



GCE EXAMINERS' REPORTS

FRENCH

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 component, 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	Eduqas 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.eduqas.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 Eduqas 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 component/unit that contributes towards the overall grade. Grade boundaries are published on results day.</p>	<p>For unitised specifications click here:</p> <p>Results and Grade Boundaries (eduqas.co.uk)</p>

Exam Results Analysis	WJEC Eduqas 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.eduqas.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 Eduqas subject page.
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Subject Officer's Executive Summary

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

For Component 1, examiners were really impressed by how confidently and calmly candidates approached their tests and by how well centres had prepared their candidates for their speaking tests.

The Independent Research Project (IRP) forms an important part of the speaking assessment. The IRP allows candidates to choose an area of personal interest for independent study. Centres are reminded that they are able to contact Eduqas if they are unsure of the suitability of an IRP title.

There were instances of candidates not drawing on their knowledge of France or French-speaking countries or regions and gave generic comments and limited examples. Another area for improvements highlighted by the Principal Examiner was that some candidates had undertaken little research or had researched English resources only. There were also examples of candidates putting down information on their IRP forms, which they were unable to talk about when questioned.

With Components 2 and 3, candidates generally performed well and there was a general improvement on some tasks compared to previous years. However, accuracy has been cited as a common area requiring improvement by both Principal Examiners paying particular attention to control of tenses, agreements of subject and verb, nouns and adjectives, possessive adjectives, verbal structures and prepositions.

Areas for improvement	Classroom resources	Brief description of resource
IRP research and title issues	Guidance on preparing learners for C1.	A website guide for teachers preparing candidates.
	OER (Online Exam Review) CPD material	Exemplar material.
Accuracy when producing French.	Past Papers Mark Schemes OER (Online Exam Review) CPD material Exam Walkthroughs	Previous responses from candidates / mark schemes.

FRENCH
GCE A LEVEL
Summer 2023
COMPONENT 1

Overview of the Component

The NEA speaking assessment at A Level consists of two tasks. The first task is in two parts: a presentation on the IRP (Independent Research Project) lasting 2 minutes followed by a discussion based on the IRP for between 9 to 10 minutes. The second task is a discussion based on a stimulus card on one of the themes studied at A Level, lasting 5 to 6 minutes. Candidates are offered a choice of two cards and have 5 minutes to prepare. There are two compulsory questions, one being unseen. In total the NEA lasts between 21-22 including the preparation time. This component is marked out of 60 and represents 30% of the marks available at A Level. In speaking, all four assessment objectives are tested.

- AO1 Understand and respond in speech to spoken language including face-to-face interaction. It is assessed during the IRP discussion in task 1 for 5 marks and during task 2, also for 5 marks, totalling 10 marks.
- AO2 Understand and respond in speech to written language drawn from a variety of sources. This is assessed in task 1 during the presentation and again during task 2, totalling 10 marks.
- AO3 Manipulate the spoken language accurately using a range of lexis and structures. It is assessed in task 1 for 15 marks and task 2 for 5 marks, a total of 20 overall and represents a third of the marks for this component.
- AO4 Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of France and/or the French-speaking world. 15 marks are available in task 1 (5 for the presentation and 10 for the IRP discussion and an additional 5 marks in task 2. Like AO3, this represents a third of the marks for this component.

Task 1: The independent research project forms an important part of the speaking assessment. It provides candidates with the opportunity to choose an area of personal interest for independent study. This component gives opportunities for candidates to select an aspect of study that interests them related to the countries or communities where French is spoken.

The IRP encourages candidates to develop research skills in French, demonstrate the ability to initiate and conduct individual research on a subject of personal interest, identify a key question or subject of interest, select relevant information in French from a range of authentic sources including the internet, use information to illustrate knowledge and understanding of the research subject, analyse research findings and elaborate on key points of interest during the presentation and discussion.

Task 2: The set of 12 picture stimulus cards covers the two themes and sub-themes at AS: being a young person in French-speaking society and understanding the French-speaking world but also an additional two themes of: diversity & difference and France 1940-50: The occupation and post-war years. To perform well at this task, candidates need to be well informed and be able to analyse and evaluate relevant issues on all four of these themes and sub-themes about life in France or other French-speaking countries or communities across the world.

This is the second year running that we have been able to conduct face to face examinations in speaking and we would like to thank all our centres for their hard work and dedication and ensuring the smooth running of speaking tests this series. Examiners would also like to extend their thanks and gratitude to both teachers and exam officers for hosting them again this year. Almost all centres were very welcoming and allocated suitable rooms for the speaking test, communicated well pre-visit, supplied all the correct documentation on time and drew up appropriate timetables. A very small minority of centres were, however, less well-organised and provided accommodation, which was unsuitable for conducting speaking exams. Centres are reminded that it is important to keep visiting examiners informed of any changes or issues, including any potential health or well-being issues of their candidates prior to their arrival.

