



GCE EXAMINERS' REPORTS

**FRENCH
GCE
AS/Advanced**

SUMMER 2023

Introduction

Our Principal examiners' reports offer valuable feedback on the recent assessment series. They are written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and detail how candidates have performed.

This report offers an overall summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It goes on to look in detail at each question/section of each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.ⁱ

The information found in this report can provide invaluable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive annual programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 6 months after the examination.	www.wjecservices.co.uk or on the WJEC subject page
Grade boundary information	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level.</p> <p>For linear specifications, a single grade is awarded for the overall subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.</p>	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

Exam 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.	www.wjecservices.co.uk
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	www.wjecservices.co.uk or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with invaluable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

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Subject Officer's Executive Summary

Overall, candidates were well prepared for the 2023 suite of examinations.

As Unit 1 and 3 assessments in Wales are now teacher-examiner conducted, centres should ensure they review the guidance available on the website and refer to OER and PL exemplar when preparing to conduct the assessments.

Accuracy has been cited as an area requiring improvement across Units 2, 4 and 5. Principal Examiners have stated that increased accuracy, by way of competence in basic grammar, and knowledge of theme specific vocabulary are essential. Centres could use exemplar work to demonstrate the importance of accuracy and the impact it can have on overall marks by reviewing materials listed as classroom resources below.

Areas for improvement	Classroom resources	Brief description of resource
Preparation for conducting Unit 1 and Unit 3 assessments.	Guidance for conducting speaking assessments. OER (Online Exam Review) CPD material	Document with administrative information on conducting the test and guidance on questioning technique. Exemplar material.
Accuracy when producing French.	Past Papers Mark Schemes OER (Online Exam Review) CPD material Exam Walkthroughs	Previous responses from candidates / mark schemes.

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UNIT 1: SPEAKING

Overview of the Unit

All candidates are required to undertake an oral test of approximate 15 minutes' duration conducted by the centre. In the main, teachers conducted the task well. The quality of the recordings was good, candidate and centre details were given clearly, and the tasks uploaded properly. Examining teachers were aware that the oral is a conversation, that questions follow naturally from what the candidate or teacher has said previously.

Although centres did conduct this test themselves in 2022, the test consisted then of only task B- the discussion on cards. In fact, this is the first time since 2019 that Card A, the *argument* task, has been examined. The two tasks do have different requirements. The *argument* task requires candidates to defend a viewpoint on a topic relating to France or a francophone country or community. Half of the marks for this task are awarded for AO4, knowledge of the country/community. The second task contains a text (of approximately 50 words) and three starter questions on the topic being discussed. Understanding the text is an important part of this text (AO2). Both tasks evaluate candidates' ability to interact with the examiner orally (AO1) and the quality of their language (AO3).

The total mark for this test is 48. Both task A and task B are worth 24 marks each.

Comments on individual questions/sections

Card A is the *argument* (white) card. The area of interest is: Understanding the French-speaking world.

AO1 (4/24)

Candidates were often very willing to engage with the examiners in defending their chosen viewpoint. Many had the language to concede points made. Many, indeed, enjoyed disagreeing with the examiner but there was a tendency to state all of their argument in one mini-monologue at the beginning of the "argument". This meant that they had little to add subsequently. This sometimes meant that teachers were obliged to ask the candidates questions. When conducting the argument task, examining teachers are advised to make statements which can then be rebutted by the candidates. Some candidates needed to be prompted to continue, with the examining teacher providing information points favouring the candidate's argument as well as his or her own. Where the examining teacher has supplied information, candidates cannot be credited for that information. The ablest candidates, on the other hand, were able to challenge and question the examining teacher.

AO3 (8/24)

The ablest candidates' language was grammatically very correct, and the register of their speech was suitable for conducting an argument (rather than a discussion). These candidates handled the language confidently and used a wide variety of structures and a breadth of vocabulary. Their pronunciation was often good.

The weakest candidates' quality of language was marred by important grammatical mistakes, a lack of vocabulary structures to maintain an argument, and poor pronunciation.

AO4 (12/24)

Half the marks for the argument task were awarded for "knowledge of France/a francophone country or community". No marks were awarded for information about Wales or the UK. In addition, personal information unrelated to France or a francophone country was not relevant or credited. Candidates are credited both for information but also their understanding of France or a francophone country. Candidates often had some ideas but failed to explain their relevance and show their understanding of those facts. Candidates often lacked the detailed, sustained knowledge and understanding of France/a francophone country which led to a mark in the top band. Candidates also need to consider carefully which viewpoint they wish to support as some viewpoints are easier to defend rather than attack and vice versa.

