiner Comments

'de rue' is sufficient to gain the mark for 'à ciel ouvert' being conveyed. The extra information is a harmless addition.

(c) Comment la ville devient-elle « une galerie à ciel ouvert » ? (1)

Il y avait une festival de rue



ResultsPlus Examiner Comments

Good example of a succinct response. It scores 1 mark.



ResultsPlus Examiner Tip

Keep responses to the point and clear.

Question 3 (a)

This proved to be quite a challenging passage but this may have been less the language and indeed the subject matter, for it was topical at the time of the examination. Rather, it was the nature of the new specification, which is understandably less familiar, so inference and deduction are different types of demand. Candidates, as mentioned in the summary, should also pay close attention to the question part's wording.

(a) 'lequel' did not seem well understood, though it is in the grammar programme of study. Some candidates enumerated several types of media, and did not identify the need to give the most influential.

(b) was often answered with a lift relating to the choice of candidate. Lesser able candidates confused the large role played by television from (a), with erroneous mention to a large impact overall in (b). This could be successful, if candidates suggested that the choice had already been made, so the role of the media was negligible to nil, but was rejected if there was the idea that the vote, not the choice, had already taken place.

In (c), not all candidates noted that 'discours' was excluded from the creditworthy responses, and referred to speech writing. The appearance of the candidate was the focus for this response, but references to influence over the tie or hair style were also accepted.

(d) offered two discrete marks, and a range of candidates accessed some credit. Examiners were as flexible as possible with the communication of the idea that political candidates resembled one another more and more, and this mark could be gained through a lift. The other element was that politicians are increasingly removed from ordinary people.

(e) provided credit for the more able candidates, and rewarded those who considered the logic of their response. It was very frequent to find: 'ils ne sot pas un candidat' when those sitting the examination know that a candidate with no votes is still a candidate. The two marks were earned if there was either the sense of the politician becoming an unviable candidate, or that s/he would, hyperbolically, not be a candidate, provided this was presented as being in the eyes of the media.

Part (f) was relatively successful, and the three day optimum period was quite successfully proffered. Candidates again should consider the logic of their answer: '

les résultats doivent être réalisés trois jours avant les élections' is not plausible, and a distinction between the information being gathered and correct predictions being made, is needed.

Passage 3 : Le rôle des médias dans les élections

3 Écoutez Cyril Lemieux qui parle de l'influence des médias dans les élections. Répondez aux questions **en français**.

- Which media is the most important in the recent elections?*
(a) Selon Monsieur Lemieux, lequel des médias est le plus important dans les élections récentes ?

(1)

Les médias sur la télévision

What is the impact of media on the majority of electors?



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Examiner Comments

This looks correct at first sight, as 'télévision' is included. In fact, it is meaningless, so does not score.



ResultsPlus

Examiner Tip

Think about the meaning of the response, for the correct information has been vitiated by the way it has been presented.

Passage 3 : Le rôle des médias dans les élections

3 Écoutez Cyril Lemieux qui parle de l'influence des médias dans les élections. Répondez aux questions **en français**.

- According to what media is more important in recent elections.*
(a) Selon Monsieur Lemieux, lequel des médias est le plus important dans les élections récentes ?

(1)

La télévision est plus en plus important.



ResultsPlus

Examiner Comments

Television is the most important, but not necessarily increasing in importance. This is a vitiated response.

Passage 3 : Le rôle des médias dans les élections

3 Écoutez Cyril Lemieux qui parle de l'influence des médias dans les élections. Répondez aux questions **en français**.

(a) Selon Monsieur Lemieux, lequel des médias est le plus important dans les élections récentes ?

(1)

la télévision



ResultsPlus

Examiner Comments

Response earns 1 mark, as gender does not render ambiguous.

Question 3 (b)

See Q 3 (a)

(b) Quel est l'impact des médias sur la majorité des électeurs ?

(1)

Rien parce que la plupart ont déjà votée.



ResultsPlus Examiner Comments

The candidate has unfortunately included too much information and has lost the mark. 'rien' would score, but the vote does not take place before the election.



ResultsPlus Examiner Tip

Ensure that the response is targeted and checked. Voting before the election would not seem logical, perhaps, if there is time to check.

(b) Quel est l'impact des médias sur la majorité des électeurs ?

(1)

Très faible car us ont déjà décidé pour qui ils veulent voter.



ResultsPlus Examiner Comments

This response scores. It contrasts with the other (b) response which was oblique, for here, there is 'très faible' with the correct justification. The extra information is harmless

(b) Quel est l'impact des médias sur la majorité des électeurs ?

(1) voter.

On déjà choisir le candidat pour qui ils vont voter.



ResultsPlus Examiner Comments

This response is oblique. The information may well be correct, but does not target the question part.



ResultsPlus Examiner Tip

Check the demands of the question part, and ensure that lifting is not untargeted.

Question 3 (c)

See Q 3 (a)

These comments relate to Q 3 (c)-f

Il n'y a pas un impact parce qu'ils ont déjà choisi le candidat pour qui ils vont voter

(c) À part leurs discours, de quoi s'occupent les conseillers des candidats ?

