



GCSE EXAMINERS' REPORTS

**GCSE (NEW)
FRENCH**

SUMMER 2022

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<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

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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.

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FRENCH
GCSE (NEW)
Summer 2022
UNIT 1: SPEAKING

General Comments

Centres should be congratulated on preparing candidates well for this year's speaking examinations, given the disruption to face-to-face teaching since March 2020 which is likely to have impacted on candidates' confidence in their ability to speak French.

The adaptations to this year's speaking examination were generally well understood and examinations were well administered however a small minority of centres uploaded recordings with very poor sound quality.

Most candidates were entered for the correct tier. However, there was a small proportion of candidates who scored very highly in the foundation tier examination yet were unable to access the higher grades for speaking.

Comments on individual questions/sections

Role play

Many candidates understood the requirements of the role play, aiming to provide concise, grammatically correct responses. However, as in previous years, some candidates attempted to extend responses unnecessarily, often by providing additional information. This sometimes resulted in a higher number of errors, thus lowering the mark awarded for the response.

Some candidates, particularly at foundation tier, provided the information required in response to a prompt but did not include a verb to ensure a complete response. This prevented candidates from accessing full marks.

Few candidates achieved full marks across the higher tier role play since responses must be error-free to be awarded 3 marks.

As in previous years, only a limited number of candidates achieved full marks when responding to the unseen question. Many candidates seemed to understand the question but had difficulty in providing a complete response without prior preparation time. However, as in 2019, some candidates were able to provide a partial response, using the question to form their answer.

It is good practice for teachers to repeat the question and allow sufficient thinking time for candidates before moving on to the next prompt. A small number of teachers inadvertently prevented candidates from accessing marks in the role play either by rephrasing a prompt or by repeating a prompt when a candidate was part way through a response.

The unseen question in higher tier role play set 3 was challenging for many candidates, even those who had performed very well in responding to all other prompts.

Que pensez-vous de notre île might have proved difficult as candidates were unfamiliar with 'notre' and / or unaware that *île* meant island and referred to *La Réunion*. Candidates should be reminded to pay attention to the information provided in the 'Setting' as this would have helped with this unseen question.

Role play set 5 proved challenging for candidates at both Foundation and Higher tier. The higher tier role play required candidates to state both a personal quality and a relevant work skill and, at foundation level, candidates were asked to 'mention an ICT skill'. Teachers might wish to spend more time preparing candidates for the relatively new sub-sub-theme of Skills and Personal Qualities ahead of future examinations.

Foundation tier role plays requiring candidates to state a time proved difficult for many candidates (set 1, prompt 3 and set 3, prompt 2). Similarly, talking about the weather was challenging for some higher tier candidates (set 4, prompt 5). Centres should ensure that candidates are confident to use this basic language ahead of future examinations.

Candidates continue to have difficulty in formulating questions at both foundation and higher tier. To be able to access all marks in the role play, it is essential that candidates learn question words, high frequency present tense verbs and are taught how to form questions using inversion.

Conversation

As in 2019, conversations at foundation tier tended to adhere to required timings but at higher tier, part 1 of the conversation was often longer than necessary. Since the sub-sub-theme for part 1 of the conversation was chosen in advance by candidates this year, it tended to be longer than part 2 of the conversation, where candidates had less preparation time.

Most candidates took advantage of the fact that they could choose the sub-sub-theme for part 1 of the conversation in advance and prepared thoroughly. The most popular sub-sub-themes for part 1 of the conversation were holidays and tourism, school / college life and school / college studies. As in previous years, there was considerable overlap between topics discussed for the two school/college sub-sub-themes. Centres should aim to treat these as distinct sub-sub-themes in future and ensure that candidates understand which aspects of school can be discussed in each sub-sub theme. It was pleasing to listen to interesting conversations by candidates who had chosen less popular sub-sub-themes, for example, the environment. Candidates choosing environment were easily able to access higher marks due to the wide range of topic-specific vocabulary and the complex structures required to discuss this sub-sub-theme.

Most centres ensured that candidates were able to access the highest marks in the conversation by adhering to the requirements of the mark scheme.

Most candidates attempted to initiate part 1 of the conversation. Many candidates attempted to provide longer responses and the most successful candidates tried to lead the conversation, by providing additional information in their answers to questions.

In a small number of centres, the requirement for candidates to initiate part 1 of the conversation was misunderstood and candidates delivered a mini-presentation on their chosen sub-sub-theme. It can be difficult for these candidates to access the higher bands for Communication and interaction as there is little evidence of interaction and spontaneity.

Most candidates attempted to use a range of tenses during the conversation although some candidates confused their tenses (*L'année prochaine, je suis allé...*) and were therefore unable to access the higher bands for linguistic knowledge and accuracy. As in previous years, some candidates struggled to correctly form the present tense, saying *je parler, je preferer* or *ma matière préférée l'anglais, la pause déjeuner à une heure*.

Some centres prepared candidates particularly well for the conversation through teaching a variety of useful structures which could be used to express opinions regardless of the sub-sub theme chosen, for example: *en ce qui concerne, Il faut que j'admette que, on ne peut pas nier que, je dois admettre que, ça peut être*.

Candidates' pronunciation was generally pleasing, particularly given the disruption to face-to-face teaching during the past 3 academic years. A small number of candidates who appeared to have memorised a script for part 1 of the conversation had issues with poor pronunciation. Some candidates' pronunciation errors suggested a lack of regular speaking practice as they pronounced the 's' of 'est', the 't' of 'et' and consistently pronounced the final 's' of numerous words.