Card B is the *discussion* (green) card. The area of interest is: Being a young person in French-speaking society.

This task contains a text (of approximately 50 words) and three starter questions on the topic being discussed. Understanding the text is an important part of this text (AO2). This task also evaluates candidates' ability to interact with the examiner orally (AO1) and the quality of their language (AO3).

Many of the remarks contained in the examiner's report on this unit between 2017, 2019 and 2022 (this task only) are still relevant to candidate's performance.

AO1 (4/24)

Candidates generally responded to examiner questions. Indeed, the ablest showed some initiative and were able to take a lead. There was, however, a tendency to answer the three set questions at length -and this limited interaction. Quite long answers are acceptable, however, when candidates introduce an evaluation of the text. The examining teacher should ask these three questions immediately after each other to ensure consistency in the examining procedure and to give the candidate an element of familiarity at the beginning of the test.

AO2 (8/24)

The AO2 mark is a third of the total mark allocated for the task. Although most candidates were aware that they had to refer to the content of the reading passage, many did not explain in detail what the text said, even when prompted to do so, and could not interpret the implications of the text for the topic under discussion.

This is usually tested overtly in the first two of the three set questions. The third question usually opens out the discussion on the topic set.

The actual amount of information in each text will vary and there is no mechanical way of allocating marks for points that have been understood. The mark allocated is given on the basis of both identifying the points and showing that candidates understand them. One possible way for candidates to show understanding is to paraphrase the text, another is to give a further explanation during the ensuing discussion. The examining teacher can prompt the candidate to give attention to the text in a general way, but the candidate cannot be credited for information from the text that the examining teacher gives when questioning.

AO3 (8/16)

The ablest candidates' oral language was grammatically very accurate. These candidates handled the language confidently and used a wide variety of structures and a breadth of vocabulary. Their pronunciation was often good. The weakest candidates' quality of language was marred by important grammatical mistakes, (verbal forms, agreements, genders, morphology) a lack of vocabulary and structures to maintain a discussion, and poor pronunciation which reflected the written rather than the oral form of the language.

AO4 (4/24).

The specification is quite clear that discussions must relate to France or a French-speaking country/community. The starter questions specifically related the questions to France or a French-speaking country. Candidates needed suitable knowledge and a good understanding of the themes included under the heading "Being a young person in French-speaking society" to contribute well to the discussion. There was a danger of discussions about values, videogames, gaining employment becoming "generic" rather than specific to France/ a francophone country. In many of the better discussions, suitable starter references were made in the texts themselves. Candidates needed to be aware that the texts themselves often gave details which would have helped with the discussion.

Summary of key points

- Centres need to ensure that candidates have detailed knowledge relating to France or a French-speaking society. Candidates also need to ensure that they refer continuously to the topic as it relates to France or a French-speaking country in the discussion task. This continuous attention to Francophone countries can be prompted by questions asking about "les jeunes français" rather than "les jeunes".
- Candidates need to have the necessary language skills to deal with two different kinds of tasks – the argument and the discussion.
- Candidates need to be able to think on their feet, and not be too dependent on what they have noted previously in the preparation room as they might not be answering the questions asked but what they think they have been asked.
- The specification requires the candidates to make obvious and detailed reference to the text in the discussion task.

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UNIT 2

Overview of the Unit

Unit 2 assesses Listening, Reading and Translation skills, in sections A, B and C. Section D is the Critical Response in Writing which assesses both AO3 and AO4.

Series 2023 was received well as it was accessible whilst offering a good level of challenge. Candidates responded well to the topics and managed the requirements of each type of question very well. Very few candidates left items incomplete or not attempted.

Comments on individual questions/sections

Section A: Listening

Question 1: Select 6 correct statements.

- The mean mark for this task is 4.6 showing a high level of facility.
- Most candidates coped well with the task. No active use of French was required.
- The second half of the question proved challenging for some candidates.
- The most common incorrect answers were (h) and (i): unknown or misunderstood vocabulary: dehors / Bretagne / grève / prochain.

Question 2A: Multiple choice.

- The mean mark for this task is 5.3 showing a high level of facility.
- Most candidates coped well with the task. No active use of French was required.
- The most common incorrect answers were 1,4 and 7. Some candidates failed to understand that the item dealt with the loss of popularity of learning to drive.

Question 2B: Gap fill.

- The mean mark for this task is 3.2 showing a fair level of facility.
- Most candidates coped fairly well with the task.
- The most common incorrect answers were 1 and 2.

Section B: Reading

Question 3: Multiple choice.

- The mean mark for this task is 4.4 showing a high level of facility.
- Most candidates coped well with the task. No active use of French was required.
- The most common incorrect answers were 4 and 6. Unknown or misunderstood vocabulary: *mécontents* / *interdire*.

Question 4: Gap-fill.

- The mean mark for this task is 2.6 showing a fair level of facility.
- This was completed fairly well however most candidates did not make sufficient use of the translation paragraph for context.
- Answer 1 was correct for the majority of candidates.

Section C

Question 5: Translation.

- Although this is traditionally the most challenging task it was done fairly well.
- The mean mark of 8.2 is comparable to previous series.
- There were some spelling errors, a lack of vocabulary knowledge and some errors in sentence construction.
- Some candidates did not take sufficient care when translating and most failed to use question 4 for context.
- The most common issues were as follows:

Part 1: *concierge* / *en cuir*

Part 2: *pressé* / *arriveraient* / *munis* (translated as minus by many candidates)

Part 3: *baisse*

Part 4: *meilleur* / *lycée* / *devra*

Part 5: *traversera* / *se promener* / *cour*

Section D

For this section, the assessment objectives are AO3 (manipulating the language accurately, using a range of lexis and structures) and AO4 (showing knowledge and understanding of the film and responding critically). The question is marked out of 36. AO3 carries twice as many marks (24) as AO4 (12). The mean of 17.2 is broadly comparable to previous years.

Un long dimanche de fiançailles – Very few candidates answered questions on this film. One candidate produced an excellent response to question 1(b) demonstrating refinement and flair.

Le Havre – Candidates usually chose option (a) on the idea of community and endeavoured to respond to the question set.

La Classe – Candidates usually chose option (a) and attempted a critical response, though some candidates produced a description of Souleymane without answering the question set.

La Rafle – Candidates usually chose option (b). Candidates knew the film very well and responded accordingly.

- Most candidates manipulated persuasive literary language well and showcased extensive knowledge of their chosen film.
- Most candidates endeavoured to produce a critical response; there was evidence of planning. These aspects are very encouraging.
- Generally, a lack of accuracy meant that the knowledge of the film was impaired, and this impacted the quality of the response as a whole.

The main issues in Section D were as follows:

- common grammatical errors (verbs / tenses / agreements)
- anglicised constructions
- spelling of basic vocabulary, notably, *premièrement/ deuxièmement, en particulier, particulièrement*
- spelling of characters / places / themes
- basic punctuation and neatness (sections crossed / starred, additions in margins)
- overuse / lack of accents
- use of *cette* for *cela / ça*.

Overall, candidates were well prepared to deal with the challenges of this paper.

Outcomes for English and Welsh-medium centres were generally similar however there were some noticeable differences especially in the productive elements of the unit:

- The performance of candidates with Section D was comparable between Welsh-medium and English-medium centres, 17.9 and 17.1 respectively. However, with question 5, English-medium centres performed better with a mean of 8.6 compared to 7.0 in Welsh-medium centres.

For future series, increased accuracy is essential to improve overall performance.

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UNIT 3

Overview of the Unit

Candidates responded well to the IRP task which gave them a very good opportunity to discuss a topic related to France or a French-speaking country or community which was of particular interest to them. This often helped the production of good quality presentations and discussions.

2023 is the first year that centres have been responsible for conducting the Unit 3 tests. The tests were generally well conducted. Most centres kept to the time guidelines quite closely. Instructions for teacher examiners on how to administer and conduct the Non-Examination Assessment (NEA) Speaking from 2023 has been provided on the WJEC website as well as guidance on questioning techniques.

Guidance for the teacher examiner on questioning

Through their questioning, teacher examiners need to provide opportunities for candidates to demonstrate the skills for the tested AOs.

AO1: Understand and respond in speech to spoken language including face-to-face interaction. In providing opportunities for AO1, the teacher examiner:

- asks appropriate questions
- listens and responds to candidate answers
- rephrases question if the candidate needs support
- brings the candidate back to the original question if their response drifts from the focus
- challenges further if appropriate to elicit more detail or development of an idea
- allows thinking time for candidates to reply
- allows candidates to rephrase to clarify what they are saying.

