



Examiners' Report

June 2023

GCE French 9FR0 01

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Introduction

This paper aims to test candidates' comprehension of spoken and written material in French. The passages tested were based on the four main themes of the Specification: *Les changements dans la société française*; *La culture politique et artistique dans les pays francophones*; *L'immigration et la société multiculturelle française*; *L'Occupation et la Résistance*.

Candidates were required to show their comprehension by answering open-response questions or questions in a multiple-choice format. In addition, they were required to show the ability to summarise spoken material and to translate a passage based on one of the sub-themes from French into English.

There were five extracts of spoken material and five reading passages in all; candidates were required to answer all questions on the paper and there were no option questions. The level of challenge varied across each question.

In Section A, candidates listened to the audio extracts and responded to the questions using their own words. Candidates should not attempt to transcribe what they hear; they need to manipulate the language in order to show their comprehension and to answer the question successfully.

Whilst there were no marks awarded for grammatical accuracy in this paper, it is important to stress that responses that were too inaccurate to convey the message did not obtain marks. Candidates should aim to offer concise, accurate answers, which convey the response that they want to give.

In Question (Q) 04(b), candidates were required to summarise two passages of spoken French, giving the information stated in the bullet points. Candidates should signpost their answers by responding in a similar format, using bullet points or three clear separate sentences in each of the two parts of the question.

In this question, candidates should remember that the purpose is to summarise and so they should keep the answers as short as possible; each bullet point should contain one idea or element only. Too many candidates continued to offer too much information here. Once again, candidates should not attempt to transcribe material directly from the recording; any direct "lift" is unlikely to receive marks because there will have been little or no attempt to summarise.

Candidates should answer in the space provided on the question paper; if candidates take care to keep their answers concise, there should be no need to use supplementary sheets. Candidates who do so invariably give answers that are too long.

The second section of the paper tested the candidates' comprehension of the written word; Q05 and Q06 offered questions in a multiple-choice format whilst Q07, Q08 and Q09 ask the candidate to answer open-response questions in French.

In the multiple-choice questions, candidates are reminded of the importance of making their choice of answer clear and, in the case of Q06, only four sentences must be chosen or candidates will lose marks. In the open-response questions, candidates are reminded of the instruction in the rubric “you must not copy out whole sections”; there were still some candidates who were tempted to try to respond in this way and so could not be credited with the mark.

However, it was noticeable that, this year, fewer candidates offered answers that were “lifted” directly from the text; this is a very positive development. Candidates should be aware that they were expected to show the ability to manipulate the language in order to obtain the mark and that some questions would require them to provide information that is only inferred in the text. Answers that contain more ideas, or elements, than marks, also run the risk of not gaining marks; in a one-mark question, the examiner can only consider the first idea in the response and so, if the correct answer is offered as an additional idea, it will not receive a mark.

In contrast to the slightly improved performance in the 2206 Series, candidates once again this year found the literary passage challenging. The passage was an extract from a modern novel by Véronique Olmi; candidates appeared to find the description of the *fête du 14 juillet* quite confusing and, in many cases, did not understand the descriptions of the various scenarios that were happening on the beach. Centres are advised that candidates need to practise comprehension of a variety of styles of literary text, both fiction and non-fiction, throughout their course.

Whilst no marks were awarded for the quality of language in this paper, candidates should be aware that the language they use must be accurate enough for the message to be conveyed clearly. If this is not the case, the mark cannot be awarded. Too many candidates continued to show a lack of awareness of verb structures across the tenses and there were frequent errors of subject-verb accord, which often led to ambiguity.

Especially surprising was candidates’ lack of awareness of the differences in conjugation and usage of the verbs *être* and *avoir* . In addition, there were frequent misspellings (even when the word is printed in the text). Whilst minor misspellings may be tolerated, candidates are reminded that misspellings can obscure the meaning of the message – for example, when a misspelling creates an alternative French word with a different meaning, such as *ressembler/rassembler* . In such cases, the mark cannot be awarded.

Linguistic errors that caused the meaning to be changed or offered ambiguity in the answer caused the mark to be withheld. Candidates are reminded of the need to write accurate French, and to use their knowledge of linguistic structures, to ensure that they offer a concise and targeted answer.

The translation question, Q10, continued to challenge many candidates at this level, although there were some very pleasing attempts. This year's passage was based on the sub-theme of *La France occupée* with a focus on *l'antisémitisme*; candidates would be expected to be familiar with topic-specific vocabulary such as *la journée sans alcool*, *la propagande allemande*, *l'étoile jaune*, *le couvre-feu*. It was noticeable that this vocabulary was often mistranslated by candidates.

Candidates should have aimed to produce a piece of well-written English that conveyed exactly the message of the original text; it was not an opportunity to paraphrase, to add extra words or omit words from the French text. Candidates are advised to read through their final version to ensure that it communicates successfully in English; there was still evidence of many candidates not doing so.

This report will provide exemplification of candidates' work with comments and some advice and guidance for future cohorts. The exemplification will be taken largely from questions that require an open response in French, together with the translation question.

Question 2

Q02 is an open-response style question testing aural comprehension. This question is based on a conversation between three speakers about immigration in France; this extract focusses on the first sub-theme of the topic *L'immigration et la société multiculturelle française*.

In Q02(a), many candidates were able to understand the idea that France could accept more immigrants but some candidates misunderstood the text and gave the answer *elle pourrait accepter plus d'immigrés de la Suède et de l'Allemagne*, which offered incorrect information and so could not achieve marks.

In Q02(b), the woman believes that immigrants cause a problem because the French have to house them, because *ils s'installent partout* and also because they arrive in large numbers. The description of an encampment in the *métro* is simply an illustration of the woman's point and so does not answer the question.

More candidates understood the second man's ideas about how providing food, financial help and work would help immigrants to integrate into society. However, there were still too many candidates who attempted to transcribe from the audio; this led to invented verbs such as *éloger, nourisser, fournir* and there were many poor renditions of *l'aide financière*. There was still little recognition of the structure *en* with the present participle; Centres are advised that candidates would be expected to recognise regular *-ir* verbs when used in this structure and in the present tense.

Candidates should listen carefully to the audio material and try to express the answers in their own words.

They should avoid trying to transcribe from the audio material because this frequently leads to inaccurate language that does not communicate the message successfully .

It is also important to read the question carefully and to make sure that enough information is given in the answer to fulfil the requirements of the question successfully .

Passage 2 – La France – pays d'accueil ?

2 Écoutez le reportage sur l'attitude envers les immigrés. Répondez aux questions en français.