Ils s'occupent ~~de la candidature~~ et que les candidats ont ⁽¹⁾ le look des candidats par exemple, du couleur de la cravate, la bonne coupe de cheveux

(d) À cause de l'influence des conseillers, de quoi accuse-t-on les candidats ?

Donnez **deux** détails.

(2)

les candidats rassemblent de moins en moins aux gens de la vraie vie

les candidats se rassemblent de plus en plus les uns les autres

(e) Quel est le problème pour un candidat qui a moins de 10 % de popularité dans les sondages?

(2)

Ils ne sont pas vus quand un candidat potentiel à la présidence par les médias et les électeurs. Par conséquent, leur popularité ne monte pas.

(f) Que doivent faire les instituts de sondage pour fournir des résultats justes ?

(1)

Ils doivent ~~donner~~ faire le sondage trois jours avant les élections

(Total for Question 3 = 8 marks)

seul les sondages réalisés



ResultsPlus

Examiner Comments

This response for (c) scores, as it targets one of the two possible responses in terms of appearance: tie or hair. The extra information after the reference to the tie is harmless.

In (d), the candidate gains both marks, because there is the notion that candidates looks like each other more and more, and less and less like ordinary people.

(e) accepts the hyperbole that a candidate with low support is not a (realistic) candidate, even if 'realistic' is understood. This formulation, though, only scores if there is 'aux yeux des médias' or similar.

(f) scores with a clear reference to conducting surveys three days ahead of the election.



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Examiner Tip

It is still advisable not to include extraneous information, lest it be considered to vitiate a correct response. The candidate has targeted the response, and has not discussed speech writing. Many candidates did so.

(e) was not successful for a lot of candidates who did not convey that fact that the media perceived unpopular candidates as not being (realistic) candidates. Of course, any political candidate is av candidate and checking could show that an assertion that s/he is not is illogical.

(b) Quel est l'impact des médias sur la majorité des électeurs ?

Ils ont choisi les candidats déjà

Ils ont déjà choisi, qui ils seraient vont voter pour



ResultsPlus

Examiner Comments

The response is brief but scores, as this is a good assimilation of what attention to hair and tie constitute.

(c) À part leurs discours, de quoi s'occupent les conseillers des candidats ?

(1)

Choisir la couleur de la cravate et autres caractéristiques physiques

(d) À cause de l'influence des conseillers, de quoi accuse-t-on les candidats ?
Donnez **deux** détails.

(2)

Les candidats ressemblent ~~à des~~ ~~de~~ ~~moins~~ ~~et~~ ~~moins~~ faux

Les candidats se ressemblent dans les autres

(e) Quel est le problème pour un candidat qui a moins de 10 % de popularité dans les sondages ?

(2)

La popularité des candidats plus célèbres dans la média ~~écrite~~ monte.

(f) Que doivent faire les instituts de sondage pour fournir des résultats justes ?

(1)

Faire des sondages 3 ^{jours} ~~mois~~ avant les élections



ResultsPlus Examiner Comments

(c) the reference to the tie earns 1 mark. Without it, mention of physical attributes would be too vague to score.

(d) the candidate is not clear in this response, and the first element does not communicate. The second notion just about conveys the idea that candidates looks like other candidates, so 1 mark is gained.

(e) this may well be true, but is untargeted, since it does not mentioned those less than 10% in the polls.

(f) gains the 1 mark on offer, for getting the three day in advance notion correct.

Question 3 (d)

See Q 3 (a) and Q 3 (c)

Question 3 (e)

See Q 3 (a) and Q 3 (c)

Question 3 (f)

See Q 3 (a) and Q 3 (c)

Question 4 (a) (i)

This was a new type of task at this level, and many candidates gained some credit. Practice is needed with the summary skill, for many candidates treated it as a translation task, and did not select key information. The information necessary was credited and up to one further piece of information was tolerated. Two or more extra pieces of information forfeited credit, and examiners tried as far as possible to attach superfluous data to elements, so that candidates' credit was least compromised. It sufficed in (a) (i) to state that children felt 'oublié' and different from their classmates. However, 'oubliable' was not quite accurate, and they had to be different from their classmates, not just different.

Passage 4(a) : L'adoption par un couple homosexuel

4 (a) Écoutez cette discussion sur l'adoption par les couples homosexuels en France. Répondez aux questions **en français**.

(i) Selon la première personne, comment un enfant peut-il se sentir si ses parents sont homosexuels ? Donnez **deux** détails.

(2)

Se sentir trop différentes de ses camarades de classe

(ii) D'après la deuxième personne, quels sont les avantages d'avoir deux parents hétérosexuels ? Donnez **deux** détails.

(2)

*Le père et la mère les montrent des modèles différents
Se garder le l'équilibre psychologique*



ResultsPlus Examiner Comments

(i) is correct but does not attempt the second element of feeling 'oublié'.

(ii) gains 1 mark, because there is enough on the different elements brought by parents of each gender. However, the candidate has presented the response as if the parents keep their psychological balance.



