



GCE EXAMINERS' REPORTS

**FRENCH
AS/Advanced**

SUMMER 2010

Statistical Information

This booklet contains summary details for each unit: number entered; maximum mark available; mean mark achieved; grade ranges. *N.B. These refer to 'raw marks' used in the initial assessment, rather than to the uniform marks reported when results are issued.*

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
General Certificate of Education
Summer 2010
Advanced Subsidiary/Advanced

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FN1A - External Examiner conducted oral, and FN1B - Teacher conducted oral

Unit Statistics

The following statistics include all candidates entered for the unit, whether or not they 'cashed in' for an award. The attention of centres is drawn to the fact that the statistics listed should be viewed strictly within the context of this unit and that differences will undoubtedly occur between one year and the next and also between subjects in the same year.

| Unit | Entry | Max Mark | Mean Mark |
|-------------|--------------|-----------------|------------------|
| FN1A (01) | 2716 | 60 | 49.1 |

Grade Ranges

| | |
|---|----|
| A | 52 |
| B | 47 |
| C | 42 |
| D | 37 |
| E | 32 |

| Unit | Entry | Max Mark | Mean Mark |
|-------------|--------------|-----------------|------------------|
| FN1B (02) | 1764 | 60 | 49.4 |

Grade Ranges

| | |
|---|----|
| A | 52 |
| B | 47 |
| C | 42 |
| D | 37 |
| E | 32 |

N.B. The marks given above are raw marks and not uniform marks.

AS / A2 French Oral Examinations 2010

General comments

Visiting oral examiners again wish to thank centres for making suitable arrangements for the oral tests. This year arrangements for the visits to schools were made directly by the examiners themselves with the schools. These arrangements worked very well. This allowed an initial contact and occasionally an element of negotiation, though sometimes it was difficult to get hold of the responsible teacher on the telephone. An email contact is often more effective. Usually a draft timetable has been drawn up before the examiner's arrival and shared with the examiner before the examination dates. Most of the time, the examiner is informed about candidates with special needs or any other problem that may occur for some candidates. When the examiner comes to the school, most, if not all, candidates are ready for their briefing. If the examiner is in the centre for several days, the visiting examiner usually briefs the candidates being examined that day. If both FN1 and FN3 candidates are being examined the same day, then there is usually a general introductory session with attention given to the requirements of both tests. The vast majority of centres can provide a member of staff as a point of contact during the day to make sure that everything goes smoothly and that candidates do not disappear or are back on time for their examination. Examiners appreciate the kindness of that member of staff when available.

In most centres this year, the examination room was well chosen and met examination boards' requirements. Centres tried in many instances as much as possible to avoid noises from outside especially during change of lessons, break or lunch time. This was not always the case, however.

Centres also now supply a suitable preparation room that allows the candidate to prepare for their tests (FN1 and FN3). Occasionally, the visiting examiner has had to ask the Examination Officer to ensure that the room meets JCQ requirements. In many instances these preparation rooms were supervised, though this is not a WJEC requirement. This was generally very helpful as it is not the visiting examiner's role to check that candidates do not have mobile phones etc, though in some centres they had to do so. The WJEC does not require a chaperone for these oral tests, though centres are at liberty to provide one. All WJEC examiners are CRB checked. All WJEC examiners carry an appropriate identity card. In some centres visiting examiners were asked to show their CRB check or to give their CRB number. If this is a concern, it would, perhaps, be more appropriate to check this beforehand with the WJEC rather than the day of the examination itself. The visiting examiner's name will be known to the centre as he/she will have made arrangements for the visit.

It is most helpful when centres ensure that:

- (a) all candidates attend the briefing session;
- (b) the preparation room is near but out of earshot of the oral examination so that examiners do not take a long time to fetch candidates. The preparation room should not have language teaching material on display and have paper on which candidates can write short notes and a pen;
- (c) the oral test timetable does allow some flexibility and allows more than the minimum time gap between candidates as the process of choosing FN1 cards takes a little time and the examiner or examining teacher needs a gap for examination administration and for fetching the next candidate. Allowing 20 minutes between FN1 candidates and 25 minutes between FN3 candidates when drawing up the initial timetable seems to be sensible;
- (d) the examination room itself has a suitable table or area where FN1 cards can be spread out so that candidates can choose their two cards-one from group A and one from group B, one picture card (white) and one text card (green) in the recommended manner.

Centre-conducted tests (FN1b)

The majority of centre-conducted French AS oral tests were well conducted and met the requirements of the specifications. Centres will be sent feedback by the examiners who marked the cassettes for their centre which will indicate, where necessary, aspects of conducting the tests that need improving.

The number of centres submitting digital recordings of tests is increasing slowly. Digital recordings are usually clearer than analogue cassette recordings because there is no 'hum' from the recorder itself. They are also easier to store and access.

Almost all centres ensured that the FN1b topic-based cards were chosen at random in the prescribed manner in order to satisfy the demands of the new specification so that candidates chose their two cards - one from group A and one from group B, one picture card (white) and one text card (green). Where centres did not do so this year and the board has been informed, candidates will not be at a disadvantage.

Oral tests generally followed the guidance given on the WJEC exemplar FN1 oral DVD. Both an English medium and a Welsh medium version of this DVD are available from the board. English and Welsh medium refers to the narrative that accompanies the exemplar orals. It is clear that many centres do not have this DVD. It has proved useful when shown to candidates because it gives them a flavour of what to expect in the test itself. It is also a training aid for centres who conduct their own tests. If centres have not received the exemplar DVD then this may be requested from the board. As there are no oral training sessions for centre conducted oral tests, the following 'pointers' are again given.

Important points are underlined:

- (a) Centres need to include candidates' notes and the FN1b form where the order of candidates and the topic cards chosen are detailed in the pack sent to the examiners.
- (b) Topic cards need to be chosen as specified
- (c) Candidates are given 15 minutes to prepare the three starter questions on both cards. They should not be allowed or encouraged to recite long-prepared passages in answer to these questions. In some centres, only the three starter questions were asked with candidates allowed to fill the allocated time with answers. It is appreciated that candidates will have things to say but this should form part of the ensuing conversation. Asking and answering the three starter questions normally takes no more than 1.5 or 2 minutes at most.
- (d) The 'general conversation' is really a personal conversation and is limited to three topics only - the candidate's hobbies and interests, the subjects currently studied and the candidate's future plans.
- (e) Tests need to stick to the recommended times for the sub-parts; the cassette recorder is not stopped between the topic-based tasks and the general conversation.
- (f) Centres too often allow candidates to regurgitate (quite) long obviously pre-learnt passages without interruption in the conversation as well. Candidates' answers must be relevant to the questions asked.

FN1a and FN1b (40% of AS marks, 20% of A level mark)

Candidates generally performed well in this part of the examination and centres, generally, had coped well with preparing them for the requirements. They had gained experience from last year's tests and the availability of last year's topic cards. The topic based cards were well-received. The photographs posed no difficulties. Captions made photographs clearer. Some topics (either photo based or text-based), however, are still perceived as being less accessible than others, e.g. celebrations/traditions and personal relationships. It was only in a few centres that there was a noticeable difference between candidates' marks awarded for the topic-based conversation and the more familiar 'general conversation'. The sigh of relief evident last year at the end of the topic based conversation when candidates started on their general conversations was not as marked this year.

Very many candidates and centres had thought beforehand how they would like to develop the topic-based conversations and the candidates had the ideas and language required. Suitable examples of celebrations/traditions included personal ones such as family – e.g. birthdays, Christening (or equivalent) child naming or coming of age ceremonies, anniversaries, Christmas (or equivalent celebrations in other religions - very interesting!), church, local celebrations, festivals.

Discussions of relationships involved family, friendship groups, love, partners, children, neighbours, old, young, rich, poor, homeless, people isolated through illness, drugs or drink.

Candidates were again more familiar with drugs, alcohol and youth problems.

Candidates do need to think about the general conversation and what they are going to say. Very often these lacked detailed expressions of opinion and defending and justifying a viewpoint e.g. many had little to say when challenged to say why a particular hobby was interesting.

Fewer candidates seemed to be nervous of this test this year. Very few candidates gained less than 30/60. Many candidates gained high marks.

FN2

Unit Statistics

The following statistics include all candidates entered for the unit, whether or not they 'cashed in' for an award. The attention of centres is drawn to the fact that the statistics listed should be viewed strictly within the context of this unit and that differences will undoubtedly occur between one year and the next and also between subjects in the same year.

| Unit | Entry | Max Mark | Mean Mark |
|------|-------|----------|-----------|
| FN2 | 4668 | 98 | 61.5 |

Grade Ranges

| | |
|---|----|
| A | 73 |
| B | 67 |
| C | 61 |
| D | 55 |
| E | 49 |

N.B. The marks given above are raw marks and not uniform marks.

FN2 - Listening, Reading and Writing

Performance overall in this paper was generally better than last year as shown by the increase in the mean mark for the paper. This improvement reflects the fact that the increased importance of grammar and diminished importance of listening have been taken on board by centres. Candidates have also been gaining more practice at manipulating language structures in order not to be penalised for 'lifting' from the reading texts. Overall candidates are writing more accurate French than last year but there is still scope for improvement particularly in translation skills which were somewhat less well done in Q.5 this year.

1. Listening

Première partie:

In this paper one mark was awarded for each question – thus where a statement is VRAI the candidate gets a mark for ticking the appropriate box, but when FAUX a correction in comprehensible French is needed for the mark (negation of statements not credited)

This was the question that most candidates found most accessible, with virtually all gaining some marks and a good number being awarded full marks. Candidates are by now dextrous at using antonyms, a key to scoring highly in this question.

V: (a) (b) (f) (h)

F: if V or F was not ticked and statement corrected properly, a mark was still awarded. If V was ticked and statement corrected, no mark was awarded.

- (c) Either *avec ses copains* OR *sans ses parents* required for the mark. Some wrote *mes* as it was on the CD/tape.
- (d) *Avant 10 h* for the mark. If a candidate did not get the idea of 'before' the mark was not awarded.
- (e) *8h30/8h et demie/20h30* for the mark. The vast majority did not have the agreement on *demie* but were still awarded the mark as it was easily understood, in spite of being a very basic error.
- (g) *1h seulement avec ses copains/copines* OR *non, c'est Robert*. Many mistakenly wrote *avec sa mere* missing the allusion to *toute la journée...seulement une heure*

2. Deuxième partie:

This was one of the questions that was least well done. Bearing in mind it was a continuation of the conversation in question 1, one cannot but assume that the listening material itself was not the challenge – the challenge lay in the fact that the answers had to be grammatically correct.

Thus for *élevée*: *elevée*= 1 but *élevée*= 0.

Verbal and adjectival agreements proved problematic here with many homophonic variations such as:

- 1 *a/es*
- 2 *surveillance/survey/surveyent* and many more
- 3 *ses/ceux/ce*
- 4 *pas le/par/ parles/ pal*
- 5 Few got the correct agreement here and a number gave the infinitive.

Candidates need extensive practice in this skill which can be nurtured by frequent, short dictation-like exercises in-class.

3. Reading

- (i) Only five true statements had to be ticked. One mark was deducted for any extra statement ticked. This task was well done with all candidates gaining some marks and a fair number getting full marks. This was the second most accessible question on the paper this year according to an analysis of results.
- (ii) For this and the following question, answers had to be in French and in candidate's own words. This requirement made the tasks challenging for the majority of candidates. Nevertheless it is pleasing to report a slight improvement here this year with shorter answers and less widespread verbatim copying from the passage.
 - (a) Generally well-answered with good use of *depuis*.
 - (b) Idea of *Présidents* becoming managers OR having more power needed, but many copied their answers without showing manipulation of the original French.
 - (c) Many got the correct answer '4' but variations of 9, 19 and 6 also appeared.
 - (d) Idea of having extra lessons was required but many ignored the word *comment* and indicated the sum total in Euros!
 - (e) Idea of a foundation year being added needed. Answer (d) could be used here if not used previously. Many resorted to copying again here.
 - (f) Well answered: BTS + DUT as these could be taken from the text. Some tried to adduce a more complicated answer or paraphrase – NB rubric 'own words WHERE POSSIBLE'.
 - (g) Alternative answers available: idea of choice of better job/success/to choose the right stream. This question was a discriminator as it required a degree of extrapolation from the text.
- (iii) As in (ii), answers had to be in candidates' own words as much as possible with word for word copying not usually being credited.
 - (1) Most candidates managed to express the idea of studying sport whilst making the necessary adjustments to the phrase in the text.
 - (2) Idea of winning a national competition AND idea of having taken part in a championship for France, Europe or a world championship required. Candidates needed to change the person from the first to the third - manipulation of language. A past tense or reference required for the answer to make sense.
 - (3) We were looking for an idea of doing an apprenticeship in "voilerie/voile". However many gave the wrong information referring to the place, the job and many just copied *un apprentissage de métier* showing clearly that they did not understand the question or/and this part of the text.
 - (4) Three answers needed: idea of to be ready to go on deck, to be on deck AND to sleep. *être en stand-by* on its own, not accepted. Candidates struggled to paraphrase here and a number gave three answers from the same task (standby)

- (5) Well answered. Idea of reading AND listening to music. Surprisingly a fair number of answers gave *liser* as the infinitive but this was not accepted.
 - (6): Well answered. Many alternatives.
 - (7) Idea of doing an apprenticeship before going for a long trip on sea. Strangely many candidates could not comprehend the difference between *avant* and *après!*
4. Not all words were needed and every word could only be used once. The spelling had to be correct and accents had to be right and at the right place. Performance in this grammar-based reading task was encouraging again this year. A fair number of candidates gained full marks. Answers had to make sense in the context they were used as well as being grammatically correct. The main discriminator was Q.9 and to a lesser extent Q.8 and Q.4. Some lost marks for incorrect copying. Q 6 had two viable answers namely *on/personne*

5. Translation

This question was the most challenging in the whole paper. Although over recent years there has been a steady improvement in this question, this was most definitely not the case for this paper! Indeed some answers were wildly inaccurate testifying to a desperate grasping at cognates.

Many fairly common words were incorrectly translated including *licence* which was glossed in English/Welsh.

Every sentence was divided into sections according to the marks awarded.