(a) Selon le premier homme, comment est-ce que la France pourrait être plus accueillante ? ^{how can France be more welcoming?}

(1)

pour accepter les immigrés qui viennent de les pays comme l'Allemagne

(b) Selon la femme, pourquoi est-ce que l'arrivée des immigrés pose un problème ?
Donnez **deux** détails.

~~l'Allemagne~~
↑
l'Allemand

(2)

• La France est obligé de l'eloigné

• ils font comme chez eux

(c) Selon le deuxième homme, que faut-il faire pour bien intégrer les immigrés ?
Donnez **deux** détails.

(2)

• l'aide financier

• un travail



Although there is evidence that this candidate has understood some of the aural material, their responses do not offer enough detail or accuracy for any marks to be awarded.

Q02(a)

The candidate misunderstands the sense of what the first male speaker says and offers the incorrect idea that France should accept more immigrants from Germany.

Q02(b)

The first part of the response makes no sense because the candidate attempts to use a verb that does not exist (*éloger*).

This shows that they are attempting to transcribe from the spoken material without comprehension of the meaning.

The second response also does not achieve any marks because this alone does not convey the idea of *ils s'installent partout*.

Q02(c)

The candidate offers only nouns but the question asks *que faut-il faire?* The candidate must offer a verb in each case, either in the infinitive or using the construction *en* + present participle, to make the answer clear. No marks are given here.

Total: 0 marks



Listen carefully to the audio material and try to express the answers in your own words.

In order to convey the message clearly, grammatical accuracy is important.

More focus is needed on spelling and, in particular, on the correct use of direct and indirect object pronouns.

Passage 2 – La France – pays d'accueil ?

2 Écoutez le reportage sur l'attitude envers les immigrés. Répondez aux questions en français.

(a) Selon le premier homme, comment est-ce que la France pourrait être plus accueillante ?

Accepter plus d'immigrés

(b) Selon la femme, pourquoi est-ce que l'arrivée des immigrés pose un problème ?
Donnez **deux** détails.

L'état a l'obligation de les donner le ^{logement} ~~logement~~.
L'intégration

(c) Selon le deuxième homme, que faut-il faire pour bien intégrer les immigrés ?
Donnez **deux** détails.

il doit ^{les} donner les aides financières
et ~~aider~~ ^{les} aider pour acquies un travail



The candidate shows good understanding of the listening passage and their answers mostly offer enough detail for the mark to be awarded.

Q02(a)

The candidate recognises that France could be more welcoming by accepting more immigrants. The use of the verb *accepter* is as equally valid as *accueillir*. 1 mark

Q02(b)

The candidate gains the first mark with the idea that accommodation must be provided; here the candidate has communicated the idea despite the grammatical error in the use of a direct, instead of an indirect, object pronoun.

However, they do not gain the second mark because the single word 'offered' does not answer the question. 1 mark

Q02(c)

Both marks are given because the candidate is able to communicate two correct ideas. However, there are again grammatical errors in the use of the incorrect object pronoun, the incorrect use of *pour* rather than *à* following the verb *aider* and the incorrect spelling of *acquérir*. 2 marks

Total: 4 marks



Learn grammar and spellings.

Question 3

Q03 is an open-response style question testing aural comprehension. This question is based on a conversation about the 'glass ceiling' in French companies: this extract focuses on the third sub-theme of the topic *Les changements dans la société française*.

This question was generally well-answered and most candidates attempted to express their ideas in their own words. There was some difficulty with Q03(b) for candidates who were unable to produce the verb *accéder* and tried instead to offer *accesser*. In Q03(c), some candidates lost marks by poor understanding that France was *un des meilleurs pays* and answered that France was the best country.

In Q03(d), most candidates coped well, identifying that women occupy only three out of ten of the highest-ranked jobs in French companies. Q03(e) was also generally well-answered. There was some confusion in Q03(f) where answers lacked clarity; *ils veulent accélérer le mouvement* alone offers an ambiguous answer and so cannot gain marks. Q03(g) was considered to be a higher demand question but was generally well-answered; many candidates were able to identify the correct reasons why women themselves were at fault but a minority was confused by *pas en compétition pour le poste* and answered that women were not competitive.

Candidates are again advised against trying to transcribe what they think they hear from the audio. By trying to express the ideas in their own words, they have a better chance of gaining the mark.

When answering a 2-mark question, it is important to ensure that there are two clear elements to the answer. It is good practice to offer each element on a separate line because this ensures that each point is made clearly.

3 Écoutez le reportage radio au sujet du « plafond de verre » dans les entreprises en France. Répondez aux questions **en français**.

(a) Selon la femme, qu'est-ce que les chiffres publiés par les entreprises indiquent sur l'égalité des sexes ?

(1)

les chiffres indiquent le manque d'égalité entre des sexes.

(b) Qu'est-ce qui est particulièrement difficile pour les femmes ?

(1)

l'accès ^{aux} ~~à~~ des postes de responsabilité

(c) Comment est-ce que la Banque mondiale juge la France en ce qui concerne les droits des femmes au travail ?

(1)

le meilleur pays du monde

(d) Quelle est la situation exacte des femmes dans les postes à responsabilité dans les entreprises françaises ?

(1)

les femmes non occupent trois sur dix des postes

(e) Pour quelles raisons est-ce qu'on peut dire que, de nos jours, l'inégalité entre les femmes et les hommes est une idée démodée ? Donnez **deux** détails.

(2)

elles ^{que les hommes} ont les mêmes compétences ^{et les femmes ont bien} formées que les hommes

(f) Quelle est l'ambition de certains dirigeants d'entreprise ?

(1)

d'accélérer le mouvement d'égalité entre des sexes avec plus de femmes dans des postes à responsabilité

(g) Pourquoi est-ce que le problème de l'inégalité peut être considéré comme étant la faute des femmes ? Donnez **deux** détails.

(2)

elles n'aiment pas la compétition pour ^{le} ~~la~~ poste parce qu'elles n'ont pas ^{assez} ~~une~~ grande confiance pour poser sa candidature



Q03(a) and Q03(b)

The candidate offers the correct ideas, which are communicated clearly, despite a minor grammatical error and so both marks are given. 2 marks

Q03(c)

The candidate offers incorrect information and so the mark cannot be given.

Q03(d)

The candidate's answer does not make sense due to grammatical inaccuracies; here the candidate has attempted unsuccessfully to transcribe from the audio material and this shows a lack of comprehension.

Q03(e)

The candidate gains the first mark with the idea that women have the same skills as men. The second mark cannot be given because the candidate does not communicate the idea successfully due to the incorrect use of *avoir* instead of *être* and the omission of the word *aussi*. 1 mark

Q03(f)

The candidate communicates the correct idea, gaining one mark. 1 mark

Q3(g)

A further mark is awarded for the correct second element of the answer. However, the first element of the answer does not reflect the information given in the audio and so cannot receive a mark. 1 mark

Total: 5 marks



Offer one idea only, for each mark available.

Candidates are advised to offer only the number of ideas in their answer as marks available.

If the correct mark is given but it is not the first element in a 1-mark question, or one of the first two elements in a 2-mark question, no credit will be given.

In addition, candidates at this level should understand the difference in formation and use between the two fundamental verbs *être* and *avoir* ; these and other commonly-used irregular verbs should be revised regularly, and practised.

3 Écoutez le reportage radio au sujet du « plafond de verre » dans les entreprises en France. Répondez aux questions **en français**.

(a) Selon la femme, qu'est-ce que les chiffres publiés par les entreprises indiquent sur l'égalité des sexes ?

(1)

le manque d'égalité entre les femmes et les hommes

(b) Qu'est-ce qui est particulièrement difficile pour les femmes ?

(1)

l'accès de poste de responsabilité

(c) Comment est-ce que la Banque mondiale juge la France en ce qui concerne les droits des femmes au travail ?

(1)

c'est le meilleur pays du monde

(d) Quelle est la situation exacte des femmes dans les postes à responsabilité dans les entreprises françaises ?

(1)

les femmes non en occupe trois sur dix

(e) Pour quelles raisons est-ce qu'on peut dire que, de nos jours, l'inégalité entre les femmes et les hommes est une idée démodée ? Donnez deux détails.

(2)

les femmes est aussi les mêmes même compétences que les hommes
~~moins capable d'un homme~~

une cinquantaine de dirigeants d'entreprises ont cherché ~~à~~ le mouvement

(f) Quelle est l'ambition de certains dirigeants d'entreprise ?

(1)

pour avoir plus de femmes dans les positions de responsabilité

(g) Pourquoi est-ce que le problème de l'inégalité peut être considéré comme étant la faute des femmes ? Donnez deux détails.

(2)

C'est difficile à sélectionner / pas de compétition
les femmes n'ont pas de confiance pour poser sa candidature



Q03(a) and Q03(b)

The candidate identifies the correct answer and communicates clearly, although *de* is used instead of *aux* before *poste*, which should be written in the plural. 2 marks

Q03(c)

The candidate does not gain the mark because they offer the wrong answer.

Q03(d)

The response does not communicate successfully, so again the mark is not given.

Q03(e)

Two elements are offered in this answer: in the first, the candidate offers a confused message due to the use of *être* rather than *avoir*. The mark cannot be given because a clear message has not been communicated.

The second part of the answer is incorrect and so does not obtain a mark.

Q03(f)

The ambition of the business directors is identified, therefore the candidate gains one mark. 1 mark

Q03(g)

The candidate offers three elements: only the first two can be considered and neither of these elements communicates an acceptable answer so the candidate receives no marks in this question.
Total: 3 marks



Learn the conjugations of *être*, *avoir* and other common irregular verbs.

Question 4

Q04 is in two parts: Q04(a) is an open-response style question testing aural comprehension and Q04(b) requires candidates to offer two short summaries of spoken material. This question is based on a discussion about the teaching of philosophy in French schools; this extract focusses on the second sub-theme of the topic *Les changements dans la société française*.

There was a mixed performance in the answers to this question; Q04(a)(i) was a low-demand question but many candidates were unable to recognise *hebdomadaire* and so offered an incomplete answer. More candidates understood the idea of introducing new authors and changing the *notions* in Q04(a)(ii). However, some lost the marks in the next question, considered to be a medium-demand question. Candidates did not make specific reference to de Beauvoir and Veil being talked about in the media or being popular with feminist movements. Too often, the answers were vague – they were feminists or simply that they were in the media – and so the mark was not given.

Q04(a)(iv) was a low-demand question but this was answered poorly because too many candidates tried to transcribe from the audio. *L'époque dans laquelle on vit* was changed into language that made no sense – *l'époque dans laquelle envie* or *l'époque dans laquelle ont vie* – which showed the candidate's lack of comprehension.

In this series, the performance on Q04(b) seems to have plateaued; too many candidates are now writing far too much detail in response to each bullet point and many candidates are no longer signposting their answers clearly. In this exercise, candidates should be aiming to summarise; unfortunately, they were offering too much information. This was often to their detriment and led to a loss of marks, with the order of elements rule being applied discretely.

In Q04(b)(i), candidates sometimes did not gain the first mark because they did explain that *la philo* is only taught *en Terminale*. Some candidates tried to answer the third bullet point by a direct lift from the audio, *il faut exposer les élèves à des theories différentes*, and so could not receive the mark.

In Q4(b)(ii), many candidates lost marks by saying that the possible future for *la philo* was that it would be reformed, rather than that it might be discontinued.

Candidates are advised to offer each answer on a separate line and to use bullet points; they should include only one idea for each mark available.

It is also advisable not to attempt to transcribe from the recording. This can often lead to answers that do not make sense due to poor spellings or incorrect structures.

4 (a) Écoutez le reportage sur l'enseignement de la philosophie en Terminale.
Répondez aux questions **en français**.

(i) Combien de temps les élèves de Terminale devront-ils consacrer à l'étude de la philosophie en classe?

(1)

4 heures

(ii) Qu'est-ce qui va changer dans le nouveau programme de philosophie ?
Donnez **deux** détails.

(2)

(de différents)
- Il se concentre sur des nouveaux auteurs
- les notions ont été un peu modifiées

(iii) Comment sait-on que de Beauvoir et Veil sont à la mode ?
Donnez **deux** détails.

(2)

- partant, les médias parlent d'eux
- ils sont populaires au près des mouvements féministes.

(iv) Pourquoi la nature et la science sont-elles devenues de nouvelles notions ?

(1)

Parce que elles ~~étaient~~ ^{sont des} ~~anciennes~~ ^{de} l'époque d'aujourd'hui

Passage 4(b) – La philo en Terminale

(b) Écoutez la deuxième partie du reportage. Répondez en français.

(i) Résumez ce que la femme nous dit sur :

- comment on enseigne la philo
- l'importance du philosophe Descartes
- l'étude de l'œuvre de différents auteurs.

