



Examiners' Report

June 2024

GCSE French 1FR0 4F

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Introduction

On this paper candidates are assessed on their ability to communicate effectively through writing in French. They are expected to write effectively for a variety of purposes across a range of specified contexts and to show competency in several areas:

- 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
- translate short sentences
- 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

- one hour and ten minutes
- 60 marks available
- dictionaries are not permitted
- instructions to candidates are all in French.

The Questions

- three open questions and five translation sentences
- candidates answer all questions with two questions presenting two options.
- recommended word counts are specified for each open question
- 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' ability is 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
- question 4: translate five sentences from English to French. The sentences are ordered in increasing level of difficulty.

Candidates are not penalised for exceeding or falling short of the word limit or for going beyond the mandatory bullet points. Candidates seemed to be very well prepared this year with fewer blank scripts. Generally, questions were well understood.

Question 1

This question addresses the theme of Identity and Culture and the topic of shopping. Candidates have to write 20 – 30 words describing a photo and giving an opinion on shopping.

Candidates were very well prepared for this question. There were some very good responses, where candidates fulfilled the task successfully, describing the photo and giving an opinion about shopping. Quite a few conveyed the fact that they liked going shopping with friends but not parents! The correct use of the present tense was evident and there was some good vocabulary as well as adjectives. Some candidates used such constructions as 'être en train de' and 'avoir l'air de' and the verb 'sembler', which were very impressive. Quite a few candidates scored in the top boxes of both parts of the mark scheme.

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

Unknown vocabulary included such words as market, jacket, vegetable and basket and grammar errors were made in present tense verbs and transferring English Continuous Present into French to produce 'elles sont acheter'.

1 Écris une description de la photo **et** exprime ton opinion sur le shopping.

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

Sur la photo, il y a deux femmes qui ~~se~~ shop pour nourriture. La fille a' doit porte un robe noir et blanc avec un pull blanche. J'aime shopping parce que c'est amusant.



ResultsPlus
Examiner Comments

This is a very good attempt and achieved just about within the word count. Both a description and opinion are given and there is development. Some English interference with 'shop' and misspelling of 'droite' makes one hesitate, but the language used is mostly successful. Verbs are secure and there is linking with 'qui, parce que'.



ResultsPlus
Examiner Tip

Candidates should make sure they know the basic vocabulary for topics such as 'to shop' and standard expressions to describe a photo such as 'on the right' etc.

1 Écris une description de la photo **et** exprime ton opinion sur le shopping.

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

sur la photo il y a deux femmes, un femme
je porter une robe, une femme je porter un
pantalon. A mon avis shopping de nuit.



ResultsPlus
Examiner Comments

There is variable success with language to communicate a description of the photo and an opinion. The switch from 'femme' to the first person is confusing. Apart from 'il y a', either a verb is missing as in the last sentence or an infinitive is used, but use of 'à mon avis' is impressive.



ResultsPlus
Examiner Tip

It is acceptable for candidates to imagine themselves being in the photo, but it's important to adhere to the same subject throughout to avoid confusion. Verb forms of simple verbs such as 'porter' and 'être' are crucial in order to gain a higher mark on the Linguistic Knowledge and Accuracy mark grid.

1 Écris une description de la photo et exprime ton opinion sur le shopping.

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

Dans mon photo il y a la ma mère et il y avait
au acheter au végétarié, il y a au table et elle, de
pois au globe blanc.



ResultsPlus
Examiner Comments

This answer is very difficult to follow and there is no opinion. It jumps from the description of a woman to the first person. There is however some development, but at the expense of providing an opinion.



ResultsPlus
Examiner Tip

Candidates would be well advised to have a method of reminding themselves to fulfil both parts of the task, which may be something as simple as writing at the top of the page straight away 'description and opinion.' Candidates must also make sure they adhere to the same subject throughout, though the candidates imagining themselves in the photo is fine.