- (i) Very few indeed could render ...*tout en arrivant* in English/Welsh, but more surprisingly was that a number translated *étrangères* as 'strange'.
- (ii) Every section caused a problem. *Sommes... consacrées* were not known and 'important' did not always work for *importantes* depending upon what the rest of the phrase was. The word *taux* was often 'tax' and 'licence' was incorrect as a translation here.
- (iii) Quite well translated but some overlooked the future tense and others omitted the idea of *plus*.
- (iv) Quite well translated by many but *tout le monde* was often 'all the world'; the Imperfect Tense was not expressed by others; *appelé* occasionally became 'appealed/appalled'; *pont* at times was 'point'.
- (v) Misinterpretation of *passionnés* giving vent to an array of expressions centred around 'passion'! This question was very badly done, with very few able to render the idiomatic *de toute façon*

Candidates need to ensure first of all that their translations make sense – if they do not they will not be credited! They should also take care to translate everything in the original French statement and be especially careful with the tense.

6. Essays

20 marks were awarded for Quality of response, ½ marks could be used here, 10 marks for Accuracy, 5 marks for Range and Idiom.

Most candidates adhered to the stipulated number of words 250-300. Overall the standard of planning and garnering of thoughts continues to rise, as does the accuracy of language in some cases. In the past the essay has been a discriminator but this is now less true. Indeed this essay question is 4/7 in the facility indicator for the paper.

A lot of candidates used the space on the exam paper to produce a plan/ mind map and then used extra sheets of paper to write their essays. Maybe, it would be easier to do it the other way round.

Some candidates did not specify the question answered (a), (b),(c) or (d) and it could be very confusing for the examiner when the question was not answered properly (see (c) below).

The best essays dealt with the question set, focused on a small number of ideas and developed them, gave a concise and pertinent introduction and drew a number of to-the-point and apposite conclusions.

(a) **l'importance d'avoir des passe-temps:**

Probably the most popular choice and well done by a number of candidates. Nevertheless, many essays gave a description of different hobbies only and did not discuss their importance.

(b) **le tabagisme:**

This was a popular choice with candidates and a good number addressed the allusions and projections, which worked well if they supported opinions and viewpoints.

(c) **la mode:**

Fewer candidates attempted this question but there were a number of good essays. There was deviation into role models and eating disorders by candidates.

(d) **se comporter d'une manière responsable à 18 ans:**

The least popular title that was also the least well done. Candidates had views but most found it difficult to marshal their thoughts into a cohesive form.

Here are some of the most common mistakes:

- exercise for exercice
- nouveaux for nouveaux
- hôpitals used for hôpitaux by one centre extensively
- jouer du sport for faire du sport
- se conclure/ se terminer used for pour conclure
- use of tu/ vous form
- mal for mauvais
- verbal/ adjectival agreements
- present tense of common verbs often incorrect

Some pearls were produced by daring candidates, here are some of them:

- One candidate's conclusion read: en arrêtant les fumeurs, on aide tout le monde, a little drastic I believe!
- Another candidate had an interesting opinion on fashion: la mode encourage les femmes d'aspirer
- An understanding teenager wrote about his father's hobby: chaque mois il sort pour faire de la confiture.
- Another deploras Lady Gaga's fashion sense: Lady Gaga porte un chapeau de verre cassé avec une bougie poupre en feu, non va t'en merci!

Overall, candidates were well prepared for this question and this year there were more than usual high quality essays that showed an ability to organise and exemplify opinions in truly excellent French. Centres are to be congratulated for their achievements in this question!

FN3

Unit Statistics

The following statistics include all candidates entered for the unit, whether or not they 'cashed in' for an award. The attention of centres is drawn to the fact that the statistics listed should be viewed strictly within the context of this unit and that differences will undoubtedly occur between one year and the next and also between subjects in the same year.

| Unit | Entry | Max Mark | Mean Mark |
|-------------|--------------|-----------------|------------------|
| FN3 | 2483 | 60 | 48.6 |

Grade Ranges

| | |
|---|----|
| A | 52 |
| B | 47 |
| C | 42 |
| D | 37 |
| E | 33 |

N.B. The marks given above are raw marks and not uniform marks.

FN3

The shape of the test is familiar to centres which presented candidates for the Legacy A2 oral examination, though the oral is now worth 20% of the A level marks (40% of A2).

The way marks are allocated can be seen in the specification and an update on the marking of the expose and the ensuing discussion was posted on the WJEC website.

This test was conducted by an external oral examiner and consisted of the text-based task and the expose and following discussion.

The test was very well received and there were very few problems. The most pleasing aspect was the enthusiastic way candidates responded to the opportunity the test gave them to discuss a film/book or region.

The text-based task

Candidates were aware that the text was a starting point for a discussion on a topic studied. They answered the starter questions well and used their preparation time to make a few notes of ideas to be discussed in the ensuing conversation. In some instances candidates had written too much. The specification is clear. Candidates are allowed to bring in short notes only. These notes, together with the short notes allowed for the exposé are left with the visiting examiner.

This year there were 8 different cards. Following a suggestion in the last round of INSETS for teachers, the examiner chose two cards, informed the candidates of the topics and gave the candidate a choice of the cards. Some centres were unaware of this change though it was clearly indicated on the WJEC's web-site. The choice of card made no difference in the quality of candidates' responses. All were accessible.

The exposé

During the exposé the examiner usually writes a few notes to prompt the discussion with the candidate. This was explained during the briefing and was not a problem for candidates. Good exposés were well composed with an introduction and conclusion. Also, they were well researched and analysed a theme properly and were not only a simple description.

Four minutes was the time allocated for the candidates to present their FN3 presentation. The FN3 exposé could be based on any French film/ book or region. The vast majority of the exposés were on films - very often films which are specified for the FN4 specification. Candidates successfully conveyed their enthusiasm for the films they had seen or the books they had read. Exposés on regions, however, with some notable exceptions, tended to be lists of facts, travelogues or encyclopaedia-type articles rather than evaluations of aspects of a region's characteristics. In some instances the list of facts known was insufficient to sustain the following conversation and the examiner had to offer more facts in order to maintain the conversation.

Centres are aware that individual candidates may not offer an exposé on the same film/book or region as the essay they attempt in the FN4 written paper. The written task and the oral task on the films are different in nature. The expose is not a knowledge based test, it is a measure of the candidate's ability to discuss an intellectual topic and to handle their knowledge of a film/ book or region.

The content of the exposé should concentrate on an aspect of the film/region or book but should have enough content to allow a following discussion of up to 10 minutes. If the candidate has not provided enough 'hooks' for the whole of the ensuing conversation, the examiner will broaden the discussion to other relevant aspects of the film. (In some instances, the exposé was delivered at such speed that it was impossible to note all possible hooks.) This does mean that the candidate has to think on his or her feet. Candidates can relate their knowledge of the film to the question asked. If it is not particularly relevant they can say so. Occasionally, visiting examiners did ask whether the candidate had seen another film by the same director. We will discourage examiners from doing so in the future as it does go beyond the remit - but candidates coped well. If they had not seen another film, they quite rightly replied that they hadn't. Others had, and could bring in an element of comparison. Marks are not allocated according to responses to individual questions but are awarded according to the published criteria on candidates' performance as a whole.

Some candidates chose to make a genuine presentation and used an interactive white board or overhead projector. The presentation techniques themselves had no effect whatsoever on the mark given to the candidate. It was the quality of the candidates' responses and the quality of the language that were assessed. Candidates are allowed to bring short notes to help them with the exposé. In some instances candidates tried unsuccessfully to bring in the whole text of the expose.

FN4

Unit Statistics

The following statistics include all candidates entered for the unit, whether or not they 'cashed in' for an award. The attention of centres is drawn to the fact that the statistics listed should be viewed strictly within the context of this unit and that differences will undoubtedly occur between one year and the next and also between subjects in the same year.

| Unit | Entry | Max Mark | Mean Mark |
|-------------|--------------|-----------------|------------------|
| FN4 | 2480 | 98 | 60.9 |

Grade Ranges

| | |
|---|----|
| A | 72 |
| B | 64 |
| C | 56 |
| D | 48 |
| E | 40 |

N.B. The marks given above are raw marks and not uniform marks.

FN4 - LISTENING, READING AND WRITING

The first part of the paper consisted of three questions which required mixed language skills.

Q.1 Listening

The first question was a listening task worth six marks. The questions were in either English or Welsh and answered in English or Welsh. Answers in French were not credited. Once more, a few candidates answered in French this year and lost all marks on this question. Most candidates were able to answer some of the questions at least. Very often, particular centres showed either strengths or weaknesses in listening comprehension.

The following ideas needed to be conveyed:

1. Idea of value for money/profitable/cost-effective but 'economic reasons' was considered too vague an answer to be acceptable.
2. Idea of being more competitive/attractive/viable but 'popular' was not accepted.
3. Idea of production **not yet** below market price but 'to have to wait for five or ten years' was not accepted unless the reason was given.
4. Idea of stopping financial help/subsidising/lowering the price of electricity but NOT favouring/charging the public different prices.
5. Idea of consumers needing to pay more attention.
6. Well answered. Idea of responding to global warming or reducing CO₂ levels.

Q.2 Reading

The second question (worth 22 marks) was a reading task with two reading passages on different themes. Questions on the first section in the first reading passage were in English or Welsh and answered in that language. Again, a few candidates answered in French and lost marks as a result.

The questions in English or Welsh were generally well answered. Many candidates getting full or almost full marks.

(i) First Part

1. Idea of too many people working there OR not enough room for parking but NOT 'limited perimeter' which did not make sense.
2. Well answered. Idea of rural area AND limited public transport.
3. Well answered. Idea of people working at the same place AND having same working hours. 'Timetable' however, was not accepted.

(ii) Deuxième partie

The remainder of the questions were in French and had to be answered in French.

The quality of the French responses was more variable. Candidates lost marks either because their answer was wrong as they had not understood, or because their French did not successfully convey the answer. Candidates lost marks unnecessarily because they lifted from the text without at least some kind of relevant manipulation or use of synonyms. In the answers in French, all the words had to be in French, e.g. spelling complexe as 'complex' or personne as 'person' meant that the answer was considered to be English and was marked as incorrect. Other foreign words (Spanish, German, etc.) were also marked as wrong. Generally, the answers also needed to be in the correct verb tense for the questions asked.

The following ideas needed to be conveyed:

1. Idea of managing *Co-voiturage* or putting people together for car-sharing but NOT only dealing with mail and creating a website.
2. Idea of drivers asking too much money. Many candidates did not mention 'money', or it was not made clear in their answers.
3. Well answered. The idea that there was a lack of advertising was required.
4. The idea of an (expected) increase in number of people sharing cars was required OR they expected 250-300 people.
5. Well answered. Two answers on 'flexibility' were possible:
Either
(a) any kind of journeys, short, longer, regular, or occasionally,
or
(b) journeys could be arranged by telephone or on-line.
6. For this answer, if a verb was used, future tense or conditional was needed. An idea of people will spend less on petrol AND idea of having less cars on the streets of Angoulême. The idea that statistics would be available was not accepted.

Section (b)

Answers had to be in French and in candidates' own words. Lifting of sentences or whole phrases was not allowed.

The following ideas were required:

1. Idea of difficulty in using site AND site not being clear enough.
2. Idea of shopping on-line being a threat to supermarkets.
3. Idea of having more customers living far away from shops.
4. Idea of saving on petrol (not pétrole)/saving money, saving time AND shopping anytime of day or night.
5. Idea of fewer sales on-line for food than in shops OR spending €250 Millions for food on-line compared to €57 Milliards altogether.
6. Any two answers out of four: ça coûte plus cher/on fait savoir trop tard les frais de livraison/on ne trouve pas les produits souhaités/services après-vente ne suffisent pas.

Q.3 Translation into French

The third question was a translation of approximately 100 words from English/Welsh into French. The subject matter of this translation was similar to one of the reading passages. This 'prose' is based on an authentic French text on the same topic as one of the passages; consequently, it is not artificially crammed with grammatical points.

The text is divided into fifteen sections. Each section is awarded 1 mark for communication; ½ mark can be given for partial communication. 10 marks are awarded for accuracy on the whole of the passage. For this mark, the same band descriptor is used as for the accuracy of the Guided Studies Essay.

- a. A large number of candidates used the feminine form *les Françaises, gens Françaises* was very common, as was *personnes*.
- b. In the first sentence, *choses* was used by the majority of candidates, with *produits* coming a close second, and *biens* in third place. *Achats* was rare. Very often the link was *de* e.g. *de faire leurs achats/d'acheter ...*
- c. *Avoir peur* appeared in a variety of incorrect forms, frequently with *être* instead of *avoir*, e.g. *ils ne sont plus peur*.
- d. *Carte de crédit* appeared in various incorrect forms, and frequently without the accent. *Cadre* was a favourite.

- e. Many candidates did not know the word for bank, and many used *banc*.
- f. 'Shopping' caused problems. Some used the singular, *la course*, others used *cours*.
- g. 'Excellent security techniques, etc'. The words were generally known but there were mistakes in word order, gender, agreement and accent use.
- h. Very few candidates were able to use *permettre* correctly, and *consommateur* was frequently misspelt. We also often had 'sauver le temps', sauver le petrole/le majout.
- i. The variations offered for *le livreur* included libérateur/délivreur/l'homme/le courier/le courrier/le facteur/le poste/post/la conduit/le porteur/le pilote/un employé de la campagne/délivreur/le chaffeur.
- j. Pronoun use generally was rather confused. It was unclear, for example, from candidates' translations to whose house goods were being delivered (e.g. 'le facteur apporte les choses à sa maison', prend les courses chez toi/soi/lui). There was little consistency in pronoun use throughout this passage.
- k. A surprising number of candidates did not know the word for 'to carry'.
- l. Only a limited number of candidates could successfully express the idea of getting one's money back.

FN4 - GUIDED STUDIES OPTION

The response to this new option was very pleasing, with the majority of candidates knowing how to answer the questions set. The best answers were on the literature texts; this is because centres that previously chose the FR5a Literary Studies Option continued to do so and are very experienced in teaching this. It was most encouraging to see from the examiners' feedback that in some centres a variety of titles had been chosen and some from more than one option.

LE MONDE DU CINEMA

The most popular films were "La Haine", Les Choristes and "Au Revoir les Enfants". It was interesting to note that Amélie was a much more popular choice for oral exposés than for essays which suggests that for the written paper, centres tend to choose films with more intellectual content which relate to the specification.