As in previous years, many candidates found the pronunciation of certain words challenging. Candidates tended to mispronounce cognates, such as *famille, environnement, parents, histoire, intéressant, mathématiques, délicieux*, probably influenced by the English pronunciation.

Other words which continue to be mispronounced by many candidates include: *aussi, choses, fruits, emploi, déchets, dessin, anglaise, trop*. Candidates also confused and mispronounced *sain / saine / santé*.

Summary of key points

- Candidates performed well in the first formal speaking examination since 2019 and had been well prepared by their teachers for the adaptations to this year's examination.
- Administration of this year's speaking examinations were generally very good although some centres did not adhere to the required timings, particularly for part one of the conversation at higher tier and some teachers rephrased prompts in the role play.
- Many candidates performed well in the role play, providing only the required information, in a concise, complete response containing a verb. However, some candidates continue to unnecessarily extend responses to role play prompts therefore self-penalising.
- Most candidates prepared thoroughly for part one of the conversation and were able to interact with their teacher on their chosen sub-sub theme.
- Most candidates attempted to use a range of tenses in the role play and conversation. However, many candidates continue to mix up time references with incorrect tense verbs.

FRENCH
GCSE (NEW)
Summer 2022
UNIT 2: LISTENING

General Comments

This report relates to the 2022 French Component 2: Listening examination. There is further guidance and exemplification in the OER materials, which are available on the WJEC website and enable teachers to view actual candidate responses and to read in detail about them. The OERs also give guidance about marking and ideas for helping students improve examination technique. Teachers are recommended to look at OERs from both tiers of entry, as some guidance is overarching.

Candidates seem to have mostly been entered for the appropriate level this year and there was a noticeable difference in performance in the overlap questions which seems to support this. The general accessibility of the paper seemed to be appropriate and similar to previous examination series, although there appeared to be a few more questions left completely blank.

Comments on individual questions/sections

Foundation tier

- Q.1** Question 1 was on the theme of food and drink and was a multiple-choice exercise. Overall, the vocabulary for this question was well-known and candidates performed well.
- Q.2** Question 2 was on the theme of travel and transport and was a multiple-choice exercise. It is always useful to revise numbers that sound similar (trois/treize/trente) as candidates often confuse them. Prepositions caused a loss of a mark for some candidates and 'chez moi' was often not recognised. Overall though the performance on this question was very good.
- Q.3** This was the first target language question and the answers were in the form of a multiple-choice 'complete the sentence' exercise. The topic was school studies. Candidates need to be trained to recognise synonyms or a similar meaning expressed in two different ways eg. *De temps en temps/quelquefois, tous les jours/chaque jour, des parents qui travaillent après dix-sept heures/quelques parents travaillent le soir*. Pupils could complete match up exercises to train for this.
- Q.4** This was on the topic of technology and social media and candidates need to tick the appropriate picture from a choice of three. Performance on this question was very good.
- Q.5** This was the first question that required written answers. The topic was career plans. The initial question required an overall message stating what the passage was about. The speakers are talking about choosing exam subjects for the *baccalauréat* and what they want to do after secondary school.

'Le bac' seemed not well known (despite the rubric specifying he was talking to his teacher). This was often translated as him having a bad back. This then took candidates off at a tangent for the subsequent questions, with candidates often answering that he had to sit at the back of the class etc. Section 2 asked for two details of what he should list. Four different things were mentioned but many had difficulty translating '*les loisirs*' and negatives were often ignored.

Q.6 Question 6 was a tick box grid requiring 6 ticks from 12 statements. The topic was social issues. Candidates often find this sort of exercise difficult. They should also be reminded to ensure that they have only placed 6 ticks as extra ticks will result in a lowering of the mark. Answers always come in order and often in pairs, one being correct, the other incorrect. This can be identified during the reading time and candidates should practise looking for the pairs and identifying possible language to listen out for to determine which sentence is the correct one. In general, this particular exercise was done well.

Q.7-9 Are the crossover questions with the higher paper and are aimed at level C candidates.

Q.7 The topic was entertainment and leisure and the question required written answers about watching a film.

- (a) '*Policier*' was usually translated successfully but a sizeable number answered 'political' or just took a guess at any type of film.
- (b) Generally answered well. Sometimes 2005 was confused with 2015. Similar sounding numbers should be revised.
- (c) The answer required was that it was 'successful'. Some candidates got confused when trying to include the public in their answer eg. 'there was a big public' which didn't make sense.
- (d) Surprisingly, the word 'Swiss' proved difficult, with many candidates crossing out various spellings and substituting with 'from Switzerland'. Some candidates left the word in the French spelling, which is considered a rubric error.
- (e) Generally answered well but some candidates wrote too much. Annie was suggesting he watch this film. Some candidates answered that he should watch all the films of this actor, which was incorrect.

Q.8 This question was on the topic of employment and candidates had to complete details in a grid about a work placement. Candidates should pay particular attention to the wording of the grid to ensure that the correct information is placed in the correct box. Three details were required from a choice of five.

Section 1 'Café' was often understood as café instead of coffee. This led to a general misunderstanding of where he was working and skewed some answers as a result. There were a number of 'German café' answers for '*café à la main*'. Many candidates confused *tôt* and *tard*. '*Répondre au téléphone*' was often mistranslated and many candidates thought he was phoning friends or was having to phone clients rather than simply taking calls.

Section 2 This section was generally answered well, although few candidates realised that he had broken a computer. Many heard '*la table de mon patron*' as '*la tablette de mon patron*' and thought that he'd used/broken a tablet.

Q.9 The topic was holidays and tourism and candidates had to write answers about a hotel visit.

- (a) This was often answered well, although a sizeable number answered with 24 days, 2 and a quarter hours etc. Some candidates just wrote '24' which does not answer the question and is ambiguous.
- (b) '*avec horreur, déçue and choquée*' were often not known. Answers such as 'horrible' or 'shocking' changed the meaning. Many thought she was happy because the hotel was beautiful and did not pick up on the key words or other indicators such as '*mais*' which signals a negative or changed position.
- (c) This was answered well although quite a few candidates answered 'describe the hotel bedroom' with 'pool', which makes no sense! Many heard '*jolie*' rather than '*pas du tout jolie*'.
- (d) This question specifically asked about the hotel *gardens* not being suitable, so 'bottles in the pool' was not an answer. Many answered that the hotel was a disaster, which, again, does not answer the question.

Higher Tier

Q.1 The topic was entertainment and leisure and the question required written answers about watching a film.

- (a) 'Policier' was usually translated successfully but some candidates answered 'political' or just took a guess at any type of film.
- (b) Generally answered well. Sometimes 2005 was confused with 2015. Similar sounding numbers should be revised.
- (c) The answer required was that it was 'successful'. Some candidates got confused when trying to include the public in their answer eg. 'there was a big public' which didn't make sense.
- (d) Surprisingly, the word 'Swiss' proved difficult, with many candidates crossing out various spellings and substituting with 'from Switzerland'. Some candidates left the word in the French spelling, which is considered a rubric error.
- (e) Generally answered well but some candidates wrote too much. Annie was suggesting he watch this film. Some candidates answered that he should watch all the films of this actor, which was incorrect.

This question was much more successful for higher scoring candidates, with less confusion over detail.

Q.2 This question was on the topic of employment and candidates had to complete details in a grid about a work placement. Candidates should pay particular attention to the wording of the grid to ensure that the correct information is placed in the correct box. Three details were required from a choice of five.

Section 1 '*Café*' was often understood as café instead of coffee. This led to a general misunderstanding of where he was working and skewed some answers as a result. There were a number of 'German café' answers for '*café à la main*'. Many candidates confused *tôt* and *tard*. '*Répondre au téléphone*' was often mistranslated and many candidates thought he was phoning friends or was having to phone clients rather than simply taking calls.

Section 2 This section was generally answered well, although few candidates realised that he had broken a computer. Many heard *'la table de mon patron'* as *'la tablette de mon patron'* and thought that he'd used/broken a tablet.

This question was completed much more successfully for higher scoring candidates.

Q.3 The topic was holidays and tourism and candidates had to write answers about a hotel visit.

- (a) This was often answered well, although some candidates answered with 24 days, 2 and a quarter hours etc. Some candidates just wrote '24' which does not answer the question and is ambiguous.
- (b) *'avec horreur, décue and choquée'* were sometimes not known. Answers such as 'horrible' or 'shocking' changed the meaning. Many thought she was happy because the hotel was beautiful and did not pick up on the key words or other indicators such as *'mais'* which signals a negative or changed position.
- (c) This was answered well although a few candidates answered 'describe the hotel bedroom' with 'pool', which makes no sense! Many heard *'jolie'* rather than *'pas du tout jolie'*.
- (d) This question specifically asked about the hotel *gardens* not being suitable, so 'bottles in the pool' was not an answer. Many answered that the hotel was a disaster, which, again, does not answer the question.
- (e) This question was generally answered well at this level. 'Shocked' was more frequently given correctly.

Q.4 The topic for this question was festivals and celebrations and candidates had to listen to a conversation about Christmas traditions in Belgium.

- (a) This was an 'overall message' question and, given that cards were mentioned in question 2, it should have been obvious that 'Christmas cards' was too specific. 'Christmas' / 'traditions' were the correct answers.
- (b) This question was generally answered well, although quite a few said 'once a year', 'every year', 'Christmas Eve', 'December 6th', 'Christmas Day'.
- (c) This question proved difficult. The answer asked about *Belgium* and the required response was 'the king'. Some candidates wrote 'the monarch' which was acceptable but not 'the royal family' or 'the monarchy' because that is too general (and not a person). The Queen's speech is mentioned then followed with *'mais en Belgique...'* which should signal a change/difference with what has been mentioned.
- (d) This question was difficult for many candidates. Many did not get that he is too busy eating to watch it. Many ended up with a rubric error by giving a correct and incorrect answer (eg 'he watched it whilst eating'). The negative *'je ne regarde jamais...'* was often missed.

Q.5 This question was a target language grid of 9 sentences from which 4 needed to be selected. The topic was local areas of interest with a text on Anglesey. Overall, it was very successfully completed by candidates and the language was very accessible. Candidates need to ensure they only tick the correct number of boxes. If they change their mind, they must remove clearly answers they are rejecting. Quite a few candidates did not read the rubric and ticked 6 boxes, losing 2 marks as a result.

- Q.6** This was the second target language question, on the topic of school studies with a report on exams. Candidates had a multiple-choice grid to complete a sentence according to the text. Overall, this was accessible to most candidates.
- Q.7** This question was on the topic of self and relationships and candidates had to write answers about a report on celebrity life. This was a challenging text for many candidates.
- (a) This was generally answered well and many candidates realised that it was about their everyday, normal life. Many guessed the press/paparazzi or their public life.
 - (b) Many candidates were not sure of the answer here and wrote answers such as 'little moments' when the correct answer was that their everyday life was often like ours.
 - (c) This was well answered. Some candidates wrote 'marked clothes', which changes the meaning.
 - (d) Many candidates wrote 'use public transport' or 'visit big cities'.
 - (e) This was often successfully answered but many candidates wrote 'discreet and cheap' incurring a +1 -1 as the text says it is not cheap.
- Q.8** This question required details to be entered in a grid. The topic was employment. Parts of this question were answered well but candidates frequently did not read the question correctly and wrote the answers in the wrong box. Overall, candidates found this question challenging but questions are ramping up in difficulty by this point as they are aimed towards the top end of the grades.

Section 1 required three facts – Many candidates thought that they were recycling technology/phones or a technology company. Many said it *had* been developed elsewhere and ignored the '*va développer...*'. The most successfully understood part was that they wanted to make a positive difference to the environment.

Section 2 required three advantages – Many did not understand that the user is geo-located and simply wrote that it worked 'in real time'. Most missed that the company comes and collects recycling from you. Many also wrote that it 'works in hotels' which was a different meaning.

- Q.9** The topic for this question was career plans and required written answers. The text was a news article about a French company. This question proved challenging for candidates.
- (a) Many confused him being worried about finding a job with not knowing what to study.
 - (b) Some candidates knew the vocabulary for 'job agency', many did not. Many candidates did not understand that he was advised to apply for jobs that wanted a year's experience (even though he didn't have any). Many candidates answered 'get experience', 'do work experience for a year'.
 - (c) This question was generally well answered as the language was very recognisable.
 - (d) Many did not realise that he should change his plans 'if he doesn't get a job'.
 - (e) Many candidates just wrote 'more chance' without reference to finding work/getting a job. 'More chance' was too vague and could reference anything.
 - (f) Many wrote that he should never forget 'his ideal job'. The answer required was that his ideal job is out there/waiting for him or 'don't give up'.

Summary of key points

General advice on completing the papers:

- On questions which required not all boxes to be completed, generally most candidates stuck to this format, although some completed too many boxes, therefore losing marks because of rubric error. It is important for candidates to note the number of marks available if they are unsure how many boxes they should complete.
- In some sections of both papers, candidates gave too many responses, often one correct and one incorrect. Candidates should be reminded that if there is only 1 mark to a question or 1 detail required that they should adhere to this. If a candidate gives two responses and one is incorrect then they will score 0 as it is a rubric error. Often there will be more than one answer possible to ensure a question is accessible and not hinging on one item of vocabulary.
- Similarly, answers written in the wrong language will also be marked as a rubric error and score 0.
- Answers should be proofread to ensure that what is written actually answers the question set. Candidates often lose marks because they have mis-read the question or only given a partial answer that does not actually answer the question.

FRENCH
GCSE (NEW)
Summer 2022
UNIT 3: READING

General Comments

This report relates to the 2022 French Component 3: Reading examination. There is further guidance and exemplification in the OER materials, which are available on the WJEC website and enable teachers to view actual candidate responses and to read in detail about them. The OERs also give guidance about marking and ideas for helping students improve examination technique. Teachers are recommended to look at OERs from both tiers of entry, as some guidance is overarching.

Candidates seem to have mostly been entered for the appropriate level this year and there was a noticeable difference in performance in the overlap questions which seems to support this. The general accessibility of the paper seemed to be appropriate and similar to previous examination series, although there appeared to be a few more questions left completely blank.

Comments on individual questions/sections

Foundation tier

- Q.1** The topic for this question was entertainment and leisure and required written answers based on a notice.
- (a) This question required a day of the week and was answered well.
 - (b) This question required a time and was answered well. Always take care when writing times in different formats and double check that the 24-hour clock has been converted to am/pm correctly. If the candidate uses am/pm incorrectly e.g. 6am rather than 6pm then it will be marked as incorrect. Strategies for answering time questions should be discussed with candidates.
 - (c) Candidates needed to write two types of film from three given. The word '*étranger*' caused a few issues, with answers such as 'strange', 'stranger' etc. A number of possibilities were accepted for '*dessins animés*' to reflect language in common usage.
 - (d) Some candidates just wrote comedy rather than romantic comedy. Some left it in French. Some candidates wrote 'comedy romantics', which makes no sense.
 - (e) This question was generally answered well although some candidates did answer with '*bonbons*' which is a rubric error.
- Q.2** In this question, candidates had to match a statement with a picture on the topic of holidays and tourism. Generally, this was answered well but the word '*valise*' was not well-known.