Question 2 (a)

This question addresses the theme of Future Aspirations, Study and Work and the topic of volunteering.

There were some full and successful answers, where all points were addressed. The more successful answers adhered to the word limit. There were some good answers to the first and last bullet points with the immediate future being well conjugated for the latter, which, on the whole, most candidates answered very well. Overall, there were some good linking phrases with some candidates using correct tenses.

Many candidates answered this question without referring to volunteering for an organisation, but rather helping a member of the family, which was acceptable. However, question words 'qui' and 'quels' posed a problem with many candidates answering bullet point two by writing about what area they were going to help, mostly the environment, but not having the appropriate language skills and vocabulary to express it. 'Libre' was interpreted as 'lire', so many answers gave the sort of material read.

2 (a) Écris un email à une organisation.

Écris :

- où tu habites
- qui tu veux aider *ton planète*
- quels jours tu es libre
- une activité que tu vas faire.

Écris 40-50 mots environ ^{activity,} en français.

(16)

Monsieur/Madame,

~~Mon~~ Je voudrais travailler avec ~~vous~~.
toi. Je habite en ~~le~~ l'Angleterre l'Angleterre
l'Angleterre l'Angleterre l'Angleterre, Potters Bar.
Je vais aider la mon planète parce que
~~est~~ est global warming et la animaux.
Tous le jours je ~~tu~~ je lis ~~le~~ le newspaper.
Je ~~à~~ voudrais faire du aider ~~autres~~ personnes
achete la produits-bio parce que l'air
pollution.



This is a tricky one to mark. The candidate has answered the first bullet point, but misinterpreted 'libre' in the third one. It's clear that bullet point two has been misunderstood and interpreted as *what* the candidate is going to help – the planet – rather than whom. Whilst the fourth bullet point mentions people, and sometimes one could give the benefit of the doubt and count that as bullet point two, it's clear that no type of person is mentioned for bullet point two and that it's only in connection with what the candidate will do in the future that people are mentioned. What is produced has development and most of it is clear despite the English interference. There are some correct verbs and there is linking.



Candidates would be well advised to make sure they know the word 'libre', as it is used often either on its own or in 'temps libre' in writing papers. Rather than use English words, candidates should try to think of some other word they know in French or give a different answer if possible though it is acknowledged that this may be difficult. The topic of the environment is one which is challenging, so candidates should avoid mentioning it in questions at this level, as often the language skills and vocabulary are not well known.

2 (a) Écris un email à une organisation.

Écris :

- où tu habites - where do you live
 - qui tu veux aider - ^{why do} you want to help
 - quels jours tu es libre - ^{what} day
 - une activité que tu vas faire. - A activity you would like to do
- Écris 40-50 mots environ **en français**.

(16)

Monsieur/Madame,

~~Bonjour! Je m'appelle Kelly et j'habite~~
Bonjour! Je suis Kelly et ^{j'habite} ~~j'habite~~ en ~~Angers~~ Londres dans
la ville. Il y a beaucoup personnes si c'est un communauté
plus. Je voudrais ~~à~~ aider parce que l'environnement et tell
personnes tu marcher ~~et~~ souvent. Aussi aider du jeunes joue
dans la parc. Le jours je libre est tous le Jeudi ~~et~~ je dois
avec mes amis. A l'avenir je aimerais du faire est joue le foot pour
un event ^{et} ~~autour de monde~~ ^{sebbatique} autour de monde du aider enfants.

Cordialement,

Kelicia



In this answer all bullet points are addressed albeit not overly clearly and there is development. There are some correct verbs, but equally a few incorrect ones. The syntax is confusing at times, but there is linking.



This candidate has tried to include different sentence structures, but this has caused confusion. For a question at this level, it is advisable to express ideas in simple sentences, which, if mostly correct would score marks in the top bracket of the Linguistic Knowledge and Accuracy part of the mark scheme: 'uses straightforward grammatical structures...produces predominantly simple sentences occasionally linked together'.