As grades at GCSEs in 2021 were teacher assessed, for virtually all the candidates this year, unless they sat any AS examinations in 2022, their A Level French speaking test was in fact their first ever public examination. All the examiners this series were really impressed by how confidently and calmly candidates approached their tests and despite some nerves, most candidates coped very well. Examiners were also impressed by how well centres had prepared their candidates for their speaking tests.

Candidates this year have been well-briefed by their teachers on what to expect and how to prepare effectively for their speaking test. Most knew what was required of them and how to perform to the best of their abilities, including having to deal with more unpredictable and challenging questions to access top grades. Again, this year, some candidates seemed to be under the impression that the examiner would follow a predictable pattern of asking questions, based solely on the bullet points supplied on their IRP form. Examiners will always ask questions based on the presentation and the answers candidates give during the test itself. Examiners will often refer to the bullet points on the form in the order they feel is appropriate for the discussion to progress logically.

There was a very wide range of topics this year, possibly even wider than there had been in previous years and they covered topics on politics, science, culture, sport, fashion, existentialism and geography as well as topics such as a LGBTQ+, women's and minority rights, racial and gender equality and increasingly, the environment, *la Francophonie*, terrorism and colonialism.

As mentioned in previous reports, it is important that candidates choose topics that are best suited and that are of genuine interest to them. For the most part, this seems to have been the case this year and overall, most candidates came across as being interested in and knowledgeable about the topics they chose for their IRP.

In many ways, the topic itself is far less important than how engaged, well-prepared, and knowledgeable candidates are. Topics can be on anything related to the target language culture, but the most successful candidates are those who avoid factual regurgitation and adopt a detailed and enthusiastic delivery, full of opinion and in-depth knowledge and understanding of the topic as it relates to France or a French-speaking community. This last point is particularly important for top marks at AO4.

Candidates should always carefully consider the scope and range of the topic they wish to research. Some topics are more limiting or too factual (le Mont Blanc, for example), not allowing for much in-depth analysis or debate. Some topics are the opposite and are too wide and unwieldy and lack focus (immigration in France, French football, the French Revolution, for example). Topics that have an element of contention or controversy often lend themselves more readily to open discussion, academic debate and analysis and allow the candidate to offer a range of opinions and a whole gamut of relevant and interesting examples.

That is why overly descriptive and factual topics should be avoided, if possible, as it is all too often much harder in these cases to argue points of view, give insightful examples and draw convincing conclusions. Successful topics are those that allow for a full range of follow up questions, opinions and discussion. Less successful ones are either far too narrow in focus or too vague and contain a lot of statistics where almost everything, which could be discussed, is given in the presentation. There is, therefore, little scope for broadening the discussion or asking questions.

Some candidates struggle with discussions on films or novels as they often end up retelling the plot or recounting the author's life story. Candidates who choose films or novels must also reference their research and not just base their discussion solely on viewing or reading their chosen piece of work. Some candidates who chose a hobby as their topic also lack in-depth research. This occurred a few times on the topic of football, where it was evident that some candidates relied solely on prior or anecdotal knowledge of the topic rather than actively researching the topic further.

There were again this series, a few instances of candidates not drawing on their knowledge of France or French-speaking countries or regions and gave generic comments and limited examples. Some candidates only referred to their personal experiences in the UK so invariably these candidates did not score highly at AO4. It was also obvious from the IRP forms, that some candidates had undertaken little research or had researched English resources only. Some of the sources were quite vague with no reference to full titles or dates. Some candidates quoted Wikipedia or the Guardian as their main sources of research information. There were also examples of candidates putting down information on their IRP forms, which they were unable to talk about when questioned.

Results were buoyant this series and comparable to those of 2019. Overall, candidates performed best at the presentation with the highest percentage of marks gained at AO4. In the IRP discussion, the highest percentage of marks was gained at AO1, then AO4 and closely followed by AO3. Of the three sections of the speaking test, the card discussion came third in terms of the average percentage of marks gained. Candidates performed statistically better at AO1 during the card discussion and worst at AO3.

Presentations were very well prepared and delivered and candidates interacted extremely well with examiners. The quality of AO4 has also improved both in the presentation and the IRP discussion but less so on the card.

Based on this year's performance, centres might want to review the amount of time they devote to practising card-based discussions both in and outside of the classroom and how to develop strategies to help their candidates improve their overall performance during the card discussion.

Comments on individual questions/sections

The presentation

The speaking test begins with a two-minute presentation and marks are awarded for the quality of the candidate's research (AO2) and their knowledge and understanding of different aspects of Francophone culture and society (AO4). They are worth up to 5 marks each and this represents just over 16% of the speaking marks.

Candidates are encouraged to provide a list of sources on their declaration form and refer directly to them during the presentation and subsequent discussion. The 5 marks for AO2 are awarded for the quality of the information included in the presentation and could include information, data or statistics on background, future trends and received opinions for example, from a wide as possible range of sources. To access top marks here, candidates need to demