Examiners' Report
June 2023

GCSE French 1FR0 4F

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

Introduction

On this 60-mark paper, candidates are assessed on their ability to communicate in written French. They are expected to write effectively for a variety of purposes across a range of specified contexts and to show competency in the following areas.

Communication for different purposes and in different settings to interest, inform and convince

- To describe and narrate in short and more extended texts in a clear and coherent way to convey meaning, give information, present facts, key points, express and justify ideas and opinions and translate short sentences.

Language

- Write simple sentences in familiar language and use a variety of vocabulary and grammatical structures, with some complexity, accurately and fluently.
- Use present, past and future tenses.
- Use appropriate style and register.

The Paper

- An assessment time of one hour and ten minutes.
- Dictionaries are not permitted.
- Instructions to candidates are all in French.
- There are three open questions and five translation sentences.
- Candidates have to answer all questions with two questions presenting two options.
- Recommended word counts are specified for each open question but candidates are not penalised for exceeding or falling short of the word limit or for going beyond the mandatory bullet points.
- Each question is set in a context drawn from the themes and topics.
- Tasks feature general content that are familiar and accessible to all candidates.
- The length required for each response and the complexity of language increases across the paper.

Assessment

Candidates' abilities are assessed accordingly:

Question 1: describe and give an opinion.

Question 2: note down key points and convey information. Candidates have to use the formal register.

Question 3: convey information, narrate, express opinions, interest and convince. Candidates have to use the informal register. This question is common to the higher tier paper.

Question 4: translate five sentences from English to French. The sentences are ordered in increasing level of difficulty.

Candidates seemed to be very well prepared this year (with examiners experiencing fewer blank scripts) and generally, questions were well understood.

Question 1

This question addresses the theme of Future Aspirations, Study and Work and the topic of part-time work. Candidates write 20 – 30 words describing a photo and giving an opinion on babysitting .

On the whole, candidates performed very well on this question. There were some very good responses, where candidates fulfilled the task successfully, describing the photo and giving an opinion about babysitting. This included the correct use of the present tense and some good vocabulary and adjectives with some being quite accurate. Some candidates used such constructions as 'être en train de' and 'avoir l'air de' and the verb 'sembler', which were very impressive. Therefore quite a few candidates scored in the top boxes of both parts of the mark scheme.

Errors in vocabulary included such words as 'enfant, femmes, personnes' and grammar errors were made in present tense verbs and transferring English Continuous Present into French to produce 'elles sont jouent/jouer'. The use of a singular verb with a plural subject pronoun such as 'elles joue' was an issue too. Some candidates attempted in vain to give the French for the word blocks, but most candidates were able to convey the more general notion of playing by using the familiar verb 'jouer'.

Very few candidates exceeded the word count nor only fulfilled one part of the question, which showed good preparation.

1 Écris une description de la photo **et** exprime ton opinion sur le baby-sitting.

Écris 20–30 mots environ **en français**.

Dans la photo il y a deux gemmes, un est petite et un est grande

Mon opinion sur le baby - sitting est c'est drole et c'est bien paye

ResultsPlus
Examiner Comments

This answer has 27 words which fully communicate the task, albeit very succinctly. The language is also very good even though there is no linking and there is only a small selection of verbs/structures. However it is very accurate. This just fulfils the criteria for 6, 6, but could have been awarded 6,5.

ResultsPlus
Examiner Tip

To ensure full marks for both Communication and Content and Linguistic Knowledge and Accuracy, candidates should ensure they give some linking as well as being accurate.

1 Écris une description de la photo **et** exprime ton opinion sur le baby-sitting.

Écris 20–30 mots environ **en français**.

Sur la photo Il y a deux gens. Un filles est tres petite, et kense et le deux filles est grand et la noir longs cheveux. Ils sont souers. Ils sont joue.

1 Écris une description de la photo **et** exprime ton opinion sur le baby-sitting.

Écris 20–30 mots environ **en français**.

Sur la photo deux infants une
avec brun sheveux et une brun
cheveux. une est douze cinquante et une cinq.
Deux infants est joure.

ResultsPlus Examiner Comments

There is some information conveyed, so 3 is awarded for Communication and Content, but it is quite repetitive. There are quite a few errors, with the only correct phrase being 'sur la photo'. However as the errors do not hinder meaning, this piece scores 3 (just) for Linguistic Knowledge and Accuracy.

ResultsPlus Examiner Tip

Candidates are advised to make sure they are able to spell basic vocabulary items and include a verb in every sentence. They should also know basic verbs such as 'être, avoir' and regular 'er' verbs.

Question 2 (a)

This question addresses the theme of Identity and Culture and the topic of food and drink. There were some full and successful answers, where all points were addressed. Coverage and understanding of all the bullet points for this question was significantly better than previous years and may be in no small part to some candidates having clearly been instructed to begin each answer with all or part of the wording of the bullet point, which seemed to situate the requirement firmly in candidates' minds and meant they didn't stray from it. The more successful answers adhered to the word limit. There were some good answers to bullet point 1 with some candidates circumventing date numbers by giving a figure. For bullet point two, the simplest answers were the most effective and successful. Bullet point three asked about what the candidate likes to eat, which gave candidates the opportunity to list some familiar food vocabulary, which was pleasing to see. The immediate future was well conjugated for bullet point four on the whole and most candidates answered this very well. Overall, there were some good linking phrases with some candidates using correct present and future tenses.

Common issues included some candidates not knowing how to give a date for bullet point one and, for bullet point three, instead of giving 'j'aime' to indicate what they like to eat generally, some wrote 'je voudrais' implying that they were ordering their food for their visit to the restaurant.

Common language mistakes included incorrect spelling of months of the year and the conjugation of the future tense was often given as 'je vais...allé'.

2 (a) Écris à un restaurant en France.

Écris :

- la date de ta réservation
- la raison de ta visite
- ce que tu aimes manger
- avec qui tu vas aller au restaurant.

Écris 40–50 mots environ **en français**.

(16)

Monsieur/Madame,

Je voudrais un reservation pour ma famille et moi pour Vendredi 10 Août.

Mon raison est ~~puis mais~~ c'est mon anniversaire et J'adore la namture.

Je voudrais manger les légumes parce que Je suis ~~végetarienne~~. Aussi Je voudrais un gâteux.
végetenienne

Je voudrais un tableau pour dix personnes parce que J'irai avec ma famille et mes amies.

Cordialement
Lucy

2 (a) Écris à un restaurant en France.

Écris :

- la date de ta réservation

- la raison de ta visite

- ce que tu aimes manger

- avec qui tu vas aller au restaurant.

Écris 40–50 mots environ **en français**.

(16)

Monsieur/Madame,

Je voudrais un réservation pour le ~~20m~~ 23rd ~~Eté~~ Jullied. ~~8~~
La raison de la visite ~~est~~ Car c'est mon anniversaire
me Complain Kameron. Je voudrais j'aime manger est le
gammon et le glace. Je vais une restaurant avec moi et
me Complain kameron. Merci. Avoir.

Cordialement

Farah.

In this piece all bullet points are fulfilled albeit a little ambiguously. It's clear that the candidate is writing about his friend Kameron's birthday, but the future tense is not quite fully formed for bullet point four and the use of 'gammon' is misleading. It scores 5 for Communication and Content, but just. There is some repetition of language to present facts. Language is simple, but with a linking word 'car'.

Candidates should make sure they use words that they are familiar with, such as food items, even if that is not what they wish to convey. It is better to get the French right. Candidates would also be well advised to make sure that they know that for the last bullet point they have to follow 'je vais' with an infinitive.

2 (a) Écris à un restaurant en France.

Écris :

- la date de ta réservation — *date of reservation*
- la raison de ta visite — *reason for reservation*
- ce que tu aimes manger — *(something) like to eat*
- avec qui tu vas aller au restaurant. — *who did you go to the restaurant with.*

Écris 40–50 mots environ **en français**.