Question 2 (b)

This question addresses the theme of Identity and Culture and the topic of staying with a French family.

There were some full answers addressing all the bullet points. The most successful adhered to the word limit. Bullet point one was done well on the whole, but many used 'je suis' and numbers such as 'dix-six' appeared frequently. The future tense for bullet point four was successful quite often, but candidates misinterpreted the question word 'quand' and wrote about where or why they were going to go to France and quite a few used the past tense to describe a former trip. For bullet point two some candidates seemed to really enjoy describing themselves with some lovely and familiar adjectives and development, sometimes including about what their sibling thought of them. Difficulties were encountered with 'toi-même' with candidates repeating this word indiscriminately in their answer and 'passe-temps' was interpreted as weather.

2 (b) Tu écris un email à une organisation.

Écris :

- quel âge tu as
- une description de toi-même
- tes passe-temps préférés
- quand tu vas aller en France.

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

(16)

Monsieur/Madame,

je m'appelle Alissa Conteh et j'ai
seize ans. Je suis assez grande
avec les cheveux noirs. Quand
j'étais plus jeune je j'étais très
timide et ennuieux mais maintenant
je suis animée et amusante. Aussi
quand j'étais plus jeune je jouais
le foot et je faisais la natation. Si
possible en hiver je fais la natation
dans le futur je voudrais en visite
le France parce que c'est très beau
et j'adore la cuisine.

Cordialement,

Alissa Conteh



A very competent answer. All bullet points are answered with development albeit much in the past tense. Though there is no specific time mentioned for bullet point four, apart from 'dans le futur', it has been addressed. It is very clear with no ambiguity. Most verbs are secure with one or two incorrect ones. There is linking and some nice adjectives.



It is advisable to remind candidates that for both this and Q02(a), they are not required to answer in the past tense, but only the present and future. This candidate has fulfilled all bullet points successfully and in the right tense and it is only the development which is in the past, but it would be a shame if the candidate had slipped up and answered the bullet points in the past.

2 (b) Tu écris un email à une organisation.

Écris :

- quel âge tu as → age
- une description de toi-même → description of me
- tes passe-temps préférés → prefer
- quand tu vas aller en France. → go to France

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

(16)

Monsieur/Madame,

Je suis six ans. Mon anniversaire est Avril 15^{en}. // Je suis très ~~très~~ cool et gentil ^{mais} ~~je~~ ^{ne} suis ~~ennuyeux~~ pas // Ma préférés tes passe-temps voyager en Espagne parce que c'est amusant et il fait beau // ~~Qu~~ Tu vas aller en France. Le week-end dernier je voyage en Espagne avec mes amis. C'était très marrant. On joue au foot à la plage, c'était ^{super} ~~très~~ cool.

Cordialement,

Iz



The candidate addresses bullet point one, albeit with an age which is unlikely to be correct! For the answer given to the third bullet point – we have to accept that going to Spain is a hobby for this candidate, thereby giving the benefit of the doubt. Bullet point four though is not understood, as the candidate lifts ‘tu vas aller’ from the stimulus. What follows is development in the first person and in the past tense. Due to the missed bullet point, this answer cannot be placed in the top box for Communication and Content. Some verbs are secure, but there is overuse of the verb ‘être’ in the first person. There is one linking phrase: ‘parce que’.



Candidates do need to know significant numbers such as those of their age, birthday etc. This candidate of course responds to bullet point one, so we can credit him/her for that, but it is clear that the number is incorrect. Candidates at this level should also have a grasp of basic verbs.

2 (b) Tu écris un email à une organisation.

Écris :

- quel âge tu as - age
- une description de toi-même - description of
- tes passe-temps préférés - Preferred time
- quand tu vas aller en France. -

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

(16)

Monsieur/Madame,

Je suis ~~quatre~~ vingt-un âge et mon
anniversaire des deux janvier. Mon même
des cher et modern mais petit et
confortable. ~~je voudrais aller~~ Mon préféré's
temps des il fait beau, je voudrais
je ~~rest~~ rester en France sept days parce
que je voudrais visite monuments. et
visiter mon famille.