(1)

(1)

(1)

La philo ~~est~~^{discrète} trois thèmes généraux

- Les Descartes influence encore les français et ils ont toujours leurs idées entêtées.
- Ils étudient l'œuvre de plusieurs philosophes, même s'ils ne sont pas d'accord avec ce qu'ils disent (les auteurs)

(ii) Résumez ce que l'homme nous dit sur :

- l'attitude de certains élèves envers la philo
- l'inconvénient du programme
- l'avenir possible de la philo au lycée.

(1)

(1)

(1)

Beaucoup d'élèves n'ont

pour beaucoup, aucun intérêt - ne voient pas la valeur d'apprendre la philo.

Ils enseignent souvent des long textes - ce qui peut être dur pour les élèves

- La philo va peut-être être renforcée ~~à l'avenir~~

(Total for Question 4 = 12 marks)

Q04(a)(i)

The candidate offers an answer that does not convey all the necessary information (four hours each week) and so the mark is not given.

Q04(a)(ii)

Two elements are offered; both communicate the correct information and so gain the marks. The minor grammatical inaccuracies at the end of the first idea (*des* given instead of *de*) and the missing agreement from *modifié* are ignored, as is the spelling of *peu*, given as the benefit of the doubt here.

However, candidates are advised that errors that change the word into a different word in French may well result in the mark being withheld.
2 marks

Q04(a)(iii)

Both marks are given and the incorrect use of the masculine emphatic and subject pronouns is ignored. 1 mark

Q04(a)(iv)

Similarly, the mark is awarded for the successful communication of the correct idea. 3 marks

Q04(b)(i)

The candidate gains all three available marks. There are three clear answers offered; in the second bullet point, the mark is given for the first element and the second is ignored.

In the third bullet point, the candidate repeats the bullet point in the question as a preamble, which is ignored. The candidate gains the mark for the idea that the pupils do not have to agree with the different philosophers' ideas. The spelling of *ils disent* is incorrect but it communicates successfully so the error is ignored. 3 marks

Q04(b)(ii)

The candidate also gains all three available marks . In the second part of the answer, the candidate's incorrect spelling of the verb is just recognisable (*ils enseignent souvent des long textes*) and minor errors of agreement are ignored, so the mark is given. 2 marks



Use a separate line for each answer – one idea for each mark.

Use bullet points.

This candidate has clearly signposted their answers to each bullet point, which is helpful to the examiner; this practice is commended to all candidates.

It is also recommended that candidates ensure that they are familiar with negative constructions, including *ne...que* : this seems to be an area of grammar that is often neglected.

4 (a) Écoutez le reportage sur l'enseignement de la philosophie en Terminale.
Répondez aux questions en français.

(i) Combien de temps les élèves de Terminale devront-ils consacrer à l'étude de la philosophie en classe?

à l'étude de la philosophie (1)

Les élèves devront consacrer quatre enseignements hebdomadaires

(ii) Qu'est-ce qui va changer dans le nouveau programme de philosophie ?
Donnez deux détails.

1. Il y a un changement avec l'introduction de ^{presque} ~~quelques~~ nouveaux auteurs (2)
2. Aussi, on a modifié la notation

(iii) Comment sait-on que de Beauvoir et Veil sont à la mode ?
Donnez deux détails.

~~leur~~ 1. Sans philosophie les deux philosophes sont très commentés par ^{notamment} ~~par~~ les médias (2)
2. Les philosophes sont populaires auprès de ^{maintenant} ~~de~~ ^{feministe}

(iv) Pourquoi la nature et la science sont-elles devenues de nouvelles notions ?

Car elles sont dépendantes de l'époque (1)

Passage 4(b) – La philo en Terminale

(b) Écoutez la deuxième partie du reportage. Répondez en français.

(i) Résumez ce que la femme nous dit sur :

- comment on enseigne la philo (1)
- l'importance du philosophe Descartes (1)
- l'étude de l'œuvre de différents auteurs. (1)

On

1. La philo n'enseigne que ça la philo en terminale
2. Descartes influence la société française encore / on a toujours ses idées en tête
3. Les étudiants ne sont pas obligés d'être d'accord avec les

(ii) Résumez ce que l'homme nous dit sur :

- l'attitude de certains élèves envers la philo (Ils peuvent garder leur liberté de pensée)
- l'inconvénient du programme (1)
- l'avenir possible de la philo au lycée. (1)

1. Pour certains élèves il n'y a aucun intérêt
2. L'inconvénient du programme est ^{le problème} plus grand que, par la matière
3. On peut renoncer complètement la philo au lycée.



Q04(a)(i)

The response is incorrect so no mark is given.

Q04(a)(ii) and Q04(a)(iii)

Both parts communicate the correct information and the minor errors do not affect the clarity of the answer therefore 2 marks are given for both of these questions. 4 marks

Q04(iv)

The answer is incomplete because the candidate answers only that they are *dépendantes de l'époque*. They do not specify to which *époque* they is referring; here the mark is not given.

Q04(b)(i)

The candidate gains two marks. The mark is not awarded for the first answer because the candidate's answer tells us that only philosophy is taught in *Terminale* rather than philosophy is only taught in this school year.

The candidate's incorrect use of the structure *ne...que* means that they have communicated the wrong message. 2 marks

Q04(b)(ii)

The second bullet point again does not communicate the correct idea and so does not gain the mark. 2 marks

Total: 8 marks



Learn negative constructions eg, *ne....que*.

Question 6

Q06 tests the candidate's understanding of a written text by requiring them to select four correct sentences from a list of nine. This question is based on a text about a French musician; the passage focusses on the first sub-theme of the topic *La culture politique et artistique dans les pays francophones*.

The candidate must choose the four sentences that give the correct information.

The passage says that Yeahman has a passion for music from all over the world, so sentence C is correct.

The reader is also told that he incorporates many different styles into his music, so sentence D is correct.

The passage says that Yeahman originates from the city of Toulouse and his first album was recorded in three different venues, one of which was his home city, so sentence F is correct.

Finally, the text explains that Yeahman is collaborating with a Franco-Portuguese trio on one of the tracks for his new album, so sentence I is correct.

Many candidates performed well on this question; the language seems to have been accessible and candidates were able to eliminate the incorrect sentences without too much difficulty. Options C and I appear to have been the most difficult sentences to identify.