(16)

Monsieur/Madame,

Sept Mars. Universaire mon pere.
Je suis allé avec mon pere, ma mere
et demi sever

Question 2 (b)

This question addresses the theme of Local Area, Holiday and Travel and the topic of travel and tourist attractions.

There were some full answers addressing all the bullet points. The most successful adhered to the word limit.

Bullet point one and two were mostly done very well with some candidates seeming to really enjoy answering the latter with some lovely and familiar adjectives to describe themselves. Some candidates expanded by describing members of their family too. For bullet point three many candidates were able to give at least the language, English plus one other language.

Common errors included some candidates not giving a nationality for bullet point one, but instead the country they live in: 'j'habite en Angleterre' or the word for the country instead of the nationality: 'je suis Angleterre'. Whilst most candidates were able to answer bullet point three, some tried to give more unusual languages, for which unfortunately they didn't have the French, whilst others again gave a country: 'je parle France'. There were also issues with the immediate future when answering bullet point four though time expressions were conveyed well.

2 (b) Écris à une agence en France.

Écris :

- ton nom et ta nationalité

- ta personnalité

- les langues que tu parles

- quand tu vas arriver en France.

Écris 40–50 mots environ **en français**.

(16)

Monsieur/Madame,

Bonjour! Je m'appelle Phoebe et je suis
Anglais. Je pense que je suis drôie, ^{très} travailleuse
et hônnette. Ma meilleure amie pense que je suis
^{un peu} beau, timide et très ~~Jou~~ sympa. Je parle
l'anglais, un peu espagnol et très ~~tote~~ bien ~~Frac Fron~~
Français. Je arriver au France en deux mois
et trois semaines.

Cordialement

Phoebe

2 (b) Écris à une agence en France.

Écris :

- ton nom et ta nationalité ✓
- ta personnalité ✓
- les langues que tu parles ✓   *ém.*
- quand tu vas arriver en France. ✓

Écris 40–50 mots environ **en français**.

(16)

Monsieur/Madame,

Je m'appelle Lucy , ~~je suis Kanglais~~ ma
nationalité est demi-l'anglais et demi-~~demis espa~~ demi-Francais.
A mon avis ma personalité est sympa et drôle.
Mes amis *aussi* avis je suis amusant. ~~aus~~ ~~Me~~ Je
langues que tu parles est ~~en~~ français et l'anglais
car ma mere est français mais mon pére est
l'anglais. ~~Tu vas arriver en France~~ Quand je vais
en France je aller au ~~cola à la sims~~ *monuments* avec mes
ecole amis. ~~et pas soeurs~~ ~~Ha soeur n'aime pas France~~
~~car c'est ennuyeux mais sadote en France parce~~
~~que emotion~~ Apprendre visité monuments nous
allons faire du acheter~~pas~~

Cordialement

Lucy

GCSE French 1FR0 4F **18**

In this piece all bullet points apart from bullet point four are addressed although the third one is unclear; confusion arising from the use of 'tu'. The candidate interprets the fourth bullet point as what they do when they go to France, so understands all but the question word. There is development too, but at the risk of not fulfilling all the bullet points. However, the lack of a bullet point automatically puts it in a lower box than the highest for Communication and Content. There is some linking and correct present tense and though not in the relevant place, a correct future tense.

Candidates' first task is to make sure they fulfill all bullet points and then consider developing one or two. It is also very important that candidates know that more often than not they will not be using 'tu' in their answer, but rather should recognise that 'tu', and its other forms, only appears in the bullet points to address them. Candidates should make sure they break down all the bullet points into question words and also what they are being asked to do as in bullet point four.

2 **(b)** Écris à une agence en France.

Écris :

- ton nom et ta nationalité
- ta personnalité
- les langues que tu parles
- quand tu vas arriver en France.

Écris 40–50 mots environ **en français**.

(16)

Monsieur/Madame,

J'mappele Matthew est hhlile Odley, anglais et j'adore francais. tot c'est joli, tres amusant et sporty. J'ai parler tous language, le francais, anglais et espanol. J'ai visite francais l'anne, prochain et visite espanol Jadore le francais. J'ai joue cricket, le foot et le rughy. Jadore le cricket c'est genial.