- Q.3** This question was a target language question on the topic of technology and social media and required candidates to match the person with the statement they had made. Most candidates were able to locate key vocabulary and synonyms and this question was answered well.
- Q.4** This was a target language question on the topic of social issues. Candidates had to match the social issue to the newspaper headlines. Overall, this question seemed accessible and was answered reasonably well. Candidates were able to locate key items of vocabulary and match them to the relevant theme.
- Q.5** This question was on the topic of post-16 study and required candidates to match a suitable qualification to each person. This was a very accessible question and was the most successfully answered on the paper. Candidates were able to identify matching ideas and also make the connection between things mentioned in the statement and details of each qualification.
- Q.6** This question was the first literary extract and required written answers based on a text about food and drink. Aspects of this question were quite challenging for candidates as the topic vocabulary can be placed in an unfamiliar context.
- (a) Most candidates answered correctly but some wrote anniversary instead of birthday.
 - (b) This question was very accessible and answered well.
 - (c) Very few candidates answered '(when she lived) in Algeria'. References to visiting Algeria, or when she was younger were common, even though no time reference was given in the text.
 - (d) This question was answered well although it should be noted that '*gâteau*' has a different meaning in English and was not accepted. Like '*bonbons*' in question 1, the answer would not be a direct lift from the text in French to English answers.
 - (e) '*Vélo*' was very successfully recognised.
 - (f) This was the most difficult question. Very few candidates scored a mark here. Most answered that they went into the house or sorted out the house. The verb '*sortir*' was not well-known.
- Q.7** This question was on the topic of employment and required candidates to complete a grid with details from a blog about a job in a museum.

The first part was an overall question and required either 'work' or 'working in a museum' as an answer. Some wrote work experience. For Estelle's opinion (second box) many missed the negative idea – NOT boring. Many candidates still can't translate '*passionnant*' correctly.

Box 3 requested one of her qualities and this was generally answered well, although some candidates wrote that she liked speaking in public, which does not have the same meaning.

Box 4 asked for two things she does and many candidates said that she *collected* art, which is incorrect, as she is responsible for the art collections in the museum. Some said that she gave tours to schools but the text does not say this.

Box 5 asked for one country she'd like to visit and this was very accessible.

Q.8 This question is the first of the two overlap questions and is aimed at a C grade. The topic was local areas of interest and the text was about things to do in south-east Wales. Candidates had to read a postcard and answer questions in English.

- (a) This was generally answered well. Some candidates wrote 'all the families', which has a different meaning.
- (b) This was answered well. If an incorrect answer was given, it was often that it was built in 1816 (which is not something unusual).
- (c) This question was answered well and the vocabulary was very accessible.
- (d) This question states 'Apart from the shops, what else....' Many candidates still then answered shopping centre/commercial zone, showing that they have not considered what the question is asking of them. 'Terrain de jeux' caused problems, with many mistranslations but the bird sanctuary/reserve was well answered.
- (e) This question required two details from a choice of 5 possible answers, making it very accessible.

Q.9 This was the second literary question on the topic of school life, based on the book 'No et Moi'. This was the most challenging text. Many candidates only partially answered this question.

- (a) This question was answered well, possibly because, given the context, candidates could make an intelligent guess as to the answer.
- (b) For this question there were three possible answers so, despite the difficulty of some of the vocabulary, it was generally well completed as candidates could opt for the answer with the most familiar vocabulary '*regarder son portable*'.
- (c) This is an inference question and candidates often just repeated items from b) rather than infer that he had a lot of rules. Many correctly identified that the class was silent. There were other possible answers elsewhere in the text, such as '*la terreur du lycée*' and these were also accepted.
- (d) Surprisingly, many candidates answered '35 minutes' after confusing 'trente-cinq ans' with 'une demi-heure'.
- (e) 'Ascenseur' was not well known. Most candidates said that he got up late.
- (f) Some candidates incorrectly guessed that he was given a detention but it is clear that they had tried to give a suitable answer within the context of the question. '*La Directrice*' was not well-known as the feminine form of '*Directeur*'.

Q.10 Translation

The topic was the environment. The translation carries 6 marks and the text is split into six sections worth 1 mark each. Within the section all aspects must be translated correctly. Candidates should double check the tenses they have used as there will always be more than one tense used. Words such as 'souvent', 'toujours', 'bientôt' are often missed out.

- Pollution of plastic was often the mistranslation for plastic pollution.
- 'is a big problem' was the most successfully translated part.
- Many ignored the easy translation of '*mauvais*' and wrote things like 'dangerous'
- Many gave incorrect tenses particularly mixing up the present and perfect.
- '*Les déchets ménagers*' was generally handled well.
- Many candidates missed out the future tense and were unsure what '*disparaître*' meant. 'Soon' was very frequently omitted.

Higher Tier

- Q.1** This question is the first of the two overlap questions and is aimed at a C grade. The topic was local areas of interest and the text was about things to do in south-east Wales. Candidates had to read a postcard and answer questions in English.
- (a) This was generally answered well. Some candidates wrote 'all the families', which has a different meaning.
 - (b) This was answered well. If an incorrect answer was given, it was often that it was built in 1816 (which is not something unusual).
 - (c) This question was answered well and the vocabulary was very accessible.
 - (d) This question states 'Apart from the shops, what else....' Some candidates then answered shopping centre/commercial zone, showing that they have not considered what the question is asking of them. 'Terrain de jeux' caused problems, with many mistranslations but the bird sanctuary/reserve was well answered.
 - (e) This question required two details from a choice of 5 possible answers, making it very accessible.
 - (f) This question was much more successful for higher level candidates, with less confusion over detail. It was the highest scoring question on the higher paper.
- Q.2** This was the first literary question on the topic of school life, based on the book 'No et Moi'.
- (a) This question was answered well, possibly because, given the context, candidates could make an intelligent guess as to the answer.
 - (b) For this question there were three possible answers so, despite the difficulty of some of the vocabulary, it was generally well completed as candidates could opt for the answer with the most familiar vocabulary '*regarder son portable*'.
 - (c) This is an inference question and candidates often just repeated items from b) rather than infer that he had a lot of rules. Many correctly identified that the class was silent. There were other possible answers elsewhere in the text, such as '*la terreur du lycée*' and these were also accepted.
 - (d) Surprisingly, many candidates answered '35 minutes' after confusing '*trente-cinq ans*' with '*une demi-heure*'.
 - (e) 'Ascenseur' was more known at this level. Many candidates said that he got up late.
 - (f) Some candidates incorrectly guessed that he was given a detention but it is clear that they had tried to give a suitable answer within the context of the question. '*La Directrice*' was not well-known as the feminine form of '*Directeur*'.
- Q.3** The topic for this question was social issues. This was a '*who said...?*' question and the first question in the target language. Candidates were able to match key vocabulary and ideas and the question was completed very successfully.
- Q.4** This was the second target language question and the topic was health and fitness. Candidates had to complete a target language sentence from a choice of three options. This was a little more difficult than previous questions as the difficulty of the paper starts to increase. Candidates needed to recognise synonyms such as '*ventre*' and '*estomac*' and distinguish between quantifiers, time frames etc. Vocabulary such as '*plus/peu/moins*' should be practised in groups of words to get candidates used to their different/opposing meanings as texts often use this sort of vocabulary.

Q.5 The topic for this question was holidays and tourism and candidates had to select the 6 correct statements from a choice of 13 about the island of Mauritius. Candidates need to ensure they only tick the correct number of boxes. If they change their mind, they must remove clearly answers they are rejecting. There were many instances of too many ticks. Performance in this paper was up on the previous question and many candidates coped with the demands of the question.

Q.6 Question 6 was on the topic of post-16 study and candidates had to complete an 'overall question and then a grid with details. This proved to be a difficult text for many and there were a lot of blank answers.

- (a) In this overall question, many failed to notice that the article is about which bac to choose for post 16 study or, alternatively, that you are having to make decisions at 15 when you don't know what you want to do later. Many candidates thought it was about deciding on your future job.
- (b) Box 1 This was mostly answered well.
Box 2 Most candidates did not know the word 'orientation' and wrote nonsense answers such as 'your orientation counsellor'. Many candidates thought it was about school council or counselling and this then coloured some of their subsequent answers.
Box 3 This was often answered well thanks to the cognates used.
Box 4 This was more challenging. Higher scoring candidates spotted that it was about academic ability. Many candidates wrote too much and revealed that they hadn't understood what the text was saying.
Box 5 Many candidates mistranslated '*cours particuliers*' as 'you should go to particular lessons', or 'you should improve results in particular lessons'.
Box 6 This was generally answered well.

Q.7 This question was the second literary question on the topic of employment. Candidates needed to read the text and answer questions in English. This was a challenging text for many candidates and the most difficult question on the paper.

- (a) Candidates needed to give two details from a choice of three. Many just wrote 'happy'. The idea of enjoying having a job was often missed. Similarly, many did not understand that *she* felt it was unfair that she'd got the job.
- (b) For this question candidates needed to give one detail from three possible answers. There was some confusion as to who was the niece, especially as the boss is referred to as '*Oncle Abdou*' later, so this was reflected in what was allowed when marking. Many candidates correctly identified that she could speak Arabic.
- (c) This was generally well answered although it was probably quite obvious given the context of the question.
- (d) 'Chaussures' was (surprisingly) not that well-known and was required for the answer as the question asks 'what *exactly* is her job'.
- (e) This proved to be a difficult question for many candidates and many failed to spot the 'beautiful/nice feet' at the end of the list. '*Pas souvent*' was the part that pointed to the answer but it was often missed.
- (f) Candidates generally found this a difficult question. Candidates needed the two ideas of photographing horrible feet and making an album of the worst. Many just wrote 'take photos' and 'make an album' without reference to anything else.

Q.8 This question was on the topic of technology and social media and required candidates to enter details into a grid based on a text about drones being used to help lifeguards. Parts of this question were answered well but candidates frequently did not read the question correctly and wrote their answers in the wrong box.

Box 1 This was answered well by most candidates.

Box 2 This was generally answered well but some just said that it could travel at 55-80km/h without saying why that is an advantage.

Box 3 The question specifically asks how it helps *people in difficulty*. The two details required were from a choice of: 'find the victim/evaluate their state of health/deploy the best form of help'. Many candidates said 'visualise' the victim, which has a different meaning in English. Others wrote reasons that should have been in the next box.

Box 4 The question specifically asks for the benefits for *the lifeguards and crew*. The possible answers to choose from were 'check if the person actually needs rescuing/avoid wasting the crew's time/avoids putting a lifeguard's life in danger'. Answers for boxes 3 and 4 were often mixed up.

Box 5 This question was mostly answered successfully, although many wrote 'storms' as an answer.

Q.9 Translation

This question was on the topic of food and drink.

- The translation carries 6 marks and the text is split into six sections worth 1 mark each. Within the section all aspects must be translated correctly. Candidates should double check the tenses they have used as there will always be more than one tense used. Words such as 'souvent', 'toujours', 'bientôt' are often missed out. This translation proved difficult for many and was the lowest scoring question on the paper.
- '*on dit que*' caused a lot of issues and many versions of this were accepted.
- Surprisingly, '*la cuisine française*' seemed difficult to many, giving rise to nonsensical translations such as 'French kitchen is the best in the world.'
- The perfect tense was often mistranslated as 'my family cooks' and '*toujours*' was often omitted.
- '*Fruits de mer*' was mistranslated by many (fruits of the sea) and '*agneau*' was not widely known.
- The conditional tense '*je préférerais*' was routinely ignored and 'something sugary' was often translated into something strange in English, such as 'something of sugar'.
- '*Après-demain*' was not widely known and the future tense was often missed.
- The *depuis* construction was often translated into the wrong tense and the verb *connaître* was frequently mis-translated or unknown.
- Success in the translation involves attention to detail. Ensure the correct tense, that the answer sounds 'English' and that every detail has been translated.

Summary of key points

- On questions which required not all boxes to be completed, generally most candidates stuck to this format, although a significant number completed too many boxes, therefore losing marks because of rubric error. It is important for candidates to note the number of marks available if they unsure how many boxes they should complete.

- Questions that required a response in the assessed language did not differ in accessibility to questions set in English. When answers required candidates to copy the name of a person given from a list, often the name was misspelt, although the mark was credited.
- This year the legibility of some responses was an issue making some responses very difficult to mark. Many candidates also started their answers halfway along the line, creating difficulties with scanned copies, where answers continued outside of the expected area.
- In some sections of both papers, candidates gave too many responses, often one correct and one incorrect. Candidates should be reminded that if there is only 1 mark to a question or 1 detail required that they should adhere to this. If a candidate gives two responses and one is incorrect then they will score 0 as it is a rubric error. There will often be more than one possible answer to ensure a question doesn't rely solely on the understanding on one item of vocabulary.
- Answers should be proofread to ensure that what is written answers the question set. Candidates often lose marks because they have mis-read the question or only given a partial answer that does not actually answer the question.

FRENCH
GCSE (NEW)
Summer 2022
UNIT 4: WRITING

General Comments

Thank you to all those who prepared candidates for this year's examinations under such difficult circumstances. This unique series is part of a gradual return towards the standards of the period before the pandemic. School closures appear to have had a particular impact on the development of writing skills, which was evident in the candidates' work at both tiers. This was slightly mitigated by the 2022 adaptations, which saw the removal of the translation tasks and some sub-sub-themes.

When compared with earlier series, the matching of candidates by ability to their appropriate tier of entry seemed less secure this year. There appeared to be fewer high-scoring candidates at Foundation Tier and more low-scoring candidates at Higher Tier. The latter group may have been better served by entry for Foundation Tier and almost certainly would be in future series.

The relatively low boundary marks for this unit (especially at C grade in Higher Tier) reflect the above-mentioned and an attempt to be as fair as possible to all candidates this year. However, teachers should be mindful that this same generosity may not reasonably be continued going forward and should consider this as they mark learners' work and mock examinations and make choices about tiers of entry for 2023.

This said, there were still some excellent high-scoring performances at the top end of the Higher Tier.

Comments on individual questions/sections

Foundation Tier Question 1

The vast majority of candidates attempted responses to all six headings, and many were able to score at least one mark for each.

It was encouraging to see that most candidates have taken on board the advice to be succinct and wrote just one simple sentence, giving one detail. However, there are still candidates who go beyond the requirements of the task and attempt to extend answers with additional verbs and details. As the complete response is taken into consideration when awarding marks, this can lead to self-penalisation as it gives a greater opportunity for errors.

Heading 1: 'Where you live'

Heading 2: 'Where your town/village is situated'

The responses to the first two headings were generally done well, though a surprising number of candidates struggled to form *J'habite* correctly in sentence 1 (*J'habitude* appeared on several occasions).

Some candidates wrote *J'habite au pays de Galles* in response to the first heading, which scored 2 marks, but then they struggled to respond to the second heading, which asked them to state where their town/village was situated. Candidates are advised to read through all the headings before beginning to answer.

Heading 3: 'How you travel locally'

This was generally done well with most candidates able to form *je voyage* or *je vais* plus an appropriate method of transport correctly.

Heading 4: 'A local attraction'

This proved to be a straightforward 2 marks for those who used *il y a* + noun. Candidates were rewarded for circumlocution e.g. *On peut aller à*, though this often widened the opportunity for error. Proper nouns e.g. *Oakwood*, (*name of town*) *Castle*, *Tesco* were not credited unless given a context e.g. *il y a un parc d'attraction qui s'appelle ...* as they would not convey any meaning to a native speaker when standing alone.

Heading 5: 'An activity you do in your area'

This was usually done well with most candidates able to attempt a complete sentence with a correctly formed verb.

Heading 6: 'The local weather'

The weather conditions seemed more familiar to candidates this year, allowing many to score at least one mark, though use of the wrong verb e.g. *C'est beau* happened quite frequently. Those who opted for *soleil* didn't always convey any meaning due to the misspelling of *soleil* being too far from the actual to be recognisable: e.g. *soeil*; *soiler*.

Foundation Question 2

Candidates generally responded well to this question and there were some very good answers. Many kept close to the recommended word-count of 50 words and were able to meet the criteria of the top bands by communicating relevant information and opinions on the 3 topics with a good level of accuracy.

Candidates are reminded that this question instructs them to include 'des **informations** et des **opinions**'. Some responses were made up entirely of opinions so lacked detail in 'Communication and content' and range in 'Linguistic knowledge and accuracy' (due to repetition of the same constructions e.g. *J'aime.../J'adore.../C'est...*).

Most ambiguities occurred in response to bullet point 3 where some candidates didn't make the switch from 'ta' to 'ma' (see 2018 and 2019 reports); some added another *J'aime...* without specifying that this was a 'favourite celebrity'; and some completely misunderstood the word 'célébrité' and wrote about a celebration.

Foundation Tier Question 3/ Higher Tier Question 1

Candidates were asked to write a letter of application for a summer job in France. The start and end of the letter were provided, and the assessment was confined to the body of the text.

Although attempts were made to respond to the bullet points, some had not grasped that this was a formal letter of application and included additional inappropriate content such as details about their appearance and their pets.

Many candidates were able to provide at least 2 personal qualities, but some substituted these with competences (e.g. the ability to speak French, school subjects they are good at). Whilst inclusion of competences was acceptable as additional relevant information, it was not credited as 'required information'. Some candidates gave negative character traits such as *Je suis pénible*, which were not accepted as 'qualities' and were inappropriate in the context of the question.

The second bullet point proved the most challenging. Some candidates had not understood that they were being asked to write about a job they had done ('que **tu as fait**'), and some wrote about the kind of job they'd like to do this summer in France. Some credit was given to those who wrote about experience in a current part-time job in Communication and content, though failure to make reference to the past was addressed in Linguistic knowledge and accuracy.

Many candidates who had understood the need to make reference to the past were able to do so with an appropriate time marker (e.g. *l'année/ l'été dernière; Récemment*) and/or with their opinions (*c'était*), but some then struggled to form verbs in the perfect tense to address the other aspects of this bullet point. Some created ambiguity by switching from one tense to another. The perfect tense continues to be the least well-handled of the tenses (see 2018, 2019 reports).

The 3rd bullet point was done well. Most understood 'à l'avenir' and recognised the need to make reference to the future, mostly using a simple future or conditional.

Most candidates now understand the need to address all aspects of each bullet point and to give more than one detail where plurals are indicated (**tes qualités personnelles, tes opinions**). There was evidence of candidates highlighting/underlining/ticking these on the scripts. However, some candidates continue to omit required details, which denies access to band 5 for 'Communication and content', where they are required to meet 'all requirements of the task' to be awarded 9/10.

The most successful candidates worked through the requirements of the task systematically and wrote a concise, coherent letter (of approximately 100 words) in an appropriate style.

Higher Tier Question 2

There was no particular preference for either question and there were some excellent responses to both titles. It would be helpful if candidates could indicate in the margin which title they have chosen, a) or b), before they begin their answer.

Candidates are not limited to the three bullet points but the content must be relevant to the title. In addition to offering help in framing an answer, the bullet points also act as a reminder to use more than one time frame, which is inherent in the mark scheme. Some candidates overlooked this.

Candidates who chose to answer question a) 'L'environnement' were less prone to deviation and irrelevance. Some who chose to answer b) 'Les transports au pays de Galles' lost sight of the title and gave descriptions of travel abroad. Some misinterpreted the meaning of 'voyage' and wrote at length about a visit to the beach/countryside/mountains/town, with only a passing reference (if at all) to how they travelled there.

There were some lengthy answers to both titles. Whilst candidates are not penalised for exceeding the word count and a few are able to sustain the quality of the content and language beyond the approximate word count, many lengthy responses deteriorate and are often prone to repetition of content and of errors.

There were some outstanding high-scoring responses but there were many low-scoring answers, in which candidates lacked the necessary linguistic skills to communicate relevant and appropriate facts, ideas and opinions clearly. Some candidates did not attempt this task or gave up after a few brief sentences.

Frequent errors/misspellings:

recyclager was often used for *recycler*

promenader often used for *promener* and often incorrectly i.e. instead of *marcher*

éteindre (and its various conjugations) was often not spelt/formed correctly.

passionate appeared frequently.

Summary of key points

Foundation Tier Question 1

- Candidates are encouraged to write one simple sentence containing one verb in the present tense and one detail.
- They are advised to read the whole question before beginning their answers.
- They should avoid using proper nouns except where necessary (e.g. sentences 1 and 2 this year), or when giving a context.

Foundation Tier Question 2

- Candidates are reminded that they must include **information** and opinions. The mark scheme refers to ‘facts’ and ‘ideas’ as well as ‘opinions’.

Foundation Tier Question 3/Higher Tier Question 1

- Candidates should take care to read the entire rubric not just the bullet points. The context is important in identifying the purpose.
- They must communicate all aspects of each bullet point (paying particular attention to plurals) to be awarded 9/10 for Communication and content i.e. ‘meet all requirements of the task’.
- Candidates need to be able to handle different time frames to be successful in this question.

Higher Tier Question 2

- Candidates are asked to indicate in the margin which title they have chosen.
- They should only include content that is relevant to the title.
- Candidates are reminded that they must make reference to more than one time frame when completing this task.
- Over-lengthy responses are discouraged as they often lead to repetition and irrelevance and give greater opportunity for error.



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