ResultsPlus Examiner Tip

(i) scores only 1 mark. If at all possible, two elements need to be offered for a 2 mark part.

Question 4 (a) (ii)

If the candidate in (a) (ii) conveyed the sense of different gender parents bringing different elements to the life of the child, the candidate scored. Some candidates exemplified with football that fathers brought different elements to the mother, but the mark was gained without examples. The response needed to be clear, and 'ils' was often used to reference better psychological balance, and referred therefore, back to the parents and not to the child. Checking is very useful in ensuring that responses are clear, rather than ambiguous.

This relates to Q4(a)(i) too

- 4 (a) Écoutez cette discussion sur l'adoption par les couples homosexuels en France.
Répondez aux questions **en français**.

(i) Selon la première personne, comment un enfant peut-il se sentir si ses parents sont homosexuels? Donnez **deux** détails.

how does an infant feel if parents gay?

(2)

Il y a le risque qu'ils sentent très différent de ses amis

Ils peut-être sentir comme on oublie souvent les enfants

(ii) D'après la deuxième personne, quels sont les avantages d'avoir deux parents hétérosexuels? Donnez **deux** détails.

(2)

les pères donnent à leurs enfants un élément différent, par

exemple jouent au foot. Aussi les enfants aura un ~~ps~~ ^{équilibre} psychologique

Always been for program some

but the question de l'adoption par le couple homosexuel

on se fait pas refuser 2 personnes du même sexe de se marier

we forget after the children. → risk feeling hep different de ses amis

+ hetero → équilibre psychologique

for an element different



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Examiner Comments

(i) no score for the first element as there is no reference to 'de classe' with 'ses amis'. The second element scores as a longer way of expressing 'oublié.'

(ii) does not make explicit what a mother does if a father brings football skills. This route to the response needed both elements to be articulated. The second element targets the child's mental well-being, and scores 1 mark.

Question 4 (b) (i)

Q4(b) required responses in English, and a quite significant minority of candidates responded in French, unfortunately gaining no credit. (i) was successful if the candidate was explicit in writing that having two parents is better than none. The 'better than none' comparison was not always explicit. There was sometimes mis-focus on that upbringing being different. In fact, the passage bore out more the fact that upbringing need not differ, whether parents are homosexual or heterosexual.

These comments relate to Q4(b)(i) and (ii)

Summarise the following discussion. You are not required to write in full sentences and you may respond using short phrases. You must give two details for Question 4(b)(i) and two details for Question 4(b)(ii).

Passage 4(b) : L'adoption par un couple homosexuel

(b) Listen to the second part of the conversation about gay couples adopting.
Respond in English.

X2

(i) Summarise the first speaker's views on:

- adoption by homosexual couples
- being brought up by a homosexual couple

(2)

• Children would prefer to have ~~two~~ homosexual parents that they like than ~~raising~~

• ~~Having homo~~ • Being raised by a homosexual couple is not the reason for a child to be less well looked after.

X2

(ii) Summarise the second speaker's views on:

- the father's changed relationships
- the relationship of the child and her new parents

(2)

• Her friend got on well with her father and ~~to~~ his new boyfriend, they were perfect parents e.g. gave good advice.

• Her parents got divorced and her dad got a boyfriend.



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Examiner Comments

(i) gains 1 mark for the idea that homosexual or heterosexual parents bring children up equally well, or, as expressed here, no worse. For the other element, the candidate has to state what is less preferred, i.e. having no parents.

(ii) Unfortunately the first element is not summary, and contains three parts so is rejected: good relationship, good advice, perfect parents. Only one extraneous element was tolerated. The second element is not successful, as having a boyfriend does not specifically mention living with one.



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Examiner Tip

Attempt to summarise rather than to convey all the details in Q4(b).

Responses require English which communicates.

Summarise the following discussion. You are not required to write in full sentences and you may respond using short phrases. You must give two details for Question 4(b)(i) and two details for Question 4(b)(ii).

Passage 4(b) : L'adoption par un couple homosexuel

(b) Listen to the second part of the conversation about gay couples adopting.
Respond **in English**.

(i) Summarise the first speaker's views on:

- adoption by homosexual couples
- being brought up by a homosexual couple

que l'aime
(2)

la première personne vois que c'est bien un enfant voudrais deux pères ou deux mères
le ~~debut~~ développement d'un enfant avec les parents homosexuels est
différent à un enfant avec une mère et un père.

(ii) Summarise the second speaker's views on:

- the father's changed relationships
- the relationship of the child and her new parents

(2)

l'enfant aime à vivre avec deux pères parce que
l'ambiance est très ouvert et les deux pères
le donnent bonne conseils du vie.



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Examiner Comments

Despite scouring all words for any English parts, this is a French response, so is rejected, sadly.

Q4(b) requires summary in English.

Summarise the following discussion. You are not required to write in full sentences and you may respond using short phrases. You must give two details for Question 4(b)(i) and two details for Question 4(b)(ii).

Passage 4(b) : L'adoption par un couple homosexuel

(b) Listen to the second part of the conversation about gay couples adopting.
Respond **in English**.