Cordialement

Matthew harris

In this piece half of bullet point one is fulfilled though we can imply from the use of just 'anglais' without a verb that this is the answer to the second half of the bullet point. Bullet point two is just about comprehensible and the candidate is given the benefit of the doubt that they are describing themselves rather than French due to the use of 'sportif'. The tense used for bullet point three appears to be the perfect tense therefore incorrect, but one can work out what the candidate is trying to convey. This is the same for the fourth bullet point. There is some development regarding sport. There are not many correct verbs and no linking.

Candidates would be well advised to make sure they concentrate on fulfilling the bullet points clearly as a basic necessity before thinking of developing their answer, so that they are completing the task successfully. Candidates also need to be aware that the only tenses required for this question are the present and future tenses.

Question 3 (a)

This question addresses the theme of Identity and Culture and the topic of daily routine. It was much more popular than its counterpart. There were some competent, full answers with development on each point and use of complex language as well as a range of successful time frames and range of adjectives.

Candidates answered the first bullet point well, giving a range of activities plus an opinion with some pleasing phrases such as 'je dirais que' and there was a variety of answers for bullet point two. Some candidates gave a very good answer to bullet point three with some beginning with 'le libre est important parce que...' followed by something which sounded plausible and related to free time. Bullet point four was well attempted with the use of some complex language such as 'si j'avais le choix, je voudrais'.

Unfortunately some candidates answered the first bullet point in the past and there was clear misinterpretation of 'temps libre' with just 'le libre' being referred to and clearly as the activity of reading. Those who exceeded the word count spent much time describing all the activities they do on the weekend instead of adhering to a preferred activity.

Language errors mainly included 'je vais... allé and 'je suis... aller' to convey the perfect tense and the future tenses respectively and present tense verbs were insecure at times.

3 (a) Écris un email à ton ami(e) français(e).

Tu **dois** faire référence aux points suivants :

- ton activité préférée le week-end   faveourite weekend - activity
- ce que tu as fait récemment avec ta famille   what you did recently with your family
- pourquoi le temps libre est important   why freetime is important
- un sport que tu vas faire à l'avenir.   sport your doing in the future.

Écris 80–90 mots environ **en français**.

(20)

J'adore le shopping avec mámellieur ami a le week-
end. Aussi j'aime ~~au~~ de escalade et un patin au glace
avec mafamille. Cependant je deteste visite ma grandparents.
Recemment j'ai mangé un pizza dans un restaurant
de luxe avec mafamille. Aussi le weekend derniere
j'ai joué lefoot dans le jardin public avec monfrere.
Hier j'ai regardé un film d'horreux avec ma mere et
mon pere. Pour moi le temps libre est important
parce que il faut relaxer. J'adore letemps libre parce que
~~est~~ c'est amusant. Dans l'avenir je voudrais jouer
le basket avecmes amis. Aussi ~~jejo~~ je vais
jouer le tennis avec moncollege. Je voudrais de la
natation tous lejours avec ma mere.

In this answer all bullet points are addressed and successfully with minimal ambiguity and there is development. There is correct tense usage and linking with some nice touches like 'il faut relaxer' and 'de luxe'.

Candidates, who clearly are able to write a competent piece of French, are well advised to make sure they build in enough time to check forensically their grammar, so that they can achieve the highest mark for Linguistic Knowledge and Accuracy. In this way, a piece will flow better.

3 (a) Écris un email à ton ami(e) français(e).

Tu **dois** faire référence aux points suivants :

- ton activité préférée le week-end — *my favorite activity at the weekend*
- ce que tu as fait récemment avec ta famille — *what I have done recently with my family*
- pourquoi le temps libre est important — *why time to yourself is important*
- un sport que tu vas faire à l'avenir. — *Sport I will do in future*

Écris 80–90 mots environ **en français**.

(20)

Mon activité préférée sur le week-end est sortie avec mes amies. D'habitude tout les samedis, ~~mes amie~~ on va le centre commercial et acheter les vêtements, C'est ~~tro~~ vraiment amusant. Ensuite on a mange.