ResultsPlus
Examiner Comments

Bullet point one is fulfilled, but the others are misunderstood, as for bullet point two, the candidate seems to be describing a house. 'Passe-temps' for bullet points three is interpreted as the weather and for bullet point four the length of time the candidate intends staying in France is given. There is however some development for the last bullet point. Verbs are not very secure and the syntax is confusing unfortunately.



Candidates need to familiarise themselves with question words, frequently recurring vocabulary such as 'passe-temps' in order to be able to understand and therefore address the bullet points successfully. That alongside being mindful of the fact that each sentence has a subject, verb etc will produce a more coherent piece.

Question 3 (a)

This question addresses the theme of School and the topic of school activities.

Many candidates answered this well and seemed to enjoy describing the clubs giving numerous opinions as to why from being with friends to the teachers being fun. Some combined the first two bullet points into one section, making it difficult to unravel the different parts when marking, for example by writing about a club, giving an opinion about it and then repeating the process. Most candidates seem to understand what bullet point three was asking for and answered successfully in the past tense though often the auxiliary was missing. There were also a few candidates who misinterpreted 'l' année prochaine' in the fourth bullet point as 'l'année dernière' thereby writing in the past tense again. Those who did interpret the last bullet point correctly managed to imply the future either by using 'je vais' or 'je voudrais'. There was good linking at this level and opinions given for bullet points one and three as well as the mandatory one for bullet point two.

Choose either Question 1(a) or Question 1(b).

If you answer Question 1(a) put a cross in the box .

School activities

1 (a) Écris un email à ton ami Paul sur les activités scolaires.

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

- les clubs dans ton collège *the clubs in your school*
- ce que tu penses des clubs *what you think of the clubs*
- la dernière excursion scolaire que tu as faite *that last school trip you did*
- une activité que tu vas faire l'année prochaine. *an activity that you're going to do next year*

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

(20)

- Dans mon collège il y a beaucoup de clubs de sport. Quand ~~je~~ j'étais un peu plus jeune, je ~~je~~ j'ai jamais joué au Netball, mais maintenant je ne ~~je~~ participe aucun dans clubs.
- Je pense que c'est ~~assez~~ vraiment bon que on a beaucoup de clubs de sport cependant je crois que ~~il y a~~ il faut plus clubs de maths et technologie puisque c'est bon pour le mental.
- Le printemps dernier avec ~~mes amis~~ j'ai fait un trip scolaire à Montpellier en France.
- J'ai l'adoré parce que je pouvais voir la belle campagne ~~de~~ de France, quand ~~on~~ nous avons fait une randonnée après on a visité la ville.
- L'année prochaine je ~~vais~~ ^{serai} ~~faire~~ du jogging car je trouve ~~ça~~ ça ~~me~~ m'aide à oublier mes soucis. Aussi, je vais essayer jouer de la



trumpette, car je pense ~~que~~ que c'est cool
puisque mon frère le joue et il ~~se~~
s'amuse ~~que~~ quand il en joue comme un
cheval.



ResultsPlus
Examiner Comments

This is a solid answer covering all bullet points with development on each one including a nice comparison to the past for the first bullet point and for the third bullet point, a reflection on the beautiful French countryside and the benefits of jogging, Also the comment on how the brother plays the trumpet is a nice touch. There are slight moments of hesitation with an omission about who the candidate went on the trip with and the use of 'trip', but these are very minor. Tenses are secure and there is variety with pronouns and idioms.



ResultsPlus
Examiner Tip

The omission of whom the candidate went on the school trip does make the reader hesitate as well as the word 'trip', so candidates would be well advised to leave time to read through their answer forensically to pick up such omissions and mistakes.

Choose either Question 1(a) or Question 1(b).

If you answer Question 1(a) put a cross in the box .

School activities

1 (a) Écris un email à ton ami Paul sur les activités scolaires.

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

- les clubs dans ton collège
- ce que tu penses des clubs
- la dernière excursion scolaire que tu as faite
- une activité que tu vas faire l'année prochaine.

Present ✓
Perfect ✓
imperfect ✓
conditional ✓
di'vant future ✓
simple future ✓
opinions ✓
good phrases ✓

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

(20)

- A Mon collège il y a beaucoup de clubs Mais mon préféré est les clubs de sport. Le club de foot es le plus intéressant et ~~est~~ me aider a oublier mes soucis.
- D'habitude je vais a les clubs dans mon collège parce je trouve ca sont tres utile et bon pour le mental Mais recement j'ai n'aime pas alle ~~par~~ ~~car~~ a cause ca les ^{Nouveaux} ~~profes~~ profes sont ~~les~~ ~~st~~ assez stricte
- La semaine dernière, Mon ^{collège} ~~collège~~ et moi! alle a un grand ~~de~~ ^{beau} ~~beau~~ de travail pour voir comment fabriquer et dur un travail est. Dans la future je ne travaillerai dans un travail ennuyeux ou avec mal payé Mais je pense que les ~~les~~ excursions sont genial!
- ~~Dans la~~ L'année prochaine, je voudrais aller au un stade de foot avec mes amis donc je puise regarde une ~~st~~ equipe qui s'appelle 'PSG' parce que mon rêve serait voir le ^{mellieur} ~~meilleur~~



équipe en France mais D'abord je vais acheter
le nouveau kit.



All bullet points are addressed and there is development. There are mistakes in the language, which makes one hesitate in reading it as well as the use of 'kit'. Some of the verbs are secure but there are a few mistakes such as in the first bullet point, 'es', in the third bullet point, 'allé' for the perfect tense (amongst other perfect tense mistakes) and in last bullet point, 'puise'. There are attempts at more complex language: 'mon préfère est, me aider a oublier, avec mal payé, mon rêve serait voir le meilleur...' but they just miss the mark and there are numerous spelling mistakes.



Whilst it is to be commended that this candidate has used more advanced constructions to vary the language, it is important that basic words are spelt correctly, so candidates would be well advised to make sure they leave enough time to read through what they have written forensically. This would also avoid such errors as 'j'ai n'aime pas allé'. Also to avoid such anglicisms as 'voir comment fatiguer et dur un travail est', candidates should have a bank of complex structures they use in the run-up to the exam that are tried and tested, so that they can express more complex ideas confidently and correctly.

Choose either Question 1(a) or Question 1(b).

If you answer Question 1(a) put a cross in the box .

School activities

1 (a) Écris un email à ton ami Paul sur les activités scolaires.

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

- les clubs dans ton collège
- ce que tu penses des clubs
- la dernière excursion scolaire que tu as faite
- une activité que tu vas faire l'année prochaine.

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

(20)

- Il y a beaucoup des clubs dans mon collège. Un club ~~c'est~~ est le club des football et tu jouer dans en l'équipe ensemble avec ton camarades.
- À mon avis je pense des clubs c'est un bon expérience pas que c'était bon pour ton corps et aide ton mental. Avec ça tu peux développer ~~niveau~~ nouveau Skills et ~~rep~~ dans le futur tu peux représenter ton pays ~~en~~ international.
- La semaine dernière, nous allé en un excursion de scolaire. Nous ~~allé~~ en France et en ~~le~~ Sud de France. C'était genial. Nous visiter le plage et les locale c'est trop sympa. Mais dans ce soir le beaucoup des personnes en la rue peut un celebration et je pas dormir.
- Une activité mon envie faire l'année prochaine c'est ~~aller~~ aller ~~visiter~~ visiterais le Londres. Si j'étais ~~de~~ l'argent, je acheterais beaucoup des souvenirs pour mon famille.





All bullet points are covered and there is some development with nice ideas, but it is quite a difficult read due to the incorrect use of pronouns, wrong tense or lack of verb: 'tu jouer, c'était bon pour ton corps, nous...en sud de France' as well as English interference with 'skills'. The last sentence of bullet point three and first sentence of the fourth bullet point are stilted. Tenses are quite shaky: 'tu jouer, nous allé, nous visiter, c'est allé visiterai, j'étais'. There is some attempt at more complex language: 'tu peux développé, tu peux represente' and 'si' clause, but there are mistakes as well as many spelling errors in basic words: 'pas que, nouveau'.



It is unfortunate to see that a candidate has understood perfectly well the bullet points, but then does not express them clearly as in this case, as this affects not only the Communication and Content mark as the ideas are not conveyed with clarity but also the Linguistic Knowledge and Accuracy mark, as verbs are insecure. Candidates are well advised to make sure they can conjugate basic verbs such as regular 'er' ('jouer, visiter') as well as tense formation for example using an auxiliary in the perfect tense.

Question 3 (b)

This question addresses the theme of International and Global Dimension and the topic of the environment.

Clearly a topic candidates enjoy writing about. Most were able to write about how they help the environment for bullet point one though quite a few wrote about the main issues there are with the environment more generally, which showed a lack of close reading of the bullet point and more a presentation of pre-learnt material. Many gave different ideas of how they have helped the environment recently for the third bullet point. Expressing an opinion on the state of their town was done quite well. However, quite a few candidates misinterpreted 'comment' in the last bullet point and instead of writing about how they would travel in the future mentioned where they would go.

There was good use of topic-specific vocabulary on the whole with some complex language including linking phrases and subordinate clauses, but equally many candidates' command of tenses was insecure.

If you answer Question 1(b) put a cross in the box ☒ .

The environment

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

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

- comment tu aides l'environnement
- ton opinion sur la pollution en ville
- ce que tu as fait récemment pour protéger la planète
- comment tu vas voyager à l'avenir.

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

(20)

① ~~Chaque jour~~ Tous les jours, ~~généralement~~ j'essaie d'aider l'environnement parce que je pense que c'est le plus important pour notre avenir. Nous n'avons qu'un seul monde. C'est ~~pourquoi~~ pourquoi j'utilise toujours le papier recyclé. J'espère ~~que~~ qu'en triant les déchets, ~~je~~ je peux avoir un impact.

② Si on me demandait mon avis, je dirais que la pollution en ville est ~~un grand problème~~ une grande problème. Aujourd'hui, si on va au centre-ville, on peut voir que les déchets sont partout ! Quelle dommage ! La ville est très moche à cause ~~des~~ de la pollution. ~~Il y a~~ ~~plus~~ ^{un action}

③ Le weekend dernier, j'ai participé dans ^{un} ~~un~~ ~~groupe~~ ^{organisation} qui ~~luttent~~ ^{lutte} contre la pollution. Nous



sommes allés à la plage et nous avons collecté tous les déchets. C'était ~~une~~ très gratifiante ~~expérience~~. Après avoir ~~été~~ nettoyé la plage, ~~je~~ j'étais fier de moi - c'était une belle paysage. ~~Je~~ Je voudrais y retourner bientôt.

④ Je n'aime ~~pas~~ pas voyager à l'étranger à cause de l'environnement, mais cet été ~~je~~ j'irai à Paris pour la première fois! J'aimerais voir des amis dont toi - ce sera fantastique. ~~De~~ De plus, je pourrai visiter les sites touristique, comme ~~les~~ ~~Paris~~ L'Arc de Triomphe.



ResultsPlus
Examiner Comments

This is a very good attempt indeed. Whilst it is very fluent with coverage of all the bullet points with development and some nice ideas, the last bullet point does not really state how the candidate will be travelling though there is a nod to the bullet point, hence it can't be in the top box. The language flows and there are very few mistakes and attempts at complexity are successful.



ResultsPlus
Examiner Tip

Even the best candidates still need to break down the bullet points into its separate components, especially where there is a question word, so that the bullet point is answered properly. This candidate forfeited the top bracket of the Communication and Content mark grid due to misreading/misinterpreting the last bullet point.

If you answer Question 1(b) put a cross in the box ☒ .

The environment

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

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

- comment tu aides l'environnement
- ton opinion sur la pollution en ville
- ce que tu as fait récemment pour protéger la planète
- comment tu vas voyager à l'avenir.

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

(20)

* Bonjour! Comment vas-tu?

Bien que je n'aie que quinze ans, c'est vraiment important pour moi de faire tout ce que possible pour protéger l'environnement. Actuellement, je trie les déchets pour mes parents tous les jours et j'éteins la lumière en quittant une pièce. Mais je pourrais utiliser plus de produits verts.

Je crois que la pollution en ville n'est pas bien. Il y a trop de gens qui voyagent en voiture, et parce que de ^{ce} ^{voies} ~~ici~~ il y a beaucoup de pollution dans ma région. Cependant, il n'y a plus de pollution dans les grandes villes comme Londres.

Récemment, j'ai participé dans une démonstration pour l'environnement à Londres. C'était une expérience inoubliable et c'était formidable. De plus, je viens de ~~me~~ écrire ~~en~~ à la maire, à mon député, pour demander qu'ils fassent plus de protéger la planète.

Quand je serai plus grande, je voyagerai en ferry ou dans le véhicule électrique de ma famille, parce que les émissions de carbone sont moins grandes. Bien que voyager en avion est plus rapide qu'en ferry, le ferry est plus écologique, et je pense que c'est mieux. Aussi, à l'avenir, je voudrais essayer de voyager moins en bus et plus en train, parce que c'est mieux pour notre planète.

Au revoir!

- Hannah





This is a very competent piece with all bullet points addressed with development. Just the use of the word 'demonstration' 'pour qu'ils fassent' and 'quand je sois' are errors, but these are minor. The language is very impressive with lots of complexity and is highly accurate all round with some blips: 'faire tout que possible and parce que de ça'.



This candidate can clearly write very competent French and would probably be able to amend any mistakes made in complex constructions by really breaking down what has been written and working out how it should be expressed thereby correcting it before finishing the exam.

Question 4

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

On the whole, this question was done very successfully by many candidates with far fewer blank answers than in previous years and many managed to score a mark or two on each question, which is pleasing to see. Standard phrases such as 'parce que c'est (très) facile', 'je suis allé' and 'pour mon anniversaire' were well known whilst items of vocabulary such as fromage, souvent, chaud, faire, pâtes, la semaine less so. Many candidates gave the English for cognates such as déteste and chocolat and the first person present tense of boire was rarely correctly spelt.

4 Traduis les phrases suivantes en français.

(a) I hate cheese.

(2)

~~N/dé/~~ Je deteste vraiment.

(b) I go to the café on Saturday.

(2)

Je vais le café sur samedi.

(c) I often drink hot chocolate.

(2)

Je obtenaire boire chocolate chaud.

(d) I like to make pasta because it is very easy.

(3)

J'aime colleque. pasta parce que c'est tres easier.

(e) Last week I went to a restaurant for my birthday.

(3)

L'année week, je suis allé un restaurant pour ma anniversaire.



(a) ' De teste', whilst missing the accents has an 'e' on the end, so can be considered to have been an attempt at a French spelling, so it is credited, but cheese is not known.

(b) It is difficult to decipher whether the candidate has spelt café with an 'f' or 'k', but looking at the second word in (c), which looks like the candidate's word for 'often', the 'f' looks the same as the one in café, it is accepted.

(c) Although the verb is spelt incorrectly, we credit it as communication is clear. However 'chocolat' is spelt the English way, so can't be credited.

(d) There is communication of some elements, which warrants a mark.

(e) There is only one element missing, which is the time phrase, so this scores 2 and is a very good attempt.



For this question, whilst the mark scheme focusses on communication, candidates do need to make sure they spell cognates the French rather than English way. It is also important that candidates know frequently recurring vocabulary such as fromage, souvent, facile and dernier.

4 Traduis les phrases suivantes en français.

(a) I hate cheese.

(2)

Je déteste cheese.

(b) I go to the café on Saturday.

(2)

Je vais un café un samedi.

(c) I often drink hot chocolate.

(2)

Je boire hot chocolate.

(d) I like to make pasta because it is very easy.

(3)

Je J'aime pasta parce que c'est très easy.

(e) Last week I went to a restaurant for my birthday.

(3)

Le week dernier, je vais au restaurant par ma anniversaire.



(a) This sentence is only partly communicated, as the candidate doesn't know the word for cheese.

(b) The lack of preposition and insertion of 'un' are ignored as the candidate has communicated the three key elements needed for this question.

(c) Although the spelling of the verb 'boire' is not correct, the candidate does convey the message.

(d) Only 'j'aime' and 'parce que' are correct here, so the candidate can be credited one mark for this question.

(e) whilst the last two elements are correct, the time phrase and the tense are not, so the candidate is awarded 1 mark.



Candidates should aim to know their verbs, nouns and time phrases well in order to be successful in this question. This candidate, for example, was able to score full marks for (c) due to the key elements being communicated through a correct verb and two nouns, whereas for (e) the incorrect time phrase and tense hindered communication.

4 Traduis les phrases suivantes en français.

(a) I hate cheese.

(2)

Je déteste le cheese.

(b) I go to the café on Saturday.

(2)

Je vais ~~au~~ ^à la café & Je vais
la café un samedi.

(c) I often drink hot chocolate.

(2)

Je boive ~~le~~ ^{hot} la ^chocolat

(d) I like to make pasta because it is very easy.

(3)

J'aime faire la pasta parce que
c'est très easy

(e) Last week I went to a restaurant for my birthday.

(3)

Le week dernier, je suis allé au restaurant
mon fête anniversaire.



(a) In this answer the verb is communicated albeit without an accent, but not spelt the English way, so can be credited. However the word for cheese is not known.

(b) The lack of preposition and insertion of 'un' are ignored as the candidate has communicated the three key elements needed for this question.

(c) The word for often is missing, but there are two correct elements, so this answer scores 1 mark.

(d) There are only two correct elements, 'j'aime faire' and 'parce que'.

(e) There is an incorrect time phrase and inclusion of 'fête' with no 'pour', but the middle part can be credited.



Candidates need to know basic nouns such as cheese, pasta, easy and week in order to be able to communicate the meaning of the sentences in this question.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice.

For Q01 make sure:

- both the photo is described and an opinion is given by making a note at the top of the page before starting the task
- you know how to say such phrases as 'on the right/left' and 'in the middle' etc
- you adhere to the same subject pronoun throughout eg she or I.

For questions Q02(a) and (b) and Q03(a) and (b) make sure:

- you practise phrases which can be adapted to all topics in the run-up to the exam so that they are tried and tested and therefore you are confident to use them
- try to adhere to the word count, so as not to make too many unnecessary errors
- break down the bullet points into the question word, tense verb it is in and then the detail of what is being asked.
- try to have 'parce que' or 'car' in mind to prompt you to develop answers
- try to separate your answer into a paragraphs 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!

For Q04 make sure:

- before you start trying to translate, you break the sentences down into small chunks taking account of all small words such as 'very, but'.

For all questions make sure:

- your tenses are solid and that you know basic vocabulary, question words and time phrases
- 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, Q04: present tense apart from (e).

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>

