

# ResultsPlus

## Examiners' Report June 2010

### GCSE French 5FR01 Paper 1H

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

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

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

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

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

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

## ResultsPlus

ResultsPlus is Edexcel's free online tool that offers teachers unrivalled insight into exam performance.

You can use this valuable service to see how your students performed according to a range of criteria - at cohort, class or individual student level.

- Question-by-question exam analysis
- Skills maps linking exam performance back to areas of the specification
- Downloadable exam papers, mark schemes and examiner reports
- Comparisons to national performance

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus).

To set up your ResultsPlus account, call 0844 576 0024

June 2010

Publications Code UG023873

All the material in this publication is copyright  
© Edexcel Ltd 2010

## GCSE French Unit 1 5FR01 1H Report Summer 2010

Candidates performed well across the paper as a whole and there were some excellent performances. The majority of candidates understood enough, and felt confident enough, to attempt the whole paper and there were very few blank answers. There was evidence of some good listening and exam skills. Many candidates had used the five minutes reading time well (underlining key words in the title, rubric and questions, annotating questions) generally using the time well to anticipate what they were about to hear. The performance of weaker candidates was characterised by lack of attention to detail, poor reading of the questions, "snatched" listening based on the identification of single words rather than listening to the extract as a whole, mishearing and imagination. There were some candidates who were unable to cope with the demands of the Higher paper and for whom the experience must have been demoralising, these candidates would have possibly benefited from taking the Foundation rather than the Higher paper or from having greater practice of the various test types particularly those used for questions targeted at grade B and above.

The performance on the overlap questions (Q1, Q2, Q4 and Q6) was generally better than at Foundation level. However, the performance of weaker candidates was similar to that of Foundation level candidates on these questions (see Foundation level report). Many candidates scored full marks on Q1 and Q2 giving them a confident start to the paper. As at Foundation level Q4 and Q6 in particular proved more demanding and only better candidates scored well.

Weaker candidates found the questions targeted at grades B and above challenging. Q8 was relatively well done, partly because the extract was broken up into distinct sections, with separate speakers, which made listening to the whole easier. Part (c) proved the most difficult with many candidates unable to match *Nous avons commandé deux iPods mais nous en avons reçu seulement un- il manqué un iPod* with the correct answer *Wrong number of items*. Many candidates incorrectly gave *Wrong name inscribed on it* as an answer to this part of the question. Possibly based on personal experience rather than what was heard.

Q3 proved more difficult, possibly because of the wider choice of answers. For this type of question candidates need to be trained to identify key vocabulary to lead them to the answers, for example, part (i) *apprendre quelque chose de nouveau* to match answer F *You can learn new things*, in part (iii) *ça demande trop d'efforts* with answer A *tiring* and *je m'amuse plus* in part (iv) with answer B *more fun*. Many candidates got the answers to parts (iii) and (iv) the wrong way round incorrectly matching *Pour moi les vacances sont pour la détente, les vacances actives, ça demande trop d'efforts* with answer B *more fun* and then in part (iv) incorrectly matching *je déteste passer les vacances à ne rien faire, je m'amuse plus quand je fais quelque chose d'actif* with answer A *tiring*.

Q5 was relatively well done, the limited number of choices making this question accessible to most candidates although only the better candidates scored high marks. Parts (b) and (c) were the most difficult for many candidates. Again weaker candidates tended to tick answers based on the recognition of single lexical items ie upon hearing *je ne comprends pas ceux qui restent à la maison et jouent à des jeux vidéo*, they incorrectly ticked *Mohammed* for part (b) *I prefer sport video games*.

Q7 proved challenging for all but the best candidates. Many candidates failed to identify the correct answer C in part (i) despite the fact that the last exchange involved the female speaker describe *le C* and its advantages and the male speaker saying at the end of this (and of the extract) *Chouette! Je vais le prendre*. This would suggest that possibly some candidates had not practised this particular test type and were unprepared for the demands of this A\* question, which requires listening to the whole and discriminating between choices and opinions. Answer B was the most successfully correctly chosen answer in part (ii). However, matching *textos illimités* with answer E *You get unlimited texts* and *si tu le prends on t'offrira un cadeau* with answer D *You get a free gift with it* proved difficult for the majority of candidates.

The open-ended questions requiring answers in English were a good discriminator and Q9 and Q 10 proved difficult for weaker candidates. There were some excellent performances from the better candidates but only the better candidates were able to supply the detail and accuracy required at this level. Many candidates did not understand the gist of the extract, of those that did, lack of attention to detail often cost them marks. The unfamiliar context seems to have thrown many candidates who failed to recognise simple vocabulary such *les vacances les plus longues, la journée scolaire*, many confusing this with travel to school.

Q9 proved the most difficult. In part (a) *2008* was variously rendered as *1998, 1980, 17<sup>th</sup> of January, last month, this morning* and many other random answers. In part (b) very few understood *L'école le samedi matin a disparu*, in fact, many believed thought it meant the complete opposite that school on Saturday was being introduced. This led in part (c) to answers based on opinion and imagination rather on what was actually heard with answers such as, *so parents can go away, so that parents who work can have free child minding, (from profiter?) because children have too much free time, because children don't learn enough, to get better results* (possibly based on personal experience). There was also evidence of French sounds being changed into English words eg *partir le week-end* became incorrectly *so parents can party at the weekend*. There were quite a lot of references to parking. *Sécondaire* in *maison sécondaire* was thought by many to mean secondary pupils who spend too much time at home at the weekend, even though the question title and questions refer clearly to primary schools. Many left part (c) blank.

In Q10 part (a) *the journey is too long, it takes too long to get there* were common incorrect answers. In part (b) *children learn more* was a common incorrect answer, again based largely on mishearing, inability to recognise common core vocabulary and guesswork. Part (c) proved more accessible with many candidates scoring one mark for *the children get tired*, few picked up *ils n'apprennent rien* and only the best candidates successfully understood the importance of *ils peuvent* in the phrase *ils peuvent devenir agressifs*. Many rendered *agressifs* as *violent*. Part (d) was not well done despite, it's relative simplicity (*un enfant de 8 ans devrait dormir onze heures la nuit*) and gave raise to many answers such as *children should be in bed by 8 o'clock or 11 o'clock*. Some candidates did understand but their answers lacked the precision and accuracy needed at this level with answers such as *children under 8 need 11 hours sleep, all children should sleep 11 hours per night*. Some candidates confused the reference with learning more and wrote answers such as *8 hours study is not enough they should do 11 hours per day*. This lack of precision was also present in part (a) with answers such as *It is too long* without clear reference to the school day or hours. It would seem that many candidates lacked experience and practice at answering questions in English at this level.

There were few rubric infringements, but unfortunately in questions such as Q5 some candidates did not appreciate that the questions (a) to (d) had all to be answered and ticked two names for example in part (a) and then left part (b) blank. Candidates should be made aware that in any of these test types there is only one answer per question.

The performance of the better candidates was characterised by:

- careful reading of the rubric
- listening to the whole rather than honing in on individual items of vocabulary
- attention to detail, giving full rather than partial answers
- expressing themselves clearly and unambiguously when writing in English and relating their answers to facts in the extract
- applying logic
- reading over and correcting their answers.

## Grade Boundaries

Grade	Max Mark	A*	A	B	C	D	E	U
Raw mark boundary	40	32	27	22	18	14	12	0
Uniform mark scale boundary	60	54	48	42	36	30	27	0

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

Telephone 01623 467467  
Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code UG023873 Summer 2010

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

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