



---

# **GCE EXAMINERS' REPORTS**

---

**GCE (NEW)  
FRENCH  
AS/Advanced**

**SUMMER 2018**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

### **Online Results Analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

<b>Unit</b>	<b>Page</b>
AS Unit 1	1
AS Unit 2	5
A2 Unit 3	8
A2 Unit 4	12
A2 Unit 5	17

**FRENCH**  
**General Certificate of Education (New)**  
**Summer 2018**  
**Advanced Subsidiary/Advanced**  
**AS UNIT 1: SPEAKING**

**Overview**

This is the second year of the new AS specification and WJEC continues to offer several forms of guidance to help centres prepare for the new demands. In addition to a programme of continuing professional development for teachers, the examination board has provided a detailed specification and a full set of sample assessment materials and mark schemes. There is also a detailed *Guidance for Teaching* document. In addition, the cards used in the 2017 tests are available to centres.

Many teachers and candidates need to increase their awareness of the demands and expectations of this test which is only in its second year. A significant number of candidates do not understand that there is no personal element in this test and that all remarks need to relate to France or a country or community where French is spoken.

The new demands can be summarised as follows:

1. Candidates in Wales undertake two tasks which are different in nature;
  - (i) an argument task - where there are two cards with opposing views based on a sub-theme relating to France, French-speaking countries or communities. The candidate selects one of the cards based on the standpoint they have chosen to argue.
  - (ii) a discussion task containing a short reading passage. All four assessment objectives are used to evaluate performance
2. The mark schemes are different for Card A, (“argument”) and Card B, (“discussion”). Though both tasks are evaluated using assessment objectives 1, 3 and 4, they differ in the following ways: the argument card does not assess AO2 and the “weighting” of AO4 is different. Half the marks for Card A are allocated to AO4.

Lack of appreciation of the characteristics of this specification can adversely affect candidate performance.

Overall, candidate performance in each assessment objective was as follows:

- (a) Assessment objective 1: *Responding orally to questions and interacting with the examiner.* Generally, candidates can answer the set questions in task B but lack the language to sustain the argument specified for task A. Answers to the set questions on Card B can be too long and this can limit interaction. A few candidates do not realise that in these instances, the examiner will intervene to move the discussion on.

- (b) Assessment objective 2: *Candidates need to demonstrate in their answers that they understand the meaning of the text which forms part of the test. A text is part of task B but not task A. The reading passage will contain several ideas which could well be relevant to the three set questions or the ensuing discussion. Examiners often needed to encourage candidates to consider the text, but many candidates failed to extract the relevance of each idea. Repeating part of the text in response to an examiner prompt “Qu’est-ce que le texte vous dit?” did not demonstrate that the candidate had understood the text. Candidates need to show their comprehension by rephrasing the ideas in the text. Performance in this assessment objective has improved since last year because some candidates are more aware of the relevance and importance of the text. Overall, however, centres and candidates are advised to give more attention to this aspect of the work.*
- (c) Assessment objective 3: Marks are awarded for three aspects of this assessment objective. These are: *The grammatical accuracy of the French, the range and variety of structures and idioms used, and the accuracy of intonation and pronunciation.*

Grammatical accuracy varied considerably but, generally speaking, it was acceptable. There were the usual problems with verb forms, tense formation, dependent infinitives, genders and agreements. A lack of accuracy can lead to lack of comprehension by the examiner and this can affect the conversation as a whole. Usually candidates had the vocabulary and structures they needed to convey straightforward ideas but lacked the language to persuade and convince in a discussion. Pronunciation was generally acceptable though some candidates’ pronunciation reveals the influence of their native language’s intonation and sound system.

- (d) Assessment objective 4: This is particularly important in the “argument” task, as half of the marks are allocated to this assessment objective. The candidate needs to demonstrate *“knowledge and understanding of France/a francophone country or community, explain its relevance to the sub-theme under review and argue the relevance of the information to the discussion”.*

Many candidates lack detailed basic information about the sub-themes in the specification for the argument task. They might, for example, be able to name a single item relevant to their argument but lack enough detailed information about it or information about similar relevant items in order to support an argument for the length of the discussion. It was the lack of specific topic-based information relating to France or a French-speaking country or community, combined with the weighting allocated to AO4 in the Argument task which meant that the overall performance in the Argument task was lower than that for card B.

Many of the sub-topics in the discussion on card B relate to problems or characteristics which are also found in the UK. In order to improve performance in this assessment objective, however, candidates need to give facts and arguments which relate to France or a French-speaking community and not present generic facts. Comparing situations in France and the UK is generally not appropriate.

### **Card A (the “argument” card) on “Understanding the French-speaking world”**

In the “argument” task, candidates must either speak in favour of or against the theme on the card. Candidates are allowed to choose beforehand between a card on the sub-theme Regional culture and heritage in France, French-speaking countries and communities or a card on Literature, art, film and music in the French-speaking world.

The majority of candidates chose Regional culture and heritage in France, French-speaking countries and communities, but often those choosing this option were unable to give relevant detailed knowledge about the chosen sub-theme. In many instances, examiners had to suggest ideas and possible arguments to the candidates.

Candidates who chose to speak about festivals, for example, could often just name a festival but could not explain its importance or relevance to a region. They often could not distinguish between international festivals such as the Cannes Film Festival, national festivals such as Le 14 juillet and regional or local festivals. Candidates choosing Literature, art, film and music often had more detailed knowledge and arguments to defend their viewpoint.

Centres are beginning to get more familiar with the requirements for this task. In many instances candidates had the variety of language needed both to defend their viewpoint and to counter the arguments given by the examiner. In addition, candidates are beginning to acquire the language required for persuasion and debate. - “*Vous avez peut-être tort !*” or even in one instance a very vigorous “*Taisez-vous !*” Examiners generally enjoy this exchange though some candidates who are shy are reluctant to challenge the visiting examiner. In some instances it is obvious that the candidate lacks the language and the knowledge of the country to present and sustain an argument. In these circumstances examiners generally change the nature of the exchange to a question and answer session with the examiners’ question serving as a prompt for a lack of ideas or content.

To do well in this task, candidates need detailed relevant information about France, French-speaking countries or communities (AO4), the ability to present information using persuasive language and the debating skills to counter arguments (AO1) and to do so using suitably accurate language with a range of structures and idioms with good pronunciation (AO3).

### **Card B (the “discussion” card) on “Being a young person in French-speaking society”**

The format of the second card is more familiar as the candidates are aware that they will be asked three questions. Candidates were generally happier undertaking this task than the “argument” task even though they found the length of the discussion demanding.

What is less familiar is the short reading text on the sub-theme. Candidates need to show that they understand the ideas in this text during their discussion with the examiner. In many instances, candidates made little or insufficient reference to the text even when guided to do so by the examiner. They did not show that they had understood the ideas in the text or their relevance to the set questions or their own discussion.

The discussion is focussed on being “a French person in French-speaking society”. The whole discussion must relate to France or a French-speaking country. Candidates must, therefore, be very careful when discussing what could be called “generic” topics about youth culture (e.g. smoking, drugs, alcohol, education, relationship with family,) to fully relate their comments to France, a French-speaking country or communities where French is spoken. Comparisons with UK or talking about their own personal experiences (unless they draw on personal experience of living in France etc.) are not relevant.

To do well in this task, candidates need detailed relevant information about France, French-speaking countries or communities (AO4), the ability to extract information from the text using their own words (AO2), the ability to present information using persuasive language (AO1) and to do so using suitably accurate language with a range of structures and idioms with good pronunciation (AO3).

## **Centre arrangements**

All AS French orals using the new specification are conducted by the exam board's own visiting examiners and WJEC wishes to thank centres for welcoming these examiners. In many centres the arrangements were good, and centres now realise that an invigilator is required in the preparation room for the "new" AS oral test. Consortia arrangements were useful in reducing the number of centre visits, though some arrangements were quite complicated.

Centres are reminded that they must be prepared to accept visiting examiners at any time during the oral examination assessment window.

## FRENCH

### General Certificate of Education (New)

Summer 2018

#### Advanced Subsidiary/Advanced

### AS UNIT 2: LISTENING, READING, TRANSLATION AND CRITICAL RESPONSE IN WRITING

#### Section A: Listening

##### Question 1: tick 5 correct statements

Most candidates coped well with this task. No active use of French was required. (e) and (f) were the most common incorrect answers. Candidates on average scored 4 marks.

