

Examiners' Report Summer 2007

IGCSE

IGCSE French (4365)

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Contents

1.	IGCSE French Listening Paper 01	1
2.	IGCSE French Reading & Writing Paper 02	3
3.	IGCSE French Speaking Paper 03	9
4.	Statistics	10

IGCSE French Listening

Unit/Paper 4365/01

Examiner's Report

Candidates' Responses to Specific Questions.

Section A

Questions 1-5 Successfully attempted by the vast majority of candidates.

Questions 6-10 Successfully attempted by most candidates, with problems only arising where candidates did not possess key weather vocabulary. No pattern of error to indicate.

Question 11 A significant number of candidates scored full marks. Where only a single error occurred, it tended to be in respect of item 11(e) *facteur*.

Section B

Questions 12/13 This section of the examination attracted a very wide range of scores, with a significant number of candidates securing maximum marks. There was no specific pattern established in respect of particular parts of these questions.

Questions 14-16 General remarks.

Where as a small number of candidates simply lifted whole phrases from the recording, most attempted to process as appropriate what they had heard, thus leading to a more coherent response. Some candidates seemed to be in possession of the correct answers, but unfortunately placed them in the wrong column, seeming to confuse "*Avantage*" with "*Inconvénient*".

Question 14

Many candidates dealt confidently with both responses. However, in 14(i), the spelling of "*rencontrer*", "*nouveaux*" and even "*copains*" varied enormously, sometimes leading to ambiguity eg "*raconter*", "*neveu*" and "*compains*". Candidates who were able to extract the two key ideas circumvented the need to manipulate the language used in the recording.

Question 15

Most candidates successfully answered 15(i). In 15(ii), it was pleasing to note that many candidates successfully conveyed the notion of "*entraîneur patient*". Ambiguity arose from terms such as "*entraîneur*" and "*passion*".

In 15(iii), there was some excellent manipulation of language, leading to coherent responses. In some cases, time frames were unclear eg "*casse le bras*". A few candidates referred to the wrong bone. Any reference to "*catcher*" was incorrect.

Question 16

Most candidates successfully answered 16(i). A few candidates offered incorrect fractions in their response. Eg " $1\frac{1}{4}$ "

In 16(ii), candidates were successful where the response was specific eg "*Elle adore les sports nautiques*". Reference to "*Elle adore tous les sports*" was not credited, nor were "*passionate*" or "*ma passion*"

Item 16(iii) elicited a significant number of concise and accurate responses. It also attracted a high number of "near misses" wherein candidates referred to the general issue of "*pollution*" without qualifying by reference to "*mer*" or "*eau*". Misinterpretation by reference to "*mère*" was quite common. Some incorrect spelling of "*échappé*" led to ambiguity. It is pleasing to record that large numbers of candidates possess a range of more complex vocabulary, necessary when attempting to respond to questions on contemporary issues.

IGCSE French Reading and Writing

Unit/Paper 4365/02

Examiner's Report

Administrative matters

The vast majority of candidates followed instructions very carefully. They filled in response boxes as required and, if necessary, altered their responses according to the instructions on the question paper. No more than a handful of candidates wrote outside the designated areas on the questions paper. Writing was always in blue or black ink. By following the instructions, candidates ensured that their scripts could be scanned easily, ready for marking online by the examiners. Teachers are thanked for preparing their candidates so well.

Question 1

This question was good, reassuringly easy start for even the weakest candidates

Question 2

Question 2 iii and 2iv might have been rather harder than intended. Many of the candidates, even some of the stronger ones, did not seem to be aware of the words *sous-sol* and *rez-de-chaussée*.

Question 3

The vast majority of candidates picked up on the key phrases in the text (Bineta: *ne sont pas heureux*; Laurent: *nature + preferable*; Lili: *abandonment + instinct naturel*; Henri: *ne sont pas en bonne santé* and Jean-Paul: *ne pas voir + dans un zoo*) and managed to get full marks for the question.

Question 4

Candidates should be trained to keep this essay short. There is no need to go beyond 50 words. Examiners are looking for simple, correct, basic French. The following two essays were both awarded full marks (5 + 5):

Example A

Il y a deux semaines j'ai visité un zoo près de Londres. C'était extra ! Il y avait des girafes, des tigres et des pingouons. Aussi il y avait beaucoup de animeux à la maison. Je me suis bien amusé. A mon avis, les animeux aiment le zoo parce que la vie y est facile.

Example A is a little repetitive (*il y avait*) but has idiom (*il y a; je me suis bien amusé*), a good range of vocabulary, a dependent clause and opinion. Note: candidates are not required to express an opinion, nor are they obliged to use dependent clauses. In this case, the opinion and the dependent clause offset the repetition.

There are errors in the text, but they are "minor lapses which do not impede communication" (mark grid).

Example B

Le samedi dernière j'ai visité un zoo avec mes amis. Dans le zoo il y a beaucoup des animaux dans les cages. J'ai pris des photos des animaux et nous avons vu tout les animaux. J'ai aimé beaucoup la visite au zoo parce-que j'adore les animaux.

Despite repetition of the word *animaux* the candidate has shown a good range verbs correctly written in the past tense. There is a dependent clause and a good use of one idiom (*j'adore les animaux*).

Teachers are reminded that candidates must be trained to avoid copying word for word from the text of Question 3. Such copying will lead to a poor mark (2 maximum out of 5 for Communication and Content). This does not mean that candidates must avoid the text entirely, but must show that they can "transpose". For example, a candidate will be credited for making the following changes:

<i>je déteste les zoo</i>	- <i>je n'aime pas les zoos</i>
<i>les animaux ne sont pas heureux</i>	- <i>les animaux sont tristes</i>
	- <i>les animaux n'aiment pas</i>
<i>dans leurs petite cages</i>	- <i>habiter dans les / des cages</i>
<i>c'est préférable</i>	- <i>c'est meilleur / c'est mieux</i>
<i>il y a plus de protection</i>	- <i>il y a moins de danger</i>
<i>ne sont pas en bonne santé</i>	- <i>sont en mauvaise santé</i>
	- <i>sont (souvent) malades</i>
	- <i>souffrent</i>
<i>(ils) peuvent manger et dormir tranquillement</i>	- <i>ils mangent et ils dorment</i>
	- <i>en sécurité / sans danger</i>

The above transpositions should be within the capabilities of D - C candidates. Candidates who are aiming at the higher grades can practice using more sophisticated transpositions as below (in preparation for both Question 6 on this paper and for the A/S and A Level examinations at a later stage in their career):

<i>peuvent</i>	- <i>ont la possibilité de</i>
<i>connaître</i>	- <i>faire la connaissance de</i>
<i>c'est préférable</i>	- <i>il vaut mieux</i>
<i>pour les animaux</i>	- <i>que les animaux (vivent...)</i>
<i>abandonnent</i>	- <i>n'ont plus</i>
<i>tranquillement</i>	- <i>en toute tranquillité</i>
<i>en voie de disparition</i>	- <i>qui disparaissent</i>

Candidates who write essays which are much over 50 words long and who attempt to express ideas for which they do not have the language (usually toward the end of the essay) are at risk of including errors unnecessarily. It must be borne in mind that every word of the essay is marked, and so errors beyond the 50-word limit count will affect the final mark for the essay.

Question 5

This question was generally well done with the exception of (iv) where candidates, presumably unaware of the meaning of *sorcier* had not made the connection between *calcul* and *mathématiques*. Sub-question (v) did not present a similar problem to the majority of candidates who had clearly connected *exercices en français etc* with *cahiers de college*.

Question 6

On the whole, candidates seemed to have understood the text well enough according to their ability. There were very few candidates who could not identify the name of the twinned town as *Enghien* (and all candidates, to their credit, spelled it correctly). Questions (e) and (g) also seems accessible to the majority of candidates.

Comprehension was tested more rigorously by the use of the word *soigner* in (f) and *s'est passé* in (h).

The following is an indication of how candidates can earn 4 or 5 marks for communication:

- (a) *La ville jumelle s'appelle Enghien* will gain one mark for comprehension (C.) but will contribute nothing toward a mark for Knowledge and application of language (K+A) as it merely copies the wording of the question and the target text.
Elle s'appelle Enghien is excellent manipulation
- (b) *le 16 juin 1952* gained no marks
depuis le 16 juin 1952 gained 1 mark for C.
50 ans gained 1 mark for C.
depuis 50 ans is a clear and correct answer which will gain 1 mark for C. and will contribute towards K+A.
- (c) *les habitants belges sont fière* or *La communauté est fière* both merit 1 point for C. but do not contribute toward K+A as they are a direct copy from both the question and the target text.
Ils sont fière: the use of the pronoun now begins to contribute toward K+A.
Ils sont fières shows that the candidate has an awareness of the need for plural agreement on an adjective.
Ils sont fiers would have been an ideal answer from an A* candidate.
- (d) *un achat par la ville de 226 hectares* = 1 mark for C.
un achat de 226 hectares is evidence of an ability to edit language to suit the requirements of the question.
la ville a acheté 226 hectares shows good ability to manipulate.
elle a acheté (un parc de) 226 hectares will put the candidate well on the way to achieving 5 marks for K+A.
- (e) The vast majority of candidates were able to gain a comprehension point by writing *l'accueil* (again, always carefully copied) *très amical va vous donner envie d'y revenir*. The *vous* was accepted as meaning *le visiteur*.

However, a B grade candidate should be able to write *parce qu'il y a un accueil très amical* and an A grade candidate should be able to go one step further and write *à cause de l'accueil très amical*.
- (f) *On a guéri un ulcère à la jambe du roi* or *en utilisant les eaux thermales* were rewarded for C. but to gain any points for K+A, the following was required: *on lui a guéri un ulcère à la jambe* (A* candidates) or *on a utilisé les eaux thermales* (B grade candidates)
- (g) *L'ouverture du chemin de fer* = 1 mark for C.
En ouvrant le / un chemin de fer or *on a ouvert un chemin de fer* are both examples of good manipulation of language.
- (h) The answer *qui a adopté le nom d'Enghien-les-Bains* was more an example of careless, woolly thinking than of lack of comprehension. There were many of the more able candidates who failed to attach a subject to the verb *a adopté*. The answer above was not rewarded.
La ville a adopté le nom d'Enghien-les-Bains was all that was needed to get a mark for both C. and K+A.
- (f) Many candidates left the answer to (f) a blank. *(Elle est) célèbre (partout) dans le monde* (or equivalent) was required for both Communication and Knowledge and application marks.

Question 7

Question 7 was marginally less popular than the other two titles which were “joint favourites” with candidates. The average mark for each of the three topics was very similar.

Question 7a

The responses to this topic brought a wide and fascinating range of essays. The name of the festival was always given. The examiners took a generous view as the way candidates had written about the *signification*: a brief description of what happens at the festival was deemed to cover the concept of *signification*.

Candidates managed well to describe what they did during the festival, but there was some confusion in candidates' minds about *préparatifs*. The intention of this item was to encourage candidates to use a second tense (in this case, the future). Very rarely was the simple future used: *je vais aller chez mes grands-parents et nous allons manger un grand repas* would have been quite adequate to show that a candidate can handle a tense other than the present.