AO2: Understand and respond in speech to written language drawn from a variety of sources. The teacher examiner's questions must provide opportunities for the candidate to demonstrate their understanding of their research in the chosen topic.

AO3: Manipulate the language accurately in spoken forms, using a range of lexis and structure.

The teacher examiner should ask variety of question types (see below for suggestions), that would prompt the candidate to use different grammatical structures, wide and appropriate vocabulary, idioms and a variety of constructions.

AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of culture and society of the countries/communities where the language is spoken.

The teacher examiner should encourage the candidate to refer to the culture and society where the language is spoken to demonstrate their understanding.

What the candidate says must be relevant to the topic under discussion; fluency in itself is not sufficient.

Comments on individual questions/sections

The presentation (20 marks) and the discussion of the IRP (52 marks) form the whole of the marks awarded for the oral test. There is no preparation time. There is no test card or paper.

(A) The presentation

The presentation is evaluated according to three assessment objectives: AO2 (4 marks), AO3 (8 marks) and AO4 (8 marks). AO1 is not assessed in this part of the test as there is no interaction with the examining teacher. The timing is strictly limited to two minutes. There is no need to spend time stating the IRP title during the presentation, nor for the candidate to repeat their name. The teacher examiner can confirm both at the beginning of the test.

AO2 is the candidate's ability to respond to written material from a variety of sources. Many candidates did show that they had undertaken extensive first-hand research for the presentation and the IRP. As only two minutes are allotted to the presentation, there was no time or need to go into detail of the sources but suitable short references to the sources – where and when found, or quotations from whom – did strengthen the examiner's evaluation of the amount and quality of research. The greatest indicator of the quality of research undertaken, however, was 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 as most candidates used constructions with which they were familiar.

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

Some candidates had learnt their presentation by heart and delivered it at a very fast pace. This made comprehension difficult at times. When the examiner was a visiting examiner, it was possible for them to check anything that was unclear with the candidate themselves. As external examiners now mark the tests, this was not possible and this meant that in some instances, recordings had to be replayed several times.

The presentation serves as a springboard for the discussion that follows as it is likely to provide the examining teacher with possible lines of enquiry. It needs to be well-ordered and self-contained.

(B) The discussion

The discussion lasts 9-10 minutes. The teacher examiner had an opportunity to note during the presentation of the possible questions that arise from it. The teacher examiner also had a copy of the completed IRP pro-forma.

Guiding the discussion is a new task for the examining teachers and generally this was well done. To further improve their role, examining teachers must be less shy of interrupting candidates' "mini speeches". They also to stretch the ablest candidates by asking a wider range of questions, not just *est-ce que* but other examples such as: *comment / dans quelle mesure / expliquez / justifiez votre opinion*.

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, especially if they were prepared for a question, which they might well have cued in their introduction or IRP form.

AO2 (8/52)

This was a further opportunity for candidates to show the outcomes of their research and to refer in greater detail to research done both by themselves and others.

AO3 (16/52)

In this part of the test, the ability to manipulate the language accurately in its spoken form is evaluated. 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 usually the language was accurate enough to ensure understanding. In many 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 cases.

The weighting for **AO4 (16/52)**, showing knowledge and understanding of and respond critically to aspects of the culture and society of the countries/communities where the language is spoken, made it imperative that candidates not only gave relevant information, but also analysed and evaluated it properly.

When a certain famous French person, for example, *Dior* or *Marie Curie*, 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 to the world in general. *Louis Pasteur's* contribution to medicine is important, for example, and his contribution to French agriculture and the French wine industry is something specific to France.

Summary of key points

- The most successful candidates had acquired a great deal of knowledge about their topic and were able to select and include relevant elements into the discussion. In addition, they were able to analyse and evaluate the data and, when prompted deliver informed judgements.
- The presentation was important because it gave many candidates an opportunity to supply the examiner with “hooks” for possible questions and a taste of the discussion to come.
- The IRP task required the candidate to have the wide range of skills which were outlined in the conclusions of the 2018 Principal Examiner’s report on this unit.
- Although the individual research project must be the candidate’s own work, centres still have an important general support role.
- Examining teachers now play a key role in enabling candidates’ success.

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UNIT 4

Overview of the Unit

The 2023 paper was received well as it was accessible whilst offering a good level of challenge. Candidates responded well to the topics and managed the requirements of each type of question very well.

More traditional questions that demanded active production of continuous French, such as questions 3, 4, 6 and 7, proved more challenging and were adversely impacted by timing issues.

Comments on individual questions/sections

Section A – Listening

Question 1: Multiple choice.

- The mean mark for this task is 7.6 showing a high level of facility.
- Many candidates scored highly, some a full mark.
- Incorrect answers were as follows:
 - 8. some candidates did not understand *se distraire*
 - 10. some candidate did not infer *caché* from *personne ne le sait*.

Question 2: Summary task.

- The mean mark for this task is 6.7 showing a high level of facility.
- Many candidates scored highly, some a full mark.
- Common incorrect answers were 3,4 and 8.

Question 3: Question and answer.

- The mean mark for this task is 4.9 showing some degree of challenge.
- Many candidates did well on this question, however, some found this question challenging as a response in the language of study was required. 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.
 - (a) Many correct responses.
 - (b) Many correct responses.
 - (c) Idea of *divertir / amuser* was not understood or communicated well.
 - (d) Answered fairly well. Some candidates used incorrect vocabulary *les chevaux / cour / cours* in their answers (horses / yard / lessons).

- (e) Some correct responses. Correct manipulation of language was an issue
- (f) Many correct responses, however spelling proved an issue in relation to *infirmières*.
- (g) Many correct responses.

Section B – Reading

Question 4 (a): Gap-fill.

- Fairly well done. The mean mark for this task is 3.6 showing a fair level of challenge.
- Most vocabulary was familiar however context proved challenging for some candidates.

Question 4 (b): Summary.

- Answered fairly well by most candidates. The mean mark for this task is 5.0 showing a fair level of facility.
- Most frequent errors were 3 and 4.

Question 5 (a): Synonyms.

- A number of candidates found this task challenging. The mean mark for this task is 2.4 showing a fair level of challenge.
- Some vocabulary although familiar was not known or inferred.
- Nearly all candidates answered (e) correctly. The most common error was (a).
- Some candidates wrote more than was required.

Question 5 (b): Multiple choice.

- Completed well by most. The mean mark for this task is 3.6 showing a high level of facility.
- Answers 2 and 4 being the most common errors.

Question 5 (c): 5 Correct statements.

- Completed well by most candidates. The mean mark for this task is 4.1 showing a high level of facility.
- The most common error was (i).

Question 6

In this task, reading comprehension was tested by means of a traditional question and answer task. Although AO2 rather than AO3 was the assessment objective applied for assessing this question, the French had to be clear enough to be understandable. Some candidates did not attempt this question; timing might have been a factor. Some candidates lifted whole sentences. The mean mark is 8.0 showing a high degree of challenge.

Detailed below are some of the issues.

- (a) Many correct responses although a few candidates answered *les présidents africains*
- (b) Lifting was an issue however some candidates manipulated the language of the text to good effect.
- (c) Answered fairly well by some candidates but there was a tendency to lift a complete response.
- (d) Very few correct answers.
- (e) Proved a challenge. Most candidates copied countries/regions from the text

- (f) Many correct responses although some candidates used the same idea twice: *pas volontaires / des conscrits*.
- (g) Many correct responses.
- (h) Many correct responses.
- (i) Answered fairly well. Some candidates lifted complete responses. Some used the word *protestant* incorrectly.
- (j) Answered fairly well however the idea of parity of pension was not conveyed by some candidates.
- (k) Answered fairly well however *de moins en moins nombreux* was not understood by many candidates.

Section C – Translation

Question 7

As in previous series this task proved challenging for a number of candidates. The mean mark is 7.5 showing a fair degree of challenge.

Accuracy (AO3) is the key assessment objective used in evaluating this task. Only a few candidates scored high marks. There were the usual problems of vocabulary, incorrect use of verb forms/tenses, pronouns and possessive adjectives, genders, adjective agreements and so on.

Issues were as follows:

Part 1: town / imperfect tense / agreements.

Part 2: army barracks / dismantled / in theory / imperfect tense.

Part 3: old / ugly / buildings / agreements.

Part 4: could / I was 20 years old.

Summary of key points

Overall, candidates were well prepared to deal with the demands of this paper though time proved a challenge for some, especially in relation to more productive tasks. Outcomes for Welsh and English medium centres are broadly similar and in line with previous series.