Quelles phrases sont correctes ? Cochez les **quatre** bonnes phrases :

<input checked="" type="checkbox"/>	A Yeahman ne joue que d'un instrument de musique. <i>Did not play an instrument</i>
<input checked="" type="checkbox"/>	B Yeahman a récemment débuté sa carrière de musicien. <i>recently started</i>
<input checked="" type="checkbox"/>	C La musique de Yeahman est inspirée par la musique d'autres pays. <i>Inspired by other countries</i>
<input checked="" type="checkbox"/>	D La musique de Yeahman consiste en un mélange de musiques différentes. <i>mix of different music</i>
<input checked="" type="checkbox"/>	E Yeahman ne s'intéresse pas à la musique électronique. <i>not interested in electronic music</i>
<input checked="" type="checkbox"/>	F Le premier album de ce musicien a été en partie enregistré dans sa ville natale.
<input checked="" type="checkbox"/>	G Un grand nombre de musiciens est déjà engagé dans le genre « groove tropical. » <i>more engagement</i>
<input checked="" type="checkbox"/>	H C'est uniquement la géographie qui a influencé Yeahman. <i>geography influenced</i>
<input checked="" type="checkbox"/>	I Yeahman a collaboré avec d'autres musiciens sur au moins un extrait du nouvel album.



ResultsPlus
Examiner Comments

This candidate obtains 3 out of a possible 4 correct answers in Q06.

They identify sentences C,D and I successfully .

Sentence H is incorrect because the text tells the reader that the Yeahman has been influenced by the traditions of various countries, not just their geographical locations.

Total: 3 marks



ResultsPlus
Examiner Tip

Eliminate the incorrect sentences first, to reduce the choice.

Quelles phrases sont correctes ? Cochez les **quatre** bonnes phrases :

<input checked="" type="checkbox"/>	A Yeahman ne joue que d'un instrument de musique.
<input checked="" type="checkbox"/>	B Yeahman a récemment débuté sa carrière de musicien.
<input checked="" type="checkbox"/>	C La musique de Yeahman est inspirée par la musique d'autres pays.
<input checked="" type="checkbox"/>	D La musique de Yeahman consiste en un mélange de musiques différentes.
<input checked="" type="checkbox"/>	E Yeahman ne s'intéresse pas à la musique électronique.
<input checked="" type="checkbox"/>	F Le premier album de ce musicien a été en partie enregistré dans sa ville natale.
<input checked="" type="checkbox"/>	G Un grand nombre de musiciens est déjà engagé dans le genre « groove tropical. »
<input checked="" type="checkbox"/>	H C'est uniquement la géographie qui a influencé Yeahman.
<input checked="" type="checkbox"/>	I Yeahman a collaboré avec d'autres musiciens sur au moins un extrait du nouvel album.



ResultsPlus
Examiner Comments

This candidate obtains 2 out of a possible 4 correct answers in Q06.

They identify sentences C and D successfully .

Sentence G is incorrect because the passage says that only a handful of talented musicians are involved in this genre.

Sentence H is incorrect because the text tells the reader that the Yeahman has also been influenced by the traditions of various countries, so *uniquement* has not been recognised .

Total: 2 marks



Learn the construction *ne...que* – do not confuse this with a negative.

Question 7

Q07 tests the candidate's understanding of a written text by responding in French to questions in an open-response format. This question is based on a text about the far-right political party *le Rassemblement National* (RN) launching its electoral campaign in *Nouvelle-Aquitaine* and the reaction of the inhabitants of the region; the passage focusses on the third sub-theme of the topic *L'immigration et la société multiculturelle française*.

In Q07(a), many candidates understood the idea of the RN launching their electoral campaign or explained that the elections were approaching; however, some incorrectly focussed on the proximity of the border between France and Spain. By lifting, candidates often produced answers that make no sense.

In Q07(b), some candidates answered *dénoncer l'immigration qui subit notre pays*, which did not gain marks, even when the candidate put the lift within quotation marks.

Q07(c) was a low-demand question and many candidates understood that the inhabitants of the *pays Basque* had reacted negatively. Although there are no marks for language in this paper, candidates are expected to have the necessary skills to construct structures accurately and to be able to manipulate the language successfully. Here, the candidate was being asked to move from the noun *méfiance* to a verb *se méfier* and a surprising number of candidates seemed unable to do so. Some found alternative ways of answering – *ils ont réagi négativement*, for example, but much more work is needed by Centres on simple manipulation of the language.

In Q07(d), candidates were asked to identify two details in the attitude of the *collectif Solidarité migrants*; many were able to identify the idea of them being against the RN or of not wanting xenophobic attitudes in the region but fewer candidates were able to identify the idea of promoting tolerance or building bridges. Some candidates answered that they wanted to promote immigration, which was not the idea given in the text.

In Q07(e), many candidates were able to explain that the *Generation.s Pays basque* movement saw their region as one that welcomed those from outside; this was a medium-demand question but it was very well answered on the whole.

In this response, the candidate obtains four out of a possible six marks.

(a) Pourquoi est-ce que le Rassemblement national va organiser des événements en Nouvelle-Aquitaine ?

parce que Nouvelle-Aquitaine est sur la frontière franco-espagnole et
des élections régionales et départementales vont commencer

(b) Que diront les représentants du RN aux électeurs sur le sujet de l'immigration ?

(1)

ils veulent dénoncer l'immigration massive.

(c) Comment est-ce que les habitants du Pays basque ont réagi face à l'arrivée imminente des représentants du RN dans la région ?

(1)

les habitants avaient du colère

(d) Quelle est l'attitude du collectif *Solidarité migrants* ? Donnez deux détails.

(2)

du collectif est contre des actions du Rassemblement National

parce qu'il pense que la partie a des vues xénophobes et en
promouvant la

(e) Comment est-ce que le mouvement *Génération.s Pays basque* voit sa région ?

discrimination

comme une région accueillant.



Q07(a)

This candidate offers two elements rather than one, in the answer. The examiner can consider only the first part, which is incorrect.

Q07(b)

The correct answer is given. 1 mark

Q07(c)

The correct answer focusses on the expression *des réactions de méfiance* so the candidate needs to use the verb *se méfier* or offer the idea that their reaction was a negative one; the text does not tell us that the inhabitants were angry so this candidate's answer cannot receive credit.

Q07(d)

The candidate gains both marks because their response offers the ideas that the *collectif* is against the RN and that they think that the RN has xenophobic views (so inferring that the *collectif* does not like the party's views). 2 marks

Q07(e)

In the final question, the candidate offers the correct answer so the mark is given, despite the missing adjectival agreement. 1 mark

Total: 4 marks



Offer only one idea for each mark that is available.

Make your language as accurate as possible, to avoid ambiguity in your answer.

Learn how to use object pronouns correctly.

(a) Pourquoi est-ce que le Rassemblement national va organiser des événements en Nouvelle-Aquitaine ?

parce que c'est la frontière franco-espagnole

(b) Que diront les représentants du RN aux électeurs sur le sujet de l'immigration ?
ils sont contre l'immigration massive
~~veulent défendre~~

~~Féduire de~~ Ils dénonceront l'immigration
~~dans une grande échelle~~

(c) Comment est-ce que les habitants du Pays basque ont réagi face à l'arrivée imminente des représentants du RN dans la région ?

les habitants ont réagi avec actions de infidélité

(d) Quelle est l'attitude du collectif Solidarité migrants ? Donnez deux détails.

ne permet pas la xénophobie

les migrants ~~const~~ veulent construire
des ponts

(e) Comment est-ce que le mouvement Génération.s Pays basque voit sa région ?

une terre accueillante / chaleureuse



Q07(a)

This candidate offers an incorrect answer.

Q07(b)

The candidate offers the correct idea and so gains the mark. 1 mark

Q07(c)

Once again, the candidate does not focus on the idea of *méfiance*; the text does not tell us that the inhabitants were unfaithful, so this candidate's answer cannot receive credit.

Q07(d)

Neither of these responses is correct so the marks are not given.

Q07(e)

In the final question, the candidate offers the correct answer so the mark is given; the candidate has offered two ideas, which should be avoided, but the first idea is the correct one and the second idea does not contradict it, so the mark is given. 1 mark

Total: 2 marks



Adopt a 'common sense' approach and think carefully about the meaning of your answers.

Question 8

Q08 tests the candidate's understanding of a written historical text by responding in French to questions in an open-response format. This question is based on a text from 1964 about the *Chantiers de la Jeunesse* during the Vichy régime. The passage focusses on the second sub-theme of the topic *L'Occupation et la Résistance*. Eight marks are available for this question.

Most candidates were able to identify the idea in Q08(a) that young people represented the future of the régime.

Similarly, in Q08(b), most candidates recognised that the *exode* had demoralised or traumatised the young soldiers.

In Q08(c), candidates were required to show the ability to manipulate the language and to answer the question in their own words; those who lifted *les Chantiers avaient une tâche éducative à remplir* did not gain the mark. Candidates need to think how they can express the ideas simply, in their own words, for example, *d'éduquer les jeunes et améliorer leur mauvais comportement*.

In Q08(d), again, many candidates tried to answer by lifting large sections of text to answer the question.

The idea of recruiting authoritarian *moniteurs* was generally well-understood in Q08(e) but, in Q08(f), some candidates offered answers that were ambiguous or did not offer enough detail to receive credit, for example, *pour les voitures et les camions*. This was a high-demand question and candidates needed to make it clear either that the *charbon de bois* was used as a fuel or that it was needed to allow people to be able to use their cars or lorries.

This is a good performance; the candidate gains seven out of a possible eight marks.

(a) Pourquoi est-ce que les jeunes étaient importants pour le régime de Vichy ? (1)

- ils étaient l'avenir

(b) Quel effet l'exode a-t-il eu sur les jeunes dans l'armée ? (1)

- ils ont été traumatisés

(c) Selon le deuxième paragraphe, quel était le but des Chantiers de la Jeunesse ?
Donnez **deux** détails. (2)

- le but était d'éduquer les enfants et de faire en sorte que les enfants se comportaient bien.

(d) Quelles activités proposait-on au début pour les jeunes dans les Chantiers de la Jeunesse ? Donnez **deux** détails. (2)

- ils pouvaient construire des routes et aller ~~campé~~ aller camper en pleine nature

(e) Comment est-ce qu'on allait imposer la bonne discipline ? (1)

il y avait des moniteurs autoritaires comme dans l'armée

(f) Pourquoi avait-on besoin de charbon de bois à cette époque ? (1)

car l'économie était très mauvaise et on ~~se~~ utilisait beaucoup de charbon ~~de~~ de bois

(Total for Question 8 = 8 marks)



Q08(a)

The candidate identifies correctly the idea that young people represented the future for the régime. 1 mark

Q08(b)

The candidate identifies that the young people in the army had been traumatised by the *exode*. 1 mark

Q08(c)

The candidate gives two clear ideas: the aim of the *Chantiers* was to educate the young people (*enfants* was accepted here because the young men could still be considered to be children) and ensure that their behaviour was good (so inferring that their behaviour would be changed or improved). 2 marks

Q08(d)

The candidate identifies the correct ideas successfully. 2 marks

Q08(e)

The mark is given. 1 mark

Q08(f)

The candidate offers two ideas for the one mark and, because the first element is not the answer to the question, the mark cannot be given.

Total: 7 marks



Present your ideas clearly, using accurate language to convey the message.

In this response, the candidate gains four out of a possible eight marks.

(a) Pourquoi est-ce que les jeunes étaient importants pour le régime de Vichy ?

Les jeunes ^{avaient} ~~représenté~~ l'avenir ^{du} ~~pour~~ régime de Vichy (1)

(b) Quel effet l'exode a-t-il eu sur les jeunes dans l'armée ?

L'exode traumatisait et démoralisait les jeunes (1)

(c) Selon le deuxième paragraphe, quel était le but des Chantiers de la Jeunesse ?
Donnez **deux** détails.

Se plaindre des méfaits de ces jeunes
Pour remplir une tâche éducative
Les pour remplir (2)

(d) Quelles activités proposait-on au début pour les jeunes dans les Chantiers de la Jeunesse ? Donnez **deux** détails.

La construction de routes
Remplir une tâche éducative
Construire des campements en pleine nature (2)

(e) Comment est-ce qu'on allait imposer la bonne discipline ?

Les moniteurs autoritaires a été recrutés (1)

(f) Pourquoi avait-on besoin de charbon de bois à cette époque ?

En utilisant de charbon de bois
~~C'est utile~~ comme gazogène pour les camions et les voitures (1)

(Total for Question 8 = 8 marks)



Q08(a)

The candidate does not successfully communicate the answer due to the use of *avaient* instead of *représentaient*; the mark is not given.

Q08(b)

The candidate identifies the correct answer; the use of the imperfect rather than the perfect tense is not ideal but the message is conveyed so the mark is awarded. 1 mark

Q08(c)

The candidate does not identify the correct answers.

Q08(d) is a two-mark question but the candidate offers three ideas; only the first two can be considered and the second idea is incorrect so the candidate scores one mark only. 1 mark

Q08(e)

The mark is awarded; the candidate offers the incorrect part of the auxiliary verb but communication is not impaired. 1 mark

Q08(f)

The candidate offers a successful answer and the mark is awarded. 1 mark

Total: 4 marks



Make sure that the subject-verb accord is accurate.