Le Boucher

Attempted by very few, but answers were well thought out.

Le Grand Voyage

Candidates who wrote on this film seem to have engaged really well with this touching and highly relevant story. Nearly all candidates did (a). There were some very intelligent, perceptive essays. However, there were also essays which were very long (as long as the journey itself!) and while they addressed the question, tended to ramble, as though they felt obliged to devote space to each country in turn. The quality of response was quite good but some did not analyse the relationship between Réda and his father. On the whole, candidates appeared to find much in the film to fire their interest and some wrote with great sensitivity.

Au Revoir les Enfants

A large number chose this film but candidates had a good knowledge of it. The themes and characters were very well-explored and analysed by many candidates. There was a tendency towards story-telling in (a) as candidates outlined the various stages in the relationship between the two boys.

Most candidates answered (a), but there were some examples of (b) and these showed a wider range of approach. Candidates managed to explain how Malle created fear and threat quite well.

La Haine

This was a very popular choice. Many candidates chose (a). There was some variation in the conception of what constitutes social exclusion but on the whole candidates had a good understanding of the issues raised in the film. It was interesting that there was criticism as well as sympathy for Vinz and the characters were all seen as individuals. The manner in which the question was approached showed much variation, some concentrating on language and the symbolic value of the setting while others placed the emphasis on the relationship with the police. Almost all seemed to have engaged well with the issues involved. Sometimes the real story used by Kassovitz to create the film was fully described but the question was not answered.

The fewer essays on (b) were on the whole very well observed and some contained specialised cinematographic terminology, although this was not necessary for a successful response.

Les Choristes

A large number of candidates in my quota chose this film. The majority chose (a) and seemed to delight in painting a damning portrait of Rachin, though some presented a more balanced view, relating his authoritarian approach to the time in which the film is set. Some essays tended to be a comparison of Mathieu and Rachin, and some concentrated on Mathieu at the expense of Rachin. Interestingly, Rachin was not universally condemned but also attracted quite a lot of sympathy.

(b) There were some very interesting and enjoyable essays on *les années quarante* which suggested a real understanding of the social problems of the period. Some gave a description of the 40s but did not explain how Barratier succeeded in creating this.

Le Dernier Métro

Very few candidates chose this film, but there were some good answers. The best essays were on question (b). There were a lot of thoughtful points made for (a).

Amélie

The majority chose (a) and there was a tendency to write a character study of each in turn and then pull them together at the end. Because candidates liked the character of Amélie, they must have thought that it was an easy question to answer. There was a lack of analysis of the relationship between Amélie and Nino. Although the essays on (b) were fewer, they were on the whole well-observed, more penetrating and enjoyable to read.

The answers on this film tended towards being overly descriptive, and although very colourful contained little analysis or evaluation.

LE MONDE DE LA LITTÉRATURE

The most popular choices were “L’Etranger”, “Le Silence de la Mer” and “Manon des Sources”

L’Etranger

- (a) This was the preferred choice. Essays tended to be rather pedestrian and there was some confusion about what was meant by Meursault’s final state of mind. Candidates did not concentrate on ‘à la fin de’. When *l’existentialisme* was mentioned it was not developed and not fully grasped and essays tended to be narrative. A good description of Meursault’s character was given but analysing his behaviour at the end of *L’Etranger* was very superficial. However at the top end there were some excellent essays which fully explored the question set.
- (b) The idea of “*racisme*” was chosen by a minority, but produced some thoughtful and insightful answers showing that candidates could work with the question and apply it to the novel.

Les Mains Sales

The essays on ‘les Mains Sales’ lacked depth and soon retreated into recounting of the plot which was often misunderstood - *Jessica a lancé un petard pour effrayer Hugo à agir*” (*sic*). A few candidates answered (a) and managed to answer the question asked. Those who answered (b) also gave their opinion about Hoederer but it was not always justified and answers were generally superficial.

Le Silence de la Mer

Questions (a) and (b) were fairly evenly represented. Candidates who write on this text normally do so very competently and there were good essays on both titles. Candidates who chose ‘le Silence de la Mer’ overall showed a very good understanding of the characters and engaged sympathetically with the plot, characters and the background ideas.

Manon des Sources

Question (a) tended to produce very long essays in which every character's role was assessed and then measured against that of the *source*, but there were some excellent essays which were well balanced and thoughtful. There was inevitably some digression into Jean de Florette.

When question (a) was answered, a good description of the story was narrated but candidates did not see "la source" as a character in itself and more of that, as a human character, and important points of personification were missed – "*elle respire*". On the other hand there were some very good answers as the question encouraged the candidates to be analytical.

Question (b) was the question answered by most candidates. Here, candidates had to give their own opinion of Ugolin. Candidates wrote competent essays on the whole. However although 2 or 3 were outstanding for the most part the candidates listed where they had *compassion* and where they felt *horreur*. So the essays were story telling with little analysis. The demands of the question were often ignored.