(i) Summarise the first speaker's views on:

- adoption by homosexual couples
- being brought up by a homosexual couple

(2)

~~He is for adoption by homosexual couples~~ He is for adoption by homosexual couples as he thinks children would prefer to have two parents that love them than being an orphan. However he thinks that they may be brought up slightly differently and therefore develop differently to other children.

(ii) Summarise the second speaker's views on:

- the father's changed relationships
- the relationship of the child and her new parents

(2)

The father got divorced and therefore went to live in Lyon with his new ^{homosexual} boyfriend. They get on very well as they are very open with the child and offer good advice.

(Total for Question 4 = 8 marks)



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Examiner Comments

(i) scores for the idea that two homosexual parents are better than none. However, the idea that their parenting is in some way deficient is incorrect, but does not affect the 1 mark awarded.

(ii) 1 mark again is earned for the fact that the father and new boyfriend live together. There is too much information, though, about the upbringing and relationship, exceeding the demands of a summary.



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Examiner Tip

Of course handwriting size varies, but so much squeezing in of information could cause a candidate to review how much has been included in a summary.

Question 4 (b) (ii)

In Q 4 (b)(ii), there were two key pieces of information, and frequently, too much information was given. The father and his male boyfriend lived together, and they brought the daughter up well. It was too vague to state that the father had a new boyfriend, for this omits the living together aspect.

Question 6

The passage deals with the changing status of French in Quebec, and how the globalisation through technology has affected the official situation. B was quite often chosen, and this emphasises the need for attentive reading, to mirror the statistics in the sentence. C was surprisingly often selected, even though it would seem counter-intuitive. It is worth looking at the apparently incorrect sentences, because this acts as a double confirmation of the correct responses. Each incorrect sentence is explicitly wrong.

Question 7 (a)

This passage about a festival in Brittany is worth 4 marks. The breadth of choice or of the cultural offer, or enumeration of the possibilities all scored in (a), but a definition or explanation of 'éclectique' was not successful, as it did not refer to the range of activities.

- 7 Lisez cet article de journal au sujet de la Bretagne. Répondez aux questions en français.

Bienvenue à la Fête de la Bretagne !

Pendant dix jours en octobre, la Fête de la Bretagne vous invite à la découverte d'une Bretagne colorée et innovante. Du fest-noz à la musique hip-hop ou au bagadoù breton, en passant par les sorties en mer ou la gastronomie, la programmation est à l'image de la culture bretonne elle-même : éclectique. Ces diverses activités relèvent de la créativité des artistes et d'une joyeuse dynamique qui mobilise plusieurs milliers de bénévoles. Cent-cinquante événements sont proposés en Bretagne mais la Fête a lieu aussi partout où vivent des Bretons : Paris, New York, Pékin...

Depuis plus de vingt ans, la région se transforme en une immense fête dédiée à la culture bretonne et à l'occasion des vacances d'automne, il y a le Festival Môm'Art : trois villes accueillent les jeunes et les moins jeunes pour du théâtre, de la danse et même des concerts dans un bus. Môm'Art est pour savourer ensemble le plaisir du spectacle.

- (a) Pourquoi la programmation peut-elle être considérée comme éclectique ?

Car il y a beaucoup d'activités variées - la musique, la gastronomie etc.

(1)
→ how can I get



ResultsPlus
Examiner Comments

The notion of a wide variety scores.

- 7 Lisez cet article de journal au sujet de la Bretagne. Répondez aux questions en français.

Bienvenue à la Fête de la Bretagne !

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- (a) Pourquoi la programmation peut-elle être considérée comme éclectique ?

(1)

Parce que c'est l'image de la culture bretonne et il y a beaucoup des différents cultures bretonnes.



ResultsPlus Examiner Comments

This information comes from the passage but does not explain 'éclectique' at all, so cannot score in the first element. Even if the second element is valid, it is a 1 mark part.



ResultsPlus Examiner Tip

Avoid lifting from the passage without reference to the question

Question 7 (b)

The volunteers were often identified for the mark, but in (b), it was incorrect to state that the volunteers donated money, rather than their labour. 'Bénévoles' is correct, but it needs to target the question part, so the candidate needed to supply 'avec' or 'en engageant' or similar.

(b) Comment est-ce qu'on limite le coût de l'organisation de la Fête de la Bretagne ?

(1)

Milliers de bénévoles font partie



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Examiner Comments

This response is a sentence which responds to the question part clearly, so scores.

(b) Comment est-ce qu'on limite ^{coût} le coût de l'organisation de la Fête de la Bretagne ?

(1)

Merci Par la créativité des artistes.
C'est en les Bretagne vivent



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Examiner Comments

This is an untargeted lift, so is rejected.



ResultsPlus

Examiner Tip

Target the question, for true information may well be unrelated to the requirement.

Question 7 (c)

'Des Bretons' rather than 'les Bretons' live in these cities, so the notion that they are part of the festival, but not the exclusive abodes of Bretons, was rewarded in (c).

(c) Paris, New York, Pékin, pourquoi ces villes font-elles partie de la Fête ?

(1)

Parce que il y a des Bretons qui habitent là.