~~Recec~~ Récemment, Je suis allée une cinema avec ma famille. Le weekend derniere, on a regarde 'Spiderman'. À mon avis, c'etait génial mais ma mere trouve ça c'etait barbant.

~~Th~~ Le temps libre est important ~~p~~ car quelquefois Je travaille et c'est ennuyeux donc Je suis triste. C'est aussi important pour ma santé. ~~xxxxxxxxx~~

à l'avenir, ~~je voudrais~~ je voudrais joue au basket parce que mon pere adore au basket donc je pourrais joue avec il et ce sera tres rigolo

3 (a) Écris un email à ton ami(e) français(e).

Tu **dois** faire référence aux points suivants :

- ton activité préférée le week-end
- ce que tu as fait récemment avec ta famille
- pourquoi le temps libre est important
- un sport que tu vas faire à l'avenir.

Écris 80–90 mots environ **en français**.

(20)

[Handwritten annotations in right margin:]
favourite activity on the weekend
what have you done recently with your family
why is reading important
What sport do you want to do in the future.

Mon activité preferee en ce week-end est
Je suis alle aum bord de la mer parce que
genial mais quelquefois cetait sale, Je suis aussi
aime Je vais au cinema avec mer meilleur
amis mais sa caume les yeux de la tete.
Recemment on alle au chinoise restaunt
cetait nul parce que ce passe ma tasse de thé.
aussi le libre est important parce que bein
pour le mental et cetait drole, Je libre
en temps en temps.
Dans le futur je voudrais Je vais
le natation parce que tres bein et j'aime
ce d'exercise.

This candidate has addressed all bullet points albeit the first one starts off in the wrong tense (though one can see from the annotations next to the bullet point, that the candidate has understood that it's in the present tense) and the fourth one is a little muddled. Bullet point three has clearly been misunderstood, which one can see from the candidate's annotations next to it. There is some development. The language involves linking and an attempt at complexity, although inaccurate, with 'en temps en temps, ce passe ma tasse de thé, ca coute les yeux de la tete'.

In order to make sure bullet points are fully understood, candidates should break them down and account for every word, for example 'temps' in bullet point three and then there is hopefully less chance for misunderstanding. Candidates should ensure they answer the bullet point in the same tense throughout.

Question 3 (b)

This question addresses the theme of Local Area, Holiday and Travel and the topic of holidays.

All bullet points seemed to have been understood by most candidates and there were some interesting pieces. Those who answered this question successfully gave development for each bullet point. Whilst some candidates struggled to understand 'cet endroit' in bullet point two many gave an opinion on their preferred holiday destination whether or not they had understood it. For bullet point three, some candidates did not mention going on holiday with the family, which did not fulfil the bullet point as completely as required.

All the bullet points gave the opportunity to display a range of tenses, some complex languages, including linking phrases, and subordinate clauses, a challenge which many candidates rose to.

3 (b) Écris un email à ton ami(e) français(e).

Tu **dois** faire référence aux points suivants :

- où tu préfères passer tes vacances

- pourquoi tu aimes cet endroit

- tes vacances l'année dernière

- ce que tu vas faire avec ta famille cet été.

Écris 80–90 mots environ **en français**.

(20)

Bonjour,

j'adore passer le vacances aller en ecosse*. Je pense que le vues est très beau et le promendes est très interessant mais aussi fatigant.

* Je suis allé en ~~vais~~ vacances en ecosse beaucoup de temps.

Cependant, l'annee derniere je voyager en~~èa~~ pays de galles. Cetait aussi genial. Je visité un ville ce que etait aimable ~~marron~~. Par contre, le vues n'était ~~etait~~ pas bon et il n'ya pas un promenades.

Cette été, je vais en vacances en france. C'était vais ~~genial~~ Cetait genial, cependant, on va voyager en avoir ~~toute~~ ce que je deteste.

ResultsPlus
Examiner Comments

In this piece all bullet points are addressed, it flows and there is development. There is some nice vocabulary and phrases: 'ce que, par contre'. Verbs are fairly secure apart from the perfect tense and some future.