Le Blé en Herbe

The essays on Colette showed a sound understanding of the characters and the themes. Of all the books it seemed to produce the best literary studies. It is a shame that so few centres chose this text as it is highly relevant and pertinent to the theme of "*adolescence*" which stands the test of time.

La Place

Much less popular this year, but the questions were well explored and produced some very good answers. Candidates engage very well with the novel and its themes, also with Ernaux's particular style.

325.000 francs

Did not prove to be a popular choice. It is highly readable and the "cycling" background would be popular with candidates of all ages.

Boule de Suif et autres contes de guerre (selected stories)

a) proved to be the popular choice and very few answered b).

These "contes" produced very good answers; they were analytical with a firm grasp of the social and historic background as well as the literary techniques and social views of Maupassant. These answers displayed some of the best knowledge of the text.

LES REGIONS DE LA FRANCE ET LA FRANCOPHONIE.

There were some fine essays on the regions although they were comparatively few. The traps of the geographical survey or the travelogue were generally avoided but some candidates gave long lists of local features, facts and figures and statistics (not required in any depth now – no marks for AO4) which were NOT RELEVANT to the question set. If, for example a candidate was dealing with "*le chômage*" in a particular area, then a few relevant statistical facts would be needed to exemplify and justify the ideas therein.

Provence-Côte d'Azur

The winter aspect of tourism in Provence-Côte d'Azur was rather overlooked by one or two candidates.

Rhône-Alpes

Very few answers, but on the whole, good.

La Bretagne

It was surprising to see most candidates opting for question (a). On the whole, candidates had not understood the question at all, trying to put everything they knew about Brittany in it. They were discussing more the Fishing Industry and Tourism than Agriculture. They even went on to say how important the Car, Naval and Electronic Industries were for Brittany. They also talked about Festivals to celebrate Agriculture (mixing it up with question (b)), mentioning *Le Festival des Vieilles Charrues* which takes place every year in the middle of nowhere but which is a rock as well as a Celtic festival and all kind of music. Whenever Agriculture was mentioned, they did not get the type of plantation right:

En Bretagne, on fait l'élèvement du maïs, la culture de l'orange et des artichoux.

Aussi, les touristes aiment conduire sur ses grandes routes avec des champs de chaque côté.

On voit aussi la population bretonne locale du 19ème siècle vêtus de leurs vieux vêtements agricoles.

Question (b) was quite well answered. Candidates knew about traditions in Brittany and the importance of the culture and language among the Breton population.

L'Alsace

Very few answers.

Ile de France

Some good answers for both questions, but a tendency to focus exclusively on Paris (75). It would nice to read about "Les Franciliens" and not just "Les Parisiens".

Pays de la Loire

Very few answers, but these tended to be very long and drawn out with lists of historical, cultural, social examples which did not answer the questions as set.

Québec

Very few answers

Un DOM

Very few answers

General points:

- Most candidates respected the given word limit of 400. Those who went beyond or fell short of this penalised themselves according to the criteria of the markscheme.
- This meant that the essay was no longer of the same quality as a 400 word essay (lost conclusion, too many details and not concentrating on the question asked). Some essays were too short and quality of response and knowledge of film, book or region suffered.
- Some candidates got confused and did not know if they had to answer both questions (a) and (b). If this was the case, both essays were marked and the better mark awarded. Some as well, answered (a) and (b) in one essay.
- There is a tendency for candidates to rely too much on narrative, story-telling and scene-setting and lengthy character descriptions. (A and B) Candidates should think not "What", but "Why"?
- In C candidates do not have to give lengthy lists about the region studied (e.g. population statistics, length of coastline, surface area, UNLESS they are relevant to the title):

"des milliers de kilomètres du littoral seront détruits à cause de l'érosion..." would be a good example to give as it conveys the idea without statistical overload. (NB this is purely an example, and is NOT taken from an essay!).

- The vast majority of candidates tried to stick to the question.
- Not that many centres seemed to favour a strong traditional essay French fashion with a concise introduction, a clear progression with linked paragraphs. The ones that did never deviated from the question in hand.
- Very few candidates used quotes. (This is an observation and not a requirement).
- A good essay is a planned essay – it was most encouraging to see evidence of planning. This does help candidates to harness their thoughts and ideas before beginning to write.
- Many of the questions (A and B) ask for a personal response or viewpoint. Candidates should be encouraged to do this when practising their essay writing technique.

Accuracy:

- Verbs and tenses were quite well handled, unlike genders and adjectives. The use of historic present tense works very well in these types of essays (A and B).
- There were a lot of problems, surprisingly, with basic grammar like *de le* or *à le*.
- Some key words were wrongly spelt like *internat* spelt *internaut*.
- The verb ~"*inclure*" was badly conjugated.
- Still problems with the spelling of Meursault



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