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Examiner Comments

'des Bretons habitent là' is sufficient to score. 'Les Bretons' would not have been correct.

Question 7 (d)

There was quite a lot of ineffective lifting in (d), suggesting that dance or drama lessons were on offer to the spectators, when in fact the spectators could view these events. The candidate had to convey that the visitors were not participants in order to gain 1 mark.

(d) Qu'est-ce qu'on peut faire au Festival Môm'Art ?

(1)

Voire un spectacle du théâtre jeunes jeunes.



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Examiner Comments

This candidate scores, for there is the notion of witnessing a show not participating. Strictly, 'voire' is ambiguous, but it is tolerated in context here.

(d) Qu'est-ce qu'on peut faire au Festival Môm'Art ?

(1)

On peut faire du théâtre, de la danse et des concerts dans un bus.



ResultsPlus

Examiner Comments

This response is a frequent type of lift from the passage but which does not target what the spectators do. They are not participants, so there is no score.

Question 8 (a)

Candidates performed creditably overall, and given that this is a classic literary extract, it was well-handled by many candidates, and some parts attracted a lot of correct responses. In (a), there had to be a dislike or lack of comprehension attributed to Emma's father.

Question 8 (b)

In (b), 'à quoi' did not seem to be universally understood, and some candidates enumerated the guests who had been invited. There was considerable lifting for this part, so while this gave many candidates 1 mark for the eating arrangements, the second mark for the fact that the celebrations, not the sixteen hour meal, resumed the day after, proved more elusive.

This relates to Q 8 (a)-d

- 8 Lisez cet extrait du roman *Madame Bovary* de Gustave Flaubert. Répondez aux questions **en français**.

Le mariage d'Emma

Emma aurait désiré se marier à la lumière des bougies mais son père ne comprit rien à ce caprice. Il y eut donc une fête de mariage pour quarante-trois personnes, où l'on resta seize heures à table, et qui recommença le lendemain et quelque peu les jours suivants.

On avait invité tous les membres des deux familles, on s'était réconciliés avec les amis qu'on avait offensés, on avait écrit à des connaissances perdues de vue depuis longtemps.

On se rendit à la mairie et, une fois la cérémonie faite à l'église, on revint à pied. La ligne d'invités, d'abord unie, s'allongea bientôt et se coupa en groupes différents. Un violoniste allait en tête ; les mariés venaient ensuite, les parents, les amis tout au hasard, et les enfants restaient derrière, s'amusant à jouer entre eux, sans qu'on les voie.

Pour le gâteau du mariage, un pâtissier qui débutait dans la région, avait soigné les choses. Il apporta lui-même un gâteau très décoré qui fit pousser des cris d'admiration comme il l'espérait. À la base, c'était un carré de carton bleu figurant un temple ; puis se tenait au second étage un gâteau en forme de donjon ; et enfin, sur la plate-forme supérieure, il y avait des lacs de confitures et des bateaux en coquilles de noisettes.

- (a) Que pensait le père de la cérémonie qu'Emma désirait ?

(1)

Il pense que ~~elle~~ ne comprit rien à ce caprice

(b) Selon le premier paragraphe, à quoi pouvaient s'attendre les quarante-trois invités à la fête de mariage ? Donnez **deux** détails.

(2)

Passer seize heures à table

~~Passer~~ Recommencer après le jour prochaine

(c) Comment peut-on décrire la ligne d'invités rentrant de la mairie ?

(1)

En groupes différents

(d) Pourquoi les enfants restaient-ils derrière ?

(1)

~~Les~~ Ils jouent ensemble, et ~~pas~~ on ne peut pas ~~heures~~^{les} voir



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Examiner Comments

(a) The language is not very clear but the idea that the father understands nothing of Emma's fancy is clear, so scores.

(b) 1 mark is earned for the the sixteen hour meal reference, but the meal does not resume the next day, the general celebration does, so the latter element is not correct.

(c) This is not a sufficient deduction, for the line starts off united but then breaks into different groups. It is an incomplete response.

(d) Playing together provides a simple route to 1 mark.

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On avait invité tous les membres des deux familles, on s'était réconciliés avec les amis qu'on avait offensés, on avait écrit à des connaissances perdues de vue depuis longtemps.

On se rendit à la mairie et, une fois la cérémonie faite à l'église, on revint à pied. La ligne d'invités, d'abord unie, s'allongea bientôt et se coupa en groupes différents. Un violoniste allait en tête ; les mariés venaient ensuite, les parents, les amis tout au hasard, et les enfants restaient derrière, s'amusant à jouer entre eux, sans qu'on les voie.

Pour le gâteau du mariage, un pâtissier qui débutait dans la région, avait soigné les choses. Il apporta lui-même un gâteau très décoré qui fit pousser des cris d'admiration comme il l'espérait. À la base, c'était un carré de carton bleu figurant un temple ; puis se tenait au second étage un gâteau en forme de donjon ; et enfin, sur la plate-forme supérieure, il y avait des lacs de confitures et des bateaux en coquilles de noisettes.

- (a) ^{What the priest} Que pensait le père de la cérémonie qu'Emma désirait ?