Opinions were often well expressed from the simple: *j'adore Diwali* to the more complex *j'adore Noël parce que...* to the elaborate *je pense que Eid est ma fête favorite parce que...*

Question 7b

The examiners were surprised to learn what a very hard-working cohort the candidates were. The sub-topics were nearly always fully addressed. Weaker candidates had a chance to give a simple description of a person (*un/e collègue ou un/e client/e que vous avez rencontré/e*). Candidates were given every opportunity of using a range tenses and this they did (*j'ai travaillé dans le magasin de ma tante; je pense que mon travail est / était très ennuyeux ; à l'avenir je voudrais travailler dans un bureau*).

Question 7c

Marks for 7c were marginally lower overall, but A and A* grade candidates did rather better on this question than their peers on 7a and 7b. This indicated that the less able candidates found this question more challenging or were perhaps more inclined to simply copy large sections of the rubric, thus failing to gain many marks.

For further information about how to mark Question 7, please consult the examiners' report for Summer 2006 where there are worked examples:

http://www.edexcel-international.org/VirtualContent/83401/4365_IGCSE_French_rep_20060817.pdf

IGCSE French Speaking

Unit/Paper 4365/03

Examiner's Report

Section A In the vast majority of cases, candidates developed the picture stimulus, using the available time to introduce a broad range of discussion materials. This led to a natural exchange of ideas and views. In most cases, the visual stimulus chosen by candidates facilitated the deployment of a suitable range of structures and vocabulary. For example, those which encouraged the candidate to talk about their family were generally very successful. The least successful images were usually those in which the candidate tried to recount a story, sometimes fantasy-based. This proved rather too challenging for many candidates and rarely engendered a genuine conversation. There were several examples of pre-learned presentations, often leading to candidates employing a somewhat mechanical form of intonation. Most interviewers asked candidates questions which were a natural extension of their initial presentation, thus facilitating access to higher marks. Whereas this excellent examining technique is to be applauded, this opportunity was not always seized upon. Once again, some interviewers even elicited information which had already been provided within the presentation.

Section B The vast majority of centres used the specimen questions as intended, opting to avoid reference to very specific questions extracted from the guidelines. Candidates tended to perform better where interviewers pursued this natural progression of questions, individually tailored to elicit more spontaneous responses. Interviewers tended to provide ample opportunities for candidates to employ a range of tenses and structures, creating access to the full range of marks. Even stronger candidates were occasionally tempted to produce lists, limiting the range and complexity of their language. This was most apparent in reference to exhaustive lists of subjects studied at school. But where interviewers proceeded directly to ask "*Quelle est ta matière préférée?*", candidates tended to be more successful, expanding upon responses. Where interviewers allowed candidates ample time to extend replies, performance was enhanced. A clear majority of interviewers were careful to avoid the use of closed questions. Where candidates did not understand certain questions, most interviewers successfully rephrased such questions more simply. Candidates tended to perform better where the interviewers had a broad range of question types at their disposal.

Conduct of Examination

It is pleasing to report that centres tended to make every effort to adhere to the correct timings of the three components. This is crucial, as marks cannot be awarded for responses offered beyond the specified time limits. Some conversations were much too short, allowing candidates little opportunity to achieve their potential. It is most important that candidates are allowed the stipulated time for the presentation. Nearly all centres successfully divided the test into the three required elements, but some interviewers did not clearly indicate that they were moving onto the next conversation. Interviewers are again thanked for having made every effort to place candidates at their ease.

Administrative Matters

Centres are to be commended for the overall excellent standard of administration during this series.

The vast majority of tapes and other important materials were correctly presented and clearly labelled. In a few instances, the attendance Register and the pictures relating to the presentation were not included.

Whereas most recordings were very clear, some were not clearly audible, due to very "quiet" recordings or obtrusive background noise. Centres are politely requested to check the quality of recording after having tested the first candidate. The microphone should always favour the candidate rather than the interviewer.

Statistics

Grade	A*	A	B	C	D	E	F	G
Lowest mark for award of Subject Grade (all candidates) (max 100)	91	80	69	58	49	40	32	24
Lowest mark for award of Grade for Spoken French (optional) (max 60)	51	45	39	33	26	19	13	7

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