ResultsPlus
Examiner Tip

Candidates such as this one should make sure they leave enough time to check their tenses and verbs forensically to achieve marks in the top boxes.

3 (b) Écris un email à ton ami(e) français(e).

Tu **dois** faire référence aux points suivants :

- où tu préfères passer tes vacances

- pourquoi tu aimes cet endroit

- tes vacances l'année dernière

- ce que tu vas faire avec ta famille cet été.

Écris 80–90 mots environ **en français**.

(20)

Bonjour, mon bon ami,
J'adore le vacances a l'anglais. La plages
est très beau et le ville est grand.
Je preferes le vacances a l'espagne
car le climat est froid. Mais tu joue
le foot et la tennis. C'est cool.
Le climat est froid mais humide.
L'année derniere ma famille et moi la
vacances l'espagne. C'est interessant.
Je natation a la plage. Je natation avec
mon petite soeur. L'année prochain
ma famille et moi en visiter mon
grand-parents a cet été. Ils habite
a la petite village.

3 (b) Écris un email à ton ami(e) français(e).   *email to friend*

Tu **dois** faire référence aux points suivants :   *holiday*

- où tu préfères passer tes vacances

- pourquoi tu aimes cet endroit

- tes vacances l'année dernière   *past holiday last year*
  ↳ *last yr*

- ce que tu vas faire avec ta famille cet été.   *do I like going with my family*

Écris 80–90 mots environ **en français**.

(20)

Bonjour ! cava bien, et toi ?
L'année dernière je ~~parodutiere~~
visite au ~~te~~ L'Italie pour ~~one~~
le weekend avec mes ami
Amy. Nous avon visite
a la musee parce que elle
adorond l'histoire. c'etait
tres ~~e~~ interessant. Je n'aime
les vacances pal avec ma
famille parce que ma soeur
et ma frere est tres enneyeux
et c'est ne amusant pal.
c'est parce que ma soeur est
une petit enfant et ma
frere est dix-neuf et il
le lisais au le jour. ~~e~~ Enneyeux!

In this answer only the second bullet point is addressed, but unfortunately the rest is either not answered or misunderstood. For example, bullet point four, the candidate clearly saw 'famille' in the prompt and responded to that only. However the last part written could be seen as development for the bullet point. Verbs are not secure.

Candidates should make sure they understand all bullet points for a question before embarking on it. If this is not the case, they should choose the alternative. It is important to emphasise that it is the understanding, and therefore fulfilment of the bullet points, which is the key to choosing a question rather than the interest in the topic. Candidates should also break down bullet points and identify the main verb (as in bullet point four where the candidate has clearly interpreted it as whether he/she likes going away with his/her family rather than what they are going to do together).

Question 4

This question was very well done on the whole and many candidates scored half marks or more overall.

(a) many candidates scored full marks on this question. 'J'aime' was spelt consistently well with very few candidates adding an acute accent to the 'e', which is very pleasing and most candidates either gave 'profs' or spelt 'professeurs' well. Some gave either 'les prof' or 'le profs', both of which were acceptable as they indicated a plural.

(b) most candidates did well on this sentence. They knew how to spell 'histoire' with a few transposing the 'oi', but this was acceptable as being recognised as a French word. Most candidates knew 'matière préférée' but with a variety of acceptable spellings, but some gave 'sujet' or even 'subject' therefore not communicating the full sentence successfully.

(c) candidates attempted this with great success and seemed to be mindful of making sure they translated each element of this longer sentence. Spellings of 'quelquefois' were mostly successful and apart from the use of 'les devoirs' instead of 'le travail', there were some very good translations.

(d) candidates found this sentence the most tricky. 'Uniform' was spelt the English way often as was 'blue' and whilst many seemed to know 'un peu', sometimes it was translated by 'un petit'. Démodé' was not widely known.

(e) most candidates scored some marks on this question mostly with 'le weekend dernier, sur l'ordinateur' and 'dimanche' being the reliable elements. Though the translation of 'I did my homework' was less well done with many candidates giving the present tense.