(1)

elle désiré se marier à la lumière des bougies.

- (b) Selon le premier paragraphe, à quoi pouvaient s'attendre les quarante-trois invités à la fête de mariage ? Donnez **deux** détails.

(2)

• Ils restaient seize heures à table.

• ~~Il y avait~~ ce sera recommençait le lendemain.

- (c) Comment peut-on décrire la ligne d'invités rentrant de la mairie ?

(1)

D'abord unie.

- (d) Pourquoi les enfants restaient-ils derrière ?

(1)

Parce que s'amusant à jouer entre eux.



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Examiner Comments

(a) is correct information but does not target the father's attitude. This is oblique.

(b) does not score because it is an untargeted lift, and the past tense does not make sense, with regard to the question. The second element focuses incorrectly on the meal, not the resumption of other activities.

(c) This is a true piece of information but the line becomes higgledy-piggledly and this needs to be conveyed for the mark.

(d) This is not a correct verb form, but it exists, and conveys enough for the mark.



ResultsPlus

Examiner Tip

The passage may contain information where the only manipulation needed is one word or verb form, perhaps. However it is worth being on the look out for such requirements.

Question 8 (c)

(c) was one of the least successful parts, for this deduction or inference eluded most candidates. The line of guests began as a neat group, and then lengthened untidily, but this evolution was not often conveyed. Candidates could pay attention to such question parts, where the information is not in the passage directly, but needs to be deduced.

Question 8 (d)

(d) was much more beneficial, and the notions of 's'amuser' or 'pour jouer' were often communicated. The idea of staying behind in order to be out of sight was not correct, as hiding seems to be a by-product of hanging back.

Question 8 (e)

(e) and (f) concerned the wedding cake and its maker, and these parts were quite strong on the approbation side. Less successful was the notion that he was new to the area, rather than to the profession, and that he wanted to make a name for himself. 'supérieur' was confused with the baker being better than others, rather than the cake having tiers.

These comments relate to Q 8 (e)-f

(e) Pourquoi le pâtissier a-t-il fait autant d'efforts pour le gâteau ?
Donnez **deux** détails.

(2)

Parce que le pâtissier ~~debute~~ ~~debute~~ a débuté dans
la région. Il a apporté un gâteau très décoré.

(f) Qu'est-ce que les invités ont pensé du gâteau ?

(1)

Les invités ~~aim~~ ont aimé bien le gâteau.



ResultsPlus Examiner Comments

The two elements to retrieve are that the baker wanted to create a good impression as he was not new to cake-making, but to the area. In (e), the recent move to the area is conveyed.

(f) requires approval of the cake to be communicated, and it is for 1 mark.

These comments relate to Q 8 (e)-f

(e) Pourquoi le pâtissier a-t-il fait autant d'efforts pour le gâteau ?
Donnez **deux** détails.

(2)

Il été un pâtissier qui débutait dans la région
~~de ce pays d'admiration~~ Il espérait des
cris d'admiration

(f) Qu'est-ce que les invités ont pensé du gâteau ?

(1)

Ils lui ont aimé



ResultsPlus
Examiner Comments

All three marks, 2 for (e) and 1 for (f) are earned here, as the candidate has communicated that the baker is new, wants to make a good impression, and apparently does so. 'des cris d'admiration' is sufficiently conveyed to score.

These comments relate to Q 8 (e)-f

(e) Pourquoi le pâtissier a-t-il fait autant d'efforts pour le gâteau ?
Donnez **deux** détails.

(2)

le patissier débutait dans la région
avait soigné les choses

(f) Qu'est-ce que les invités ont pensé du gâteau ?

(1)

il fit pousser des cris d'admiration comme
il l'espérait.



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Examiner Comments

The first mark in (e) is gained, but the reference to taking care over the work does not get the second idea of hoping to win acclaim.

(f) is correct, with some manipulation of the passage, for it communicates that the guests are complimentary.

Question 8 (f)

(e) and (f) concerned the wedding cake and its maker, and these parts were quite strong on the approbation side. Less successful was the notion that he was new to the area, rather than to the profession, and that he wanted to make a name for himself. 'supérieur' was confused with the baker being better than others, rather than the cake having tiers.

Question 9 (a)

This question was the most demanding reading comprehension, and was appropriate in the contemporary political setting. (a) and (b) both required some inference, namely that a Green MP might well use a green mode of transport, i.e. in this case, walking, and that she was able to engage with electors and they with the political process while she was walking. The most common causes for lost credit were responses involving the convenience of the walk in the context of parliamentary recess dates, or where 'marcher' was taken to mean 'democracy hasn't broken down' or 'is at work'.

Comments made on Q 9 (a)-c

- 9 Lisez cet article de journal sur Isabelle Attard, députée dans le Calvados. Répondez aux questions **en français**.

La démocratie en marche

Parcourir sa région électorale à pied, c'est le défi d'une députée écologiste, Isabelle Attard. Pour éviter de rater la session parlementaire, elle a commencé sa marche le samedi neuf avril au départ de Bayeux. La députée a commencé son projet de seize jours à travers sa région. Cette marche appelée « La démocratie en marche » est pour elle une façon d'échapper au rythme frénétique lié à son métier mais elle veut profiter aussi de cette marche pour parler avec les gens au long des quinze kilomètres parcourus quotidiennement.