Question 9

Q09 tests the candidate's understanding of a written literary text by responding in French to questions in an open-response format. This question is based on an extract from the novel *Cet été-là* by Véronique Olmi. The passage focusses on the third sub-theme of the topic *La culture politique et artistique dans les pays francophones*. Eight marks are available for this question.

This proved to be the most challenging of the reading comprehension questions; it was based on understanding a literary passage and, once again, it is clear that candidates continued to find this type of text challenging.

In Q09(a), many candidates were able to explain that it is night because the children are carrying lanterns, but too many candidates were distracted by the idea of the fireworks, which are only ever mentioned as going to happen later during the evening.

In Q09(b), many candidates did not gain the mark because they were unable to manipulate the language successfully. Too many wrote *Ils ressembleraient* with no object or pronoun. Candidates need much more practice in language manipulation and in the use of pronouns. The small minority of candidates who did try to use a pronoun often chose the wrong one, offering *ils se ressembleraient* or *ils les ressembleraient*, and the verb ending was frequently incorrect. There was also confusion between *ressembler* and *rassembler*, which meant that communication of the correct answer was often unsuccessful.

In Q09(c), many candidates identified that the families had gone to the beach to watch the fireworks or because it was *la fête du quatorze juillet*, although there was some confusion over the verb *assister à*.

In Q09(d), candidates were often able to identify the differences between the men's and the women's behaviour but some lost marks by offering too much information. The word *pliant* was not well known and some candidates thought that it referred to how the women were behaving.

Q09(e) was poorly answered by many, once again because they were required to move from the noun *le souci* to the verb *se soucier* or to express the idea in their own words, for example, *il était inquiet*.

Many candidates understood that the girls were looking for a boyfriend with whom to have a relationship, but a surprising number did not understand that there were problems in the relationship between Denis and his wife. This final question was an inference question and it caused difficulties for many candidates.

In this response, the candidate gains six out of a possible eight marks.

(a) Qu'est-ce qui nous indique qu'il faisait déjà nuit ?

(1)

~~Parce~~ Parce qu'il y a des lanternes de papier et lumières flottantes

(b) Qu'est-ce que les enfants pensaient en voyant les adolescents ?

(1)

Ils se sent rejoignés

(c) Pourquoi les familles étaient-elles à la plage ?

(1)

Pour voir
~~Parce que il y avait~~ des feux d'artifice

(d) Quelle différence y avait-il entre le comportement des hommes et des femmes sur la plage ? Donnez **deux** détails.

(2)

- Les femmes se tenaient assises et silencieuses. Elles ont de la patience.
- Les hommes parlaient fort. Ils essayer d'impressionner tout le monde

(e) Comment la traversée de la mer à la nage par les hommes affectait-elle Nicolas ?

(1)

Parce qu'il a des soucis de savoir combien arriveraient sains et saufs.

(f) Que voulaient trouver les jeunes filles ?

(1)

Un gargon qui les va aimer

(g) Que sait-on de la relation entre Denis et sa femme ?

(1)

C'est une relation intime.

Q09(a)

The candidate identifies the correct information and expresses the answer clearly. 1 mark

Q09(b)

The candidate does not identify the idea that the children would soon resemble the teenagers.

Q09(c)

The answer is correct. 1 mark

Q09(d)

The candidate sets out the answer clearly; the question is asking about the differences in behaviour between the men and women on the beach and so the answer needs to include an element about each of the sexes.

Here, the candidate gives two elements for each answer but, because they are clearly set out as each being discrete from the other, the first element is taken from each one and both marks are awarded. 2 marks

Q09(e)

The candidate identifies correctly the idea that Nicolas is worried; to express the idea, the candidate uses the expression *avoir des soucis* successfully, but this could also have been communicated with the verbs *se soucier*, *se préoccuper* or *s'inquiéter*.

In spite of the error in the word order, this answer does communicate successfully. 1 mark

Q09(f)

The mark is awarded. 1 mark

Q09(g)

The candidate has not understood that there are problems between Denis and his wife so the mark is not given.

Total: 6 marks



Build up your knowledge of synonyms in order to help you express your ideas in your own words.

In this response, the candidate gains six out of a possible eight marks.

(a) Qu'est-ce qui nous indique qu'il faisait déjà nuit ?

La présence des lanternes de papier

What do they think when seeing them

(b) Qu'est-ce que les enfants pensaient en voyant les adolescents ?



qu'ils les ressemblent

Why were they at the beach

(c) Pourquoi les familles étaient-elles à la plage ?

ily a un spectacle des jeux d'artifice

What was the difference in behaviour

(d) Quelle différence y avait-il entre le comportement des hommes et des femmes sur la plage ? Donnez deux détails.

les femmes étaient silentes

tandis que les hommes parlaient très long long bruyant

How did it affect Nicolas

(e) Comment la traversée de la mer à la nage par les hommes affectait-elle Nicolas ?

il a eu des soucis pour les hommes

Who wants to find

(f) Que voulaient trouver les jeunes filles ?

le garçon

What do we know about their relationship

(g) Que sait-on de la relation entre Denis et sa femme ?

il n'est pas bien en



This candidate offers short, succinct answers, which are often successful.

Q09(a)

The candidate correctly identifies that it is night because of the lanterns that the children are carrying. 1 mark

Q09(b)

Although the candidate shows some comprehension, the answer is inaccurate because the use of the present tense gives the information that the children resemble the teenagers now, whereas the text tells us that it will be in the future.

Q09(c) is correct. 1 mark

Q09(d)

The idea that the men were noisy receives a mark (this is poorly expressed in French but it was felt that the correct idea had been identified). The second mark is not given because the candidate has used the English word for 'silent'. 1 mark

The remaining answers are all correct and score one mark each. 3 marks

Total: 6 marks



Give short answers and avoid giving too much information.

Offer one idea only for each mark available.

Question 10

The translation continues to challenge many candidates at this level and this question had the lowest facility factor on the paper. It is pleasing to report that the performance on this question is improving year-on-year, but there are still too many candidates producing translations that do not read naturally in English or are simply not an accurate rendition of the original text.

Once again, there were difficulties in translating passive structures, for example, *ont été imposées* and tenses such as this were often translated in the pluperfect, rather than the direct past in English. If a candidate started using the pluperfect at the beginning of the question and then continued to do so throughout the translation (for example in Boxes 10, 12, 13, 14 and 17), the candidate was penalised the first time only and, in the rest of the boxes, this was treated as a repeated error.