In order to address issues relating to the productive questions 3, 4, 6, 7; increased accuracy, by way of competence in basic grammar, and knowledge of theme specific vocabulary are essential.

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UNIT 5

Overview of the Unit

This paper offered four texts for analysis and a choice of two titles per text. The most popular choices were *Kiffe Kiffe demain* and *Un Secret*. A small number of candidates opted for *Le Bal*. No scripts were available for *Les Amants d'Avignon*.

The assessment objectives AO3 and AO4 carry an equal weighting of 20 marks each. AO3 assesses linguistic accuracy and the quality of the language in relation to the title set. AO4 assesses the knowledge of the text studied in the context of the question set. It also evaluates the essay as an evidence based analytical and critical response.

Candidates engaged well with their title of choice and demonstrated good knowledge of the text. Although the manipulation of the language, as assessed in the AO3, proved a challenge for many candidates, there were some outstanding responses where the French and critical analysis were of a very impressive standard. They were a pleasure to read.

Outcomes for Welsh-medium centres were slightly better than for English-medium centres but in lines with previous series. Generally, the mark for the AO4 tended to be better than that of the AO3.

Comments on individual questions/sections

Question 1: Le Bal

Candidates tended to opt for title (a) and elicited good responses. It is pleasing to see how well candidates understand the social context, themes and characterisation of this novel.

- (a) In this question the best candidates were able to analyse a range of human behaviours, supporting their augmentation convincingly. Best performances in terms of outcomes.
- (b) In this question the best candidates were able to successfully analyse a number of relationships within the Kampfs' household.

Question 2: Kiffe kiffe demain

Candidates responded to both titles and showcased an in-depth understanding of the themes and issues raised by the author.

- (a) Candidates were able to examine various aspects of the support provided by the State. Responses were generally critical and well supported.

- (b) Better candidates were able to analyse the impact of racism as experienced by the protagonists. Responses were generally critical and well supported, however some responses tended to be descriptive. A very popular choice of question.

Question 3: Un Secret

Candidates responded to both titles and demonstrated knowledge and flair.

- (a) This question elicited some excellent responses dealing with the importance of female characters and their impact on the plot. This was the most popular choice.
- (b) Some candidates focused on Maxime's behaviour to produce pertinent essays with very personal viewpoints.

Question 4: Les Amants d'Avignon

No candidates responded to this question.

General issues were as follows:

- Poorly presented responses, some were very difficult to read
- Essays exceeding the recommended length
- Misspelling of characters/places/themes
- Lack of basic punctuation which hindered clarity
- Basic grammar and conjugation/poor grasp of the present tense
- Use of accents (missing where they are needed and appearing on consonants).

Widespread misspelling and misuse of language:

- *Ce/celle montre / cela montre que*
- *Il montre que* for it shows that
- *De / à / pour + infinitive*
- *Car / parce que* because of/ thanks to
- *Grâce à* followed by a negative concept, for example, *grâce aux nazis ...*
- *Sentir* used for *se sentir/ ressentir*
- *Mal* for *mauvais*
- *Le change* for *le changement*
- *Dans la façon / manière* used for *d'une façon*
- Widespread mis-spelling of : *premièrement / deuxièmement / particulièrement*
- Widespread use of anglicised vocabulary and sentence structures: 'experiencer' / 'expecter' / 'facier' used as verbs.
- Sentences ending with *avec*
- Overuse of *faire (rendre) / une part / une partie...* in typically anglicised structures.
- Widespread use of this style of argument, very seldom grammatically correct and rarely relevant, for example, "*Si Maxime n'avait pas de secret le livre n'existerait pas.*"

Summary of key points:

- 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 text and to the expression of the themes and issues within it.
- 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. In addition, the intrusion of English and anglicised structures need to be addressed.

Fewer errors will improve the mark for the AO3 element and therefore impact AO4. Careful consideration of both assessment objectives could be useful to guide teaching and learning. Candidates who can sustain a balance of both AO3 and AO4 within this task write successful answers.

Supporting you

Useful contacts and links

Our friendly subject team are on hand to support you between 8.30am and 5.30pm, Monday to Friday.

Tel: 029 2240 4295

Email: languages@wjec.co.uk

Qualification webpage: <https://www.wjec.co.uk/qualifications/french-as-a-level>

See other useful contacts here: [Useful Contacts | WJEC](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

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ⁱ *Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.*