Chaque journée a été ponctuée de temps conviviaux autour de pique-niques, visites d'exploitations agricoles ou de centres de loisirs et, le soir, de cinq débats sur des thèmes aussi larges que le développement culturel en tant que ressource démocratique, l'accès à Internet haut débit ou l'accès aux soins médicaux. Et au cœur de cette initiative ? Comment réengager les électeurs. La région d'Isabelle Attard compte 161 communes et elle en a traversé une bonne moitié. Il reste encore un an jusqu'aux prochaines élections. Marcher pourrait évidemment constituer une manière différente de mener une campagne électorale.

Ce dimanche vingt-quatre avril, Isabelle Attard, à son retour, a été accueillie en fanfare à Bayeux. Tous ceux qui l'ont nourrie, logée ou accompagnée étaient conviés à fêter son succès. Isabelle Attard : « Je suis contente d'avoir vécu cette aventure parce que c'était comme je l'imaginais et même mieux. J'ai rencontré plein de gens, j'ai redécouvert ma région. Cette expérience prouve que j'ai bien fait de me présenter aux élections. »

Isabelle Attard dit que cette marche lui rappelle pour qui et pour quoi elle se bat tous les jours. Tous les jours, vraiment ? Avant de se remettre au travail, elle a déjà prévu une petite semaine de spa, sauna et massage.

(a) Pourquoi cette marche à pied est-elle logique pour une députée écologique ?

(1)

parce qu'elle montre ~~des~~ que elle écologi que

(b) Pourquoi ce projet de la député Isabelle Attard s'appelle-t-il « Démocratie en marche ? »

(1)

parce que pour elle c'est une façon d'échapper
le rythme vite lié

(c) À quel rythme de marche Isabelle Attard a-t-elle parcouru la région ?

(1)

des quinze kilomètres les gens
parcourus quotidiennement



ResultsPlus

Examiner Comments

In (a), the sentence is incomplete, and there is not enough notion that walking does not harm the environment.

(b) should relate to the chance to engage with voters while on foot, rather than a means of escape from her usual routine. The focus of the question part is incorrect.

(c) This is just comprehensible enough to reward. 'parcourus' is a verb form, so does not harm the response, that distance per day is conveyed for 1 mark.

Question 9 (b)

This question was the most demanding reading comprehension, and was appropriate in the contemporary political setting. (a) and (b) both required some inference, namely that a Green MP might well use a green mode of transport, i.e. in this case, walking, and that she was able to engage with electors and they with the political process while she was walking. The most common causes for lost credit were responses involving the convenience of the walk in the context of parliamentary recess dates, or where 'marcher' was taken to mean 'democracy hasn't broken down' or 'is at work'.

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- (a) Pourquoi cette marche à pied est-elle logique pour une députée écologiste ?

(1)

C'est un "transport" écologique, ce n'est pas comme la voiture que fait de la pollution.

(b) Pourquoi ce projet de la députée Isabelle Attard s'appelle-t-il « Démocratie en marche ? »

(1)

Parce que elle marche dans la région électorale

(c) À quel rythme de marche Isabelle Attard a-t-elle parcouru la région ?

(1)

Frénétique



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Examiner Comments

(a) A Green MP would logically choose an environmentally friendly means of transport, so this is a creditable deduction.

(b) This does score, because there is some sense of walking and engaging electors at the same time.

(c) This was a frequent lift, and needs a negative to score. It would not be accurate to write that 1.5 (k) (m) per day is frenetic, especially when there are picnic stops.



ResultsPlus

Examiner Tip

Lifting should be undertaken with care, and regard for the sense of the passage overall.

Question 9 (c)

(c) was quite simply attempted successfully with '1 5 (k) (m) par jour' but more inferential responses were equally valid. 'Pas frénétique' was an acceptable deduction, but the lift 'frénétique' was rejected, as being the wrong sense.

Question 9 (d)

(d) required an example of one of the MPs daytime activities, so those who cited 'debates' and 'evening activities' were not rewarded.

These comments relate to Q 9 (d)-f

(d) À l'exception de pique-niquer, donnez un exemple de la façon dont Isabelle Attard a passé ses journées.

(1)

avec visites à l'exploitations agricoles.

(e) Donnez **deux** avantages électoraux pour Isabelle Attard d'avoir fait cette marche.

(2)

elle parle à cinq débats de sujets important
~~ce~~ ce peut être une manière différente avec électeur

(f) Expliquez le paradoxe évident du dernier paragraphe.

(2)

elle parle le marche par qui et quoi elle se
bat mais vraiment, elle préfère le spa.



ResultsF
Examiner Com

(d) needs 'avec' or some similar link to target the question. The plural is erroneous, but does not harm the message for 1 mark.

(e) is not well enough expressed to score. The idea of engaging the electors, or undertaking an original type of campaign are not articulated clearly. Having 'une manière différente avec les électeurs' is too general.