##### Question 2A: true or false

This question proved accessible to most candidates however, there was an element of challenge. In addition to choosing wrong answers, the usual reason for an incorrect answer was either French that did not convey the meaning or an answer which was not precise enough e.g. (b) where *L'avant-bras* was required. Most common errors were (c) and (d) marked as correct. Question (g) proved the most difficult, as *effectués* was not understood. Very few candidates were able to manipulate the statements provided to formulate their own answers. A number of spelling errors hindered clarity and failed to communicate the answers required.

##### Question 2B: gap fill

Most candidates scored 4 or more marks out of six on this question. The most common errors were (3) and (6); a number of candidates scored 6 marks.

#### Section B: Reading

##### Question 3: summary

Many candidates gained full or nearly full marks on this task. Candidates needed to pay close attention to the text in order to select the most appropriate answer e.g. (b) test pieces were chosen by both the student and the examiner, and (c) where all aspects of the job of being a DJ were required, not just some. Most commonly, candidates failed to follow the order of the text.

##### Question 4: gap fill

Generally well done. Answer 4) *tout* was the answer that was most commonly incorrect.

## Section C: Translation

### Question 5

Although this is traditionally the most challenging task, candidates did not take sufficient care when translating:

- (a) parts of sentences were missed out
- (b) verb tenses were often wrong, particularly future, conditional and perfect
- (c) subject pronouns were mistranslated e.g. 'vous' as 'we'
- (d) sentences were misconstrued e.g. 'films of this type teach us a lot' became 'we teach a lot...'
- (e) context provided by Q4 was not utilised.

Often what candidates wrote did not make sense in English or Welsh.

In addition to common errors in sentence construction, common expressions and phrases such as the following were not known or were translated incorrectly:

**Part 1.** *de même que...* - *décrire* mistaken for *écrire*, *défauts* rendered as 'defects'

**Part 2.** *se demander*, *pourtant*, *qu'est-ce qui ne va pas*

**Part 3.** Translated correctly by the majority of candidates

**Part 4.** *ravis* translated as 'ravished'/'raving mad'/'ravaged'

**Part 5.** *venir* was confused with *voir* or not translated at all, *déception* was mostly unknown.

## Section D: Critical response in writing

### Question 6

For this section, the assessment objectives are AO3 (manipulating the language accurately, using a range of lexis and structure) and AO4 (showing knowledge and understanding of, and responding critically to the film). The question is marked out of 36. AO3 carries twice as many marks (24) as AO4 (12).

Lack of accuracy in writing meant that the knowledge of the film that the candidate wished to convey was impaired and this had an effect on the quality of the response as a whole.

While some candidates manipulated persuasive literary language well, most candidates lacked the constructions and necessary film specific phrases and vocabulary to write a critical response.

Many essays were marred by common grammatical errors including wrong (anglicised) constructions, verb forms, tenses (overuse of and/or incorrect subjunctive), genders and agreements. Quotations were almost always wrong or partially made up. It was clear that in many instances the candidates knew the story within the film studied and knew the characters well but lacked the language to convey what they knew accurately.

Many reverted to telling the story and there were many passages that were irrelevant to the question asked. Introductions (too long for most candidates) and final paragraphs were often standardised within centres and generally contributed little to the arguments within the essays.

*Un long dimanche de fiançailles*: fewer candidates answered questions on this film. These essays tended to be descriptive rather than evaluative.

*Le Havre*: candidates usually chose option (a) about the character of Marcel and wrote for the majority a pen portrait.

*La classe*: both options were chosen but option (a) about the girls proved more popular.

*La Rafle*: by far the most popular option with both options being chosen almost equally. The candidates knew the film well but the answers either lacked clarity of detail or exemplification, or contained long passages which were irrelevant to the title.

A small number of candidates produced essays of excellent quality.

**FRENCH**  
**General Certificate of Education (New)**  
**Summer 2018**  
**Advanced Subsidiary/Advanced**  
**A2 UNIT 3: SPEAKING**

**Overview**

This is the first year of the new A level specification which features an independent research project (IRP), and WJEC offers several forms of guidance to help centres prepare for the new demands. In addition to a programme of continuing professional development for teachers, the examination board has provided a detailed specification and a full set of sample assessment materials and mark schemes. There is also a detailed *Guidance for Teaching* document.

Centres were free to contact the examination board to ask advice about suitable Independent Research Project (IRP) topic titles and many did so. This did not guarantee the quality of the performance as this depended on the candidates' own research, the quality of the presentation, the accuracy of the language of study and the ability to deal effectively with questions and issues raised during the discussion. Titles were accepted if they offered a discussion point rather than a narrative or description and were clearly relevant to the country/communities where the language is or was spoken.

Indeed, the candidates' choices reflected their personal interest and discussed an extremely wide range of topics, including historical events or movements, politics, sociological issues, cultural questions, matters of regional interest within the countries where the language is spoken, sport, economics, philosophy, architecture, art and the media.

In addition to confirming that the IRP was the candidates' own work, the IRP form completed on each candidate's behalf allowed WJEC to check that the discussion was not about the contents of a set book or film about which candidates had chosen to answer written questions. The bullet points of sources and issues was a useful guide for the examiner while conducting the test, though candidates must not expect the examiner to follow the issues on the outline given.

Candidates may discuss issues similar to those discussed in books or films studied specifically for unit 2 and unit 5, but must not use the content of the book or film itself to illustrate the IRP.

Most centres did send the examiner copies of the IRP form in good time. They can be scanned or photographed and sent as an email to the visiting examiner or possibly sent as paper copies to the exam board to be forwarded to the examiner. In some centres, however, the examiner received the form on the day of the test or only two or three days before the test itself. Copies of the initial presentation are not required or desirable and do not replace the IRP form.

Centres may not help candidates with their actual presentations and IRPs but can still give students general advice - for example on some of the following issues:

- (a) choosing a suitable topic
- (b) the characteristics of a good IRP
- (c) planning and timing the process
- (d) the principles of effective research, quality, intensive vs extensive research
- (e) the validity and reliability of sources
- (f) dealing with contradictions or uncertainty arising from the research
- (g) general hints, expressions for writing up the project (for oral delivery)
- (h) the oral rather than written nature of the language used in the presentation and following discussion. This affects, for example, sentence length complexity of constructions and lexis.

The presentation (20 marks) and the discussion of the IRP (52 marks) form the whole of the marks awarded for the WJEC French A level oral test.

### **(A) The presentation**

The presentation is evaluated according to three assessment objectives: AO2 (4 marks), AO3 (8 marks) and AO4 (8 marks).

AO2 is the candidate's ability to respond to written material from a variety of sources. The candidate needs to show that he or she has undertaken first hand research for the presentation and the IRP. As time is short, there is no time to go into detail of the sources but suitable short references to the sources - where and when found, or quotations from whom - might strengthen the examiner's evaluation of the amount and quality of research. The greatest indicator of the quality of research undertaken is from the content of the presentation itself rather than any oblique reference to a source.

AO3 is the quality of the language. This includes grammatical accuracy, the range and appropriateness of structures, vocabulary and idioms and the quality of the pronunciation and intonation.

The candidates had pre-prepared their presentation themselves and many had learnt it off by heart. Accuracy was good on the whole as most candidates used constructions with which they are familiar.

The third criterion is AO4. Here, the candidate needs to show knowledge and understanding of different aspects of the culture and society of countries/communities where the language is spoken which is relevant to topic to the subject chosen. Even a short presentation can show the extent and depth of understanding, analysis and evaluation of issues raised by the topic under discussion.

In some instances, candidates became nervous or forgot parts of their presentation. Candidates can bring a copy of their IRP pro forma into the examination as a memory aid.

There is no single model of a very good presentation, but the following might be useful pointers:

- (a) The introduction to the IRP topic is very short as is any invitation at the end of the presentation to continue with the conversation.
- (b) The candidate explains the importance of the topic and outlines the issues or interesting features.
- (c) The candidate gives the minimum amount of description, (explaining perhaps succinctly the sources of ideas and their reliability) to support the ideas being discussed.
- (d) Any conclusions or answers (or lack of answers) to issues raised are stated and justified.

The presentation serves as a springboard for the discussion that follows as it is likely to provide the examiner with possible lines of enquiry.

## **(B) The discussion**

The discussion lasts 9-10 minutes. The examiner will have made notes during the presentation of the possible questions that arise from it. The examiner will also have a copy of the completed IRP pro forma.

All four assessment objectives are used to evaluate the IRP discussion. The weighting for each assessment objective is also shown below.

AO1 (12/52). Candidates did show that they could answer questions and they showed that they could “understand and respond in speech to spoken language including face to face inter-action” (AO1), especially if they were prepared for a question, which they might well have “cued” in their introduction or IRP form.

AO2 (8/52). This is a further opportunity to show the fruit of research and to refer in greater detail to research done both by themselves and others. Sometimes references to personal research are superficial.

AO3 (16/52). In this part of the test the ability to manipulate the language accurately in its spoken form is evaluated as it was in the presentation. AO3 is worth just under a third of the marks awarded for the discussion. As the candidates responded spontaneously to questions, the level of accuracy did suffer but in the majority of instances the language was accurate enough to ensure understanding. In some instances, both the quality of the grammar and the knowledge of topic-related technical terms were good. Nevertheless, the usual mistakes in verb forms, tense formation (where relevant), genders, agreements (where audible) were evident, as was the inability to form more complex sentences correctly. Lack of accuracy did affect understanding of what was being said (AO4) in some instances.

The weighting for AO4, i.e. “showing knowledge and understanding of and respond critically to aspects of the culture and society of the countries/communities where the language is spoken”, namely 16 marks out of 52, makes it imperative that candidates give relevant information and evaluate it properly.

It is important to note that if candidates chose to discuss any films or books, they needed to concentrate on the film or book’s contribution to AO4 - knowledge of country etc. of the language studied. Character studies or discussion of the plot of books or films were unlikely to do so.

Similarly, when a certain famous French person was the topic of the IRP, then the contribution of that person to France or French society was required, not a factual biography or a “generic” account of that person’s contribution to science, sport, fashion etc. in general.

## Conclusions

- (a) Examiners were very pleased with the candidates’ response to the IRP task which gave the candidates a very good opportunity to discuss a topic related to France or a French-speaking country or community which was of interest to them.
- (b) Because the candidate effectively chose their own topic, the quality of the presentation and discussion was generally good.
- (c) The most successful candidates had acquired a great deal of knowledge about their topic and were able to incorporate relevant elements into the discussion.
- (d) The presentation was important because it gave many candidates an opportunity to supply the examiner with “hooks” for possible questions.
- (e) It was clear that almost all the candidates had enjoyed undertaking their IRP and were able to convey their enthusiasm to the examiner.
- (f) The IRP task requires the candidate to have the following:
  - (i) The right choice of topic
  - (ii) The ability to undertake and evaluate research
  - (iii) The ability to analyse both the demands of the topic and to decide what aspects of the research will be relevant
  - (iv) Accurate skills in the language of study, and
  - (v) The ability to think quickly “on their feet” when responding to questions
- (g) The centre can still do much to support the candidates indirectly.

**FRENCH**  
**General Certificate of Education (New)**  
**Summer 2018**  
**Advanced Subsidiary/Advanced**  
**A2 UNIT 4: LISTENING, READING AND TRANSLATION**

**Overview**

Most candidates attempted all seven questions. A few seemed to have run out of time and did not complete the English/Welsh - French translation (Q7). Some others did not answer every part of every question. There were a very few instances of candidates not attempting questions - in particular questions 3, 4 and 6.

The question paper tests listening and reading comprehension in a variety of ways, which are new to this specification, though the new methods of testing do not seem to have posed candidates particular problems.

More traditional style of questions that demanded active production of continuous French i.e. Q3 (question and answer on a listening passage), Q6 (question and answer on a reading passage) and Q7 (translation from English/Welsh into French) were those that proved more difficult.

**Section A – Listening**

**Question 1** (multiple choice)

Many candidates scored high marks i.e. 8-10 marks out of 10.

1. Most candidates answered correctly.
  2. Most candidates answered correctly.
  3. Not many correct answers, *repères* was not known.
  4. Only a minority of candidates understood *footing* as a synonym for *jogging* – most candidates opted for *de l'entraînement* as the correct answer.
- 5 -10. Many correct answers.

**Question 2** (matching exercise)

Many candidates did well on this question. Often the first five boxes were completed correctly. Questions 8 and 9 posed the greatest difficulty.

### Question 3

This is a traditional “question and answer” question-style on a listening passage. Many candidates found this question difficult. The assessment objective used for marking this question is AO2 (understanding) rather than accuracy - though the French must be accurate enough to give a correct, understandable answer.

In addition to marks being lost for incorrect answers, marks were lost because candidates failed to give all details required in an answer.