In Box 3, *dont* again caused difficulties this year and a surprising number of candidates was unable to translate *avant de passer un film* and *les actualités*.

Box 7 was challenging and few candidates gained the mark here. What was especially surprising, given that Theme 4 covers a quarter of the A Level course, was the number of candidates who could not translate *l'étoile jaune* and *le couvre-feu* successfully.

Candidates continued to translate the French perfect tense incorrectly into a perfect tense in English (relevant if close in time but clearly inappropriate in this context), for example, in Box 12 'has taken place' instead of 'took place'.

Candidates also need reminding to consider every element of the sentence; in Box 13, *certaines l'ont bien appréciée* requires candidates to include the idea of *bien* in their translation and this was sometimes omitted.

Other than the topic-specific vocabulary, there were few vocabulary items that candidates appeared not to know, except for *lâcheté* and, even the candidates who did recognise the word, could often not provide the correct word in English (although misspellings did not stop them from gaining marks).

Candidates coped relatively well with Camus' quotation but, in Box 18, many lost the mark because they omitted the idea of *une seule phrase*. The most commonly correct boxes were Boxes 1, 10, 14 and 16. The poorest performances came in Boxes 3 (*dont la fameuse journée sans alcool*), 7 (*l'Allemagne se donnait le beau rôle*), 9 (*et le couvre-feu*) and 15 (*autant de lâcheté que*).

There were some candidates who continued to offer translations that made no sense and also mistranslated basic words, which was disappointing at this level. Other candidates added in extra words for no reason, for example 'This period also revealed' when the original text says *Cette période a révélé*; the addition of extra words meant that the mark could not be given for that box. Candidates are also reminded that misspelling in English, which changes the words into a word with a different meaning (for example, 'lose' and 'loose'), will also cause the mark to be lost.

This remained the question that candidates found the most demanding.

In this response, the candidate gained 13 marks, which were in Boxes 1,2,4,5,9,10,12,13,14,16,18,19,20.

10 Translate the following article about Paris during the Occupation into **English**.

(20)

En 1941, de nouvelles restrictions ont été imposées, dont la fameuse journée sans alcool. La propagande allemande était partout. Avant de passer un film au cinéma, on montrait des actualités où l'Allemagne se donnait le beau rôle.

Après que le port de l'étoile jaune et le couvre-feu ont été introduits pour les Juifs, une exposition « le Juif et la France » a eu lieu au palais Berlitz. Certains l'ont bien appréciée.

Cette période a révélé autant de lâcheté que d'actes de courage. Albert Camus l'a résumée en une seule phrase : « La guerre nous apprend à tout perdre et à devenir ce qu'on n'était pas. »

In 1941, new restrictions were imposed, which was the famous day without alcohol. German propaganda was everywhere. Before showing a film in the cinema, real events were shown where Germany gave itself the good role. After the carrying of the yellow star and the curfew were introduced for the Jews, an exposition « A Jew and France » took place at the Berlitz palace. ^{Some} Many greatly appreciated it. This period revealed as much ^{carelessness} ~~carelessness~~ ^{it did} as acts of courage. Albert Camus ^{concluded} ~~outlined~~ it in one single phrase: "The war teaches us to lose everything and to become what we were not."



In Box 3, the candidate does not translate *dont* into acceptable English and, in Box 6, they do not recognise *les actualités* .

The idiomatic expression in Box 7 causes difficulties for this candidate and many others but it is surprising to see the mistranslation of *le port* in Box 8.

In Box 11, the candidate does not attempt to translate the word *exposition* and, in Box 15, the candidate does not translate *lâcheté* successfully.

Finally, in Box 17, the verb *résumer* requires the idea of summarising or summing up.

This is a reasonably successful performance.

Total: 13 marks



Learn topic-specific vocabulary and synonyms.

In this response, the candidate gained 12 marks, in Boxes 1-4,8,9,11,13,14,16-18.

10 Translate the following article about Paris during the Occupation into English.

(20)

En 1941, de nouvelles restrictions ont été imposées, dont la fameuse journée sans alcool. La propagande allemande était partout. Avant de passer un film au cinéma, on montrait des actualités où l'Allemagne se donnait le beau rôle.

Après que le port de l'étoile jaune et le couvre-feu ont été introduits pour les Juifs, une exposition « le Juif et la France » a eu lieu au palais Berlitz. Certains l'ont bien appréciée.

Cette période a révélé autant de lâcheté que d'actes de courage. Albert Camus l'a résumée en une seule phrase : « La guerre nous apprend à tout perdre et à devenir ce qu'on n'était pas. »

In 1941, new restrictions were imposed, including the famous alcohol-free day. German propaganda was everywhere. Before ~~watch~~ seeing a film in the cinemas, ^{you were} ~~the~~ showed the news ^{videos} ~~reel~~ where Germany gave themselves the good role.

After the wearing of the ~~star~~ ^{yellow} star and curfew ~~was~~ had been introduced for the Jews, an exhibition "the Jew and France" ~~was~~ ^{you} had been placed at the Berlitz palace. ~~Some~~ some people appreciated it ~~as~~ ^{was} a lot.

This period ~~is~~ revealed as much of [?] cowardice as of acts of courage. Albert Camus summarised it in only one phrase: "The war taught us to lose everything and to become that which you weren't."



In Box 5, the candidate does not recognise *passer un film* and, in Box 6, the vocabulary item *les actualités* again causes difficulty.

Box 7 is unsuccessful and, in Box 10, the candidate loses the mark for the inaccurate translation of the tense *ont été introduits*.

In Box 12, the candidate mistranslates *a eu lieu* and, in Box 15, the mark is not given because the English is not correct ('as much of cowardice').

The second 'of' in Box 16 is ignored as a repeated error so the mark is given.

In Box 19, the candidate loses the mark for the use of the past rather than the present tense and, in Box 20, for the use of 'you' rather than 'we'.

However, this response is quite successful.



Think about verb tenses and ensure that they are translated accurately.

Proof-read your work to make sure that it sounds like a well-written piece of English.

Paper Summary

Based on their performance this year, candidates are offered the following advice. They should:

- answer the questions clearly and unambiguously
- ensure that the language used is accurate
- answer the questions using their own words, not transcribing from the audio or lifting from the written text
- learn regular and important irregular verbs and practise subject-verb accord in all tenses
- learn to use direct and indirect pronouns
- practise manipulation of language
- offer one idea only for each mark available
- in the summary question, use bullet points and offer only one idea for each bullet point
- ensure they have a secure knowledge of topic-based vocabulary
- learn synonyms
- become more familiar with a literary style of writing by reading texts in French

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