(f) Again, there is correct information here, but too inaccurately expressed to score. The reference to the spa is relevant, but does not convey either side of the paradox.



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Examiner Tip

Checking the responses is invaluable, especially in the longer passages, where correct information can become confused. Clarity of answers is important in order that credit can be given.

(d) À l'exception de pique-niquer, donnez un exemple de la façon dont Isabelle Attard a passé ses journées.

est allée aux
elle a visité les centres de loisirs pour enfants
avoir les débats. (1)

(e) Donnez **deux** avantages électoraux pour Isabelle Attard d'avoir fait cette marche.

elle a engagé une bonne moitié des électeurs (2)

cest un approche différente pour la campagne électoral.
leur expérience et leur succès aidera leur sa chance dans
la prochaine élection. (2)

(f) Expliquez le paradoxe évident du dernier paragraphe.

elle a pris une pause en allant à la spa

qui est un paradoxe parce qu'elle a dit qu'elle

le ferait tous les jours -

(Total for Question 9 = 8 marks)



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(d) earns 1 mark, as this is one of the places in which she stops. Reference to debates is tolerated as harmless.

(e) scores for the idea of engaging voters, but the whole response really deals with that same element, and does not address the unusual nature of the campaign, so 1 mark only.

(f) gets close to the paradox, and the element about the spa can score, but there is not enough clear reference to the fact that the MP claims to fight daily for her voters, notwithstanding a week off.

Question 9 (e)

(e) targeted electoral advantages, so general discovery of the area or getting fit were true but not among the answers sought here.

Question 9 (f)

(f) is worth 2 marks, which can be gained for the two sides of the apparent paradox: the MP claims to work each day, but has booked a spa week even before undertaking the walk. However, either element could score independently.

Question 10

Unseen translation into English is new at this level and most candidates gained decent to good credit. There were some elements which confounded many candidates, such as 'portable cassette players', these being a historical feature for many teenagers. Attention to the correct tense was needed, so in the first line 'constitute' was needed, not the past tense. 'The gift of Christmas 2004' is a word for word translation, but is not very natural English, so was rejected.

Surprisingly many simple errors, which could probably have been avoided through checking, were evident: 'two months' for 'twelve months', 'centaines' translated as 'certain', 'to stock' for 'stocker', the meaning of which is a bit different in English.

10 Translate the following adapted article about sales of MP3 players in Belgium into English.

Les baladeurs MP3 constituent clairement le cadeau de Noël 2004 en Belgique. Ils ont remplacé les baladeurs cassette. Leurs ventes ont augmenté durant ces douze derniers mois et on devrait facilement atteindre les 200 000 unités vendues. Ces nouveaux MP3 sont plus petits et stockent quelques centaines de chansons. Une compagnie de sport a lancé un baladeur MP3 qui permet d'écouter de la musique en faisant du footing : il s'agit d'un appareil sans fil, mis dans sa chaussure.

MP3 players were clearly the ~~first~~ popular Christmas present in Belgium in 2004. They replaced cassette players. Their sales have increased during the last 12 months and should easily reach 200 000 units sold. These new MP3 players are smaller and store a few hundred songs. A sports company has launched an MP3 player that allows you to listen to music while jogging : it has a ~~device~~ ^{tracker} without a wire, put in your shoe.



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Examiner Comments

The candidate has accessed quite high credit, and has responded in a largely fluent piece.

Need for the tense to be correct: 'clearly constitute' in the present tense.

'Cassette players' does not convey the 'portable' aspect so cannot score.

'Smaller' is the correct comparative. Insertion of 'much' is rejected, as it is not borne out in the passage.

'Tracker' is not really 'device' but it received benefit of the doubt and scored. 'Jogging' was not thought to be too challenging, but correct translation of 'footing' was not commonplace.



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Examiner Tip

When unsure, as here, candidates should attempt what they can, and avoid leaving words or phrases unattempted, or even in French. It is useful to read over the passage after writing it, to ensure that the English is natural, quite aside from the original French passage.

Paper summary

Based on the performance in this first session, candidates are offered the following advice:

- Read the questions carefully, with attention to the specific question words.
- While lifting directly from the passage, it must be borne in mind that only targeted lifts are accepted. Manipulation is often required.
- Where lifting is attempted from the listening passages, again, directed responses are credited fully, but faulty attempts to transcribe from the passage, without attention to spelling or grammar, could render the response incomprehensible.
- All French offered needs to communicate in the comprehension questions. Verb forms can be credited only if they are existent.
- The skill of inference is tested and candidates need to be aware of this demand when selecting information directly from the passage without reference to the perhaps nuanced demand of the question.
- The order of elements rule means that only as many elements as there are marks available are considered. Candidates are advised to offer targeted responses.

Q 4 (b) is a summary exercise and translation of the whole dialogue into English is not fully credited. There is an element of selection.

In Q10, natural English is sought, which is not always rendered by word for word translation. As the translation comprises twelve separate scoring units, candidates should put down every element they can, even if they do not feel able to attempt a number of words or indeed phrases and sentences.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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