4 Traduis les phrases suivantes **en français**.

(a) I like the teachers.

(2)

~~J'aime la prof(esse)~~.

J'aime la prof .

(b) My favourite subject is history.

(2)

mon prefeve matievve est nistvuique

(c) Sometimes I find the work very difficult.

(2)

quelque fois , Je tvouve tves ~~difficile~~ie

(d) The uniform is blue but a little old fashioned.

(3)

la uniform est blue, mass un petit

(e) Last weekend, I did my homework on the computer on Sunday.

(3)

~~Ja weekend peut prochain, Je vous~~ ~~dans~~
le weekend prochain, Je fait mon dans
dans samedi .

This candidate has had a good attempt at this question overall with full communication for (b) but just missing out on (a) due to the use of the singular for 'teachers' and missing out the word for 'work' for (c). There is a good attempt at (d), but 'uniform' and 'blue' are spelt the English way thus denying the candidate some marks. However for (e) the candidate has mistranslated 'last' and given 'prochain' and given 'samedi' for Sunday and the rest of the sentence is not complete.

Candidates should make sure they notice if a noun is singular or plural and learn basic vocabulary such as work, uniform, colours and time phrases.

4 Traduis les phrases suivantes **en français**.

(a) I like the teachers.

(2)

J'aime le prof.

(b) My favourite subject is history.

(2)

Mon preferee le subject est l'histoire

(c) Sometimes I find the work very difficult.

(2)

quelquefois je trouve le travais tres difficile.

(d) The uniform is blue but a little old fashioned.

(3)

le uniform est bleu mais petit

(e) Last weekend, I did my homework on the computer on Sunday.

(3)

lanne dernier, Je faire Mais devois en sure le ordi
en sam bleu samedi.

4 Traduis les phrases suivantes **en français**.

(a) I like the teachers.

(2)

J'aime au proffeseurs .

(b) My favourite subject is history.

(2)

Mon sujet préférée est l'histoire.

(c) Sometimes I find the work very difficult.

(2)

Le temps en temps , je devoirs est ~~De~~ très difficile .

(d) The uniform is blue but a little old fashioned.

(3)

Un uniform est bleu mais un peu ancient fasion .

(e) Last weekend, I did my homework on the computer on Sunday.

(3)

Le weekend dernier, je vais en devoirs en ~~e~~ l'ordinateur
en dimanche .

Candidates are advised to make sure they are familiar with common verbs such as 'faire, penser, trouver' as well as knowing basic vocabulary such as 'quelquefois'.

Paper Summary

Candidates are offered the following advice:

- For Q01 if you don't know a word for something in the picture, try to think of another way of writing about what you see, eg use 'jouer' instead of trying to think of a word for (building) blocks or choose other aspects of the photo to describe for which you know the vocabulary, eg the people.
- For Q01 in particular, use multi-purpose phrases such as 'ils sont en train de', 'j'aime, je déteste le, la les… parce que' etc.
- For all questions except the translation, try to adhere to the word count, so as not to make too many unnecessary errors.
- For questions with bullet points, break them down into question word, check the tense verb it is in and then the detail of what is being asked.
- Try to separate your answer into a paragraph per bullet point with a line in between, and answer them in order. When you've done each one, put a tick next to the bullet point. This helps you keep track and gives you a sense of achievement!
- Use the same time frame (tense) throughout the answer to a bullet point.
- For all questions, make sure your tenses are solid.
- Try to have 'parce que' or 'car' in mind to prompt you to develop answers.
- Make sure you know ahead of starting the paper what to expect in terms of tenses: Q01: present tense, Q02: present and future (last bullet point), Q03: present, past and future.
- Make sure you use 'je' not 'tu' in your answers; the use of 'tu' in the bullet points is only used to ask you questions.
- For Q04, before starting to translate, try to break the sentences down into small chunks taking account of all small words such as 'very, but'.
- For Q04 identify the tenses required for each sentence. All questions apart from (e) will require the present tense. (e) requires the perfect tense.
- For Q04 make sure basic vocabulary and time phrases are known.

Grade boundaries

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

https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html