- (a) Most candidates understood that the *gens du voyage* speak French. Many understood that they have lived in France for a long time. Candidates, however, did not convey the notion that the *gens du voyage* were not just French but French citizens. Sometimes candidates tried to answer from the point of view of the Romany peoples but again, answers were incomplete e.g. *les Roms viennent d'autres pays européens* (but no mention that this was recently). Some answers applied to both Romanies and travellers and were therefore not specific enough. *Les gens du voyage sont commerçants/vont de ville en ville.*
- (b) Many correct answers.
- (c) Few correct answers – *aire d'accueil* was not understood by many and some candidates tried to rephrase *aire* but were unsuccessful. (*Ils* rather than *elles* was often used as a pronoun for *communautés*).
- (d) Few correct answers – many candidates wrote: *ils n'aime(nt) pas la loi* or *ils sont contre*. Some who did understand that the communes were reluctant to implement the law or didn't fully explain the concept – answers such as *ils refusent* did not give enough information.
- (e) Few correct answers.
- (f) A wide variety of responses:
- incorrect spelling of *carnet* (*caréné*) meant that many candidates did not gain a mark
  - some candidates spelled *le droit* incorrectly (*le/la droite*)
  - few got the idea of there being a quota of 3% of *gens du voyage* per commune
  - many candidates gave answers about racism and discrimination.

### Section B - Reading

#### Question 4 (cloze test)

A wide range of marks were awarded and a very small number of candidates failed to gain any marks. Most candidates answered (4), (6) and (11) correctly but only a minority gave correct answers for (9), (10) and (14).

#### Question 5

This question tested understanding in different ways. This question was generally understood and answered well.

Première partie (synonym) – many candidates scored full marks. (a) seemed to be the most difficult, most candidates wrote the answers to (b) and (c) with the correct accents and agreements, a few candidates omitted the reflexive pronoun (*se réfugier*).

Deuxième partie (matching) – all candidates scored some marks. Answers (e) and (a) were sometimes mixed up for questions 2 and 3, almost all got (j) for Q5.

Troisième partie (multiple choice) many candidates scored 4 or 5 out of 5. (c) was often given as the answer for Q1 and (b) was a popular response for Q3.

## Question 6

In this exercise, reading comprehension was tested by means of a traditional question and answer type question. Although AO2 rather than AO3 was the assessment objective applied for assessing this question, the French had to be clear enough to be understandable.

- (a) Lots of incorrect or incomplete answers. The required answer needed to refer to the “anti Jewish” legislation.
- (b) Answered correctly by many.
- (c) Many candidates knew what was needed but couldn’t express themselves clearly enough in French to gain the marks.
- (d) Some failed to give enough detail about the type of exhibition. They could have named the exhibition or explained that it was anti-Jewish.
- (e) Only a few candidates got all three correct – *les Juifs ne sont pas français* was a popular answer – there were the usual inconsistencies in the spelling of juif(s)/les Juifs (and feminine forms were also mistakenly used).
- (f) Only a minority understood the Jews were banned from certain ‘professions’ – a number of candidates used *boulots* which didn’t convey the correct meaning.
- (g) Few correct answers.
- (h) Answered correctly by many.
- (i) Lots of correct answers which were understandable in spite of minor verb errors.
- (j) Some candidates failed to mention the number of children involved.
- (k) Many correct answers but some used *réfugier les Juifs*.
- (l) Many correct answers, but some were too short to convey the full message (e.g. *la Résistance* by itself did not state what the resistance did).
- (m) Some answers were too short e.g. *ils étaient déportés* (with no mention of concentration camps). Others used the wrong verb forms (*ils ont déporté(s) les/aux camps de concentration*).
- (n) Many lost the mark because the verb form for *survivre* that the candidates wrote was ambiguous and this made the answer unclear.

- (o) Only a minority of candidates were able to answer this question in clear, correct French. Some did not refer to the fact that it was a stain on the history of France. Many candidates underachieved in this question for the following reasons:
- (i) They used their own background knowledge rather than the information in the text to offer an answer. This was often true in questions (b) and (c).
  - (ii) They offered partial or ambiguous answers.
  - (iii) They located answers in the text but used the information to answer the wrong question or questions.
  - (iv) They used the same answer to answer several questions.

## Section C – Translation

### Question 7

Accuracy (AO3) is the key assessment objective used in evaluating this task. Only a few candidates scored high marks.

Many candidates displayed a lack of vocabulary and also grammatical mistakes were very frequent.

There were the usual problems of incorrect syntax when combining more than one clause, dependent infinitives, verb forms/tenses, pronouns and possessive adjectives, genders, adjective agreements and so on.

As the passage dealt with mostly abstract notions, there were similar cognates between the French and the English- though these were not exactly the same e.g. *échanger* not “*exchange*”. Sometimes candidates omitted parts of the paragraphs.

#### Paragraph 1

- Many did not know the French for “practices”.
- *Avoir* was often used as the auxiliary verb for *venir* and the correct agreement not made.
- A surprising number did not know *l’île* (*l’isle* and *l’island* often used).
- Many couldn’t spell *caractéristique* or could not find a suitable alternative.

#### Paragraph 2

- Use of *ne...personne* caused problems – many started with *personne* but forgot to include *ne* in the correct place - many used the plural form of *pouvoir*.
- Translation of ‘claim’ caused problems.
- ‘*Tous le monde*’ often seen and with 3rd person plural form of the verb. ‘their’ was often translated as *ses*.

#### Paragraph 3

- “*Les inhabitants*” was used by many candidates for “*Les habitants*”.
- Very few candidates knew *emprunter l’emprunt*.
- “*Exchanger*” was used by many.
- Many found it hard to translate ‘from which they originate’.

#### Paragraph 4

- ‘over time’ was translated in a variety of incorrect ways.
- ‘which is constantly changing’ caused problems – many used the present tense of *être* infinitive e.g. *est constamment changer*. The word ‘constantly’ itself also caused problems.
- ‘La *mode de vie*’ (rather than *le mode*) seen many times, but many avoided this by correctly using *façon*.
- *La négociation* was spelled correctly by only a small number of candidates and the accent was often omitted from *la tolerance*. (This made it an English word and therefore incorrect).

#### **Recommendations:**

- (a) Centres need to be aware that candidates need to time their examination so that they can complete this “busy” paper.
- (b) Almost every sub-theme in the Wales A level specification is tested in some part of the examination. There are many more listening and reading questions than in the legacy paper.
- (c) The listening and reading questions differ in length, complexity and register.
- (d) Although AO2 is the assessment objective used for evaluating performance in Q1-Q6, AO3 is used for Q7 - the translation into French. Accurate French, if the candidate has answered the question fully and correctly, will ensure that examiners understand the answers.
- (e) Candidates need practice to demonstrate their understanding of texts not only by answering traditional “question and answer” type questions but also by means of other question types.
- (f) Extended listening proved to be the most demanding task on this paper in 2018. Where candidates had to actively produce French (Q3, Q6 mostly) the quality of the response deteriorated.
- (g) The translation into French posed the usual kind of challenge as regards constructions, morphology and lexis.

## FRENCH

### General Certificate of Education (New)

Summer 2018

#### Advanced Subsidiary/Advanced

### A2 UNIT 5: CRITICAL AND ANALYTICAL RESPONSE IN WRITING

This paper offered four novels for analysis. The most popular choice was *Kiffe kiffe demain*. Second in popularity was *Un Secret* followed by *Le Bal*. Very few centres chose *Les Amants d'Avignon*.

Candidates had a choice of two titles for each novel and they engaged well with both choices offered. It was a pleasure to see the candidates cope well with the AO4 element. They knew their novel and the background well. Although the manipulation of the language as assessed in the AO3 element was a challenge to many candidates, there were some outstanding essays where the French and critical analysis were of a very impressive standard. They were a pleasure to read.

#### Assessment Objectives

It is important to note that there are two assessment objectives which carry equal weighting. AO3 and AO4 are both marked out of 20. Careful consideration of both assessment objectives can be useful to guide teaching and learning. Candidates who can sustain a balance of both AO3 and AO4 within this task write successful answers.

The AO3 element assesses the language used in the essay and has three strands which guide this assessment. It evaluates not only linguistic accuracy but also whether the language is that of critical evaluation and the expression of ideas that respond to the title set. Precise vocabulary for the ideas of the novel and the task of critical analysis are very important also.

The issues to be aware of are the frequency of the grammatical errors and a tendency to drift away from the title. Lack of vocabulary impedes candidates from successfully expressing the full range of their thoughts.

The AO4 element assesses knowledge of the text studied in the context of the question set. It evaluates the critical selection of evidence to support the line of logic presented to answer the title set.

The dangers to be avoided here are the tendency to explain or narrate events. The focus must not drift away from the title set. Candidates must be careful not to introduce irrelevant material.

### **Question 1: *Le Bal***

Not many centres chose this novel. Both question options were answered and elicited good responses. It is pleasing to see how well candidates understand the social context of this novel.

(a) In this question the best candidates displayed a firm grasp of the shallow nature of the society in this era, choosing their evidence from the many examples that the novel contains.

The most successful answers offered clear illustrations of the importance of appearance and wealth.

Many candidates limited their answer to the Kampf family only. The best balanced both elements.

The less successful answers explained the changes their wealth makes to the Kampf family relationships and some candidates lapsed into description. Others focussed on the relationship between Rosine and Antoinette which was too narrow as a response to the title set.

(b) Here the focus was on Mlle Isabelle which allowed the best candidates to give an incisive analysis of her character, her role as a single woman in this society and what the connection with the Kampf family reveals.

Quite a few candidates decided that she was not important and gave their analysis of the other characters in the novel, especially Rosine and Antoinette.

Some candidates failed to evaluate her significance as a guest and the only one to attend the ball.

### **Question 2: *Kiffe kiffe demain***

This was the most popular choice of novel by centres. It is a pleasure to see that candidates know this text, understand the social background and are sensitive to the themes and issues raised by the author.

(a) This was the most frequently chosen title. The majority focused on Doria's father, Hamoudi and Nabil for their analysis. Some offered very thoughtful evaluations of the other men in the novel. The best answers made very insightful and sharp analyses of the impact of these men on Doria's emotional development.

There was a tendency in some answers to present the positives and negatives of these characters or to offer character studies without reference to Doria.

There were some candidates who decided to analyse the importance of women, which did not answer the title set.

(b) Considerably fewer candidates chose this title but it elicited the more successful answers. There were some excellent, thoughtful evaluations of the cultural divide between the first and second generation of immigrants from North Africa and the treatment of and attitudes to women and gender roles. The social difficulties identified were well analysed and supported by evidence. Very good knowledge of the text was shown here.

There were lapses into description in the weaker answers. Not all candidates understood the question fully.

Lack of vocabulary to convey their ideas hampered some candidates.

### **Question 3: *Un Secret***

The second most popular choice for exam centres and clearly this novel creates a strong personal response from the candidates.

Many candidates have learned and understood the historical context of the novel but allowed this knowledge to intrude too much into the answers.

Both titles offered proved equally popular.

(a) This question elicited some excellent analysis of the need for the narrator to create an imaginary brother and especially the impact on him and his relationships after he learns the truth. The analysis of the wider effects of learning the truth was often neglected in the less successful responses.

Many candidates spent too much time making comparisons to the position of France under the Occupation. Others fell into describing the narrator's parents without establishing the link to his imagined brother.

(b) There were very strong responses about the impact of Tania on the family group and whether she was morally responsible for Hannah's act of suicide. The best answers impressed with a very focused analysis of the different perspectives and careful evaluation of the different roles in this triangle of relationships.

Unfortunately, it sometimes led to too much chronological narration of events to explain the story at the expense of analysis.

Many candidates had strong opinions but lacked the vocabulary needed to convey the complexity of their point of view.

### **Question 4: *Les Amants d'Avignon***

Very few exam centres chose this novel. Most candidates preferred to answer on the Resistance.

(a) The most successful answers used their knowledge of the novel well and analysed the different effects on a wide section of French society at the time.

Most of the answers, however, had too narrow a focus. They concentrated on the main character and the sacrifices she and her family make because she is active in the Resistance.

The question asked for a broader analysis of the impact on the society and the best responses reflected this in the argument and evidence provided.

(b) This question attracted few candidates. The best wrote with critical awareness of the importance of Lyon in the Occupied Zone, its features which aid resistance and Juliette's personal feelings towards it.

However, these answers also gave a long, detailed analysis of Avignon which was not appropriate to the title.

**Recommendations:**

- Keep introductions short and relevant to title set
- The best answers are based on a clear plan where the points for each paragraph are identified before the writing begins.
- Candidates would benefit from learning the vocabulary specific to their novel and to the expression of the themes and issues within it. There is too much intrusion from English.
- Candidates know the background to their novels well. However, they need to be more selective when using it to answer a specific title.
- It would be helpful for candidates to be familiar with the language and tone of a critical response.
- Most importantly, the level of general accuracy in this task of sustained writing needs attention. All aspects of grammar are involved: control of tenses, agreements of subject and verb, nouns and adjectives, possessive adjectives, verbal structures and prepositions. Fewer errors will improve the mark for the AO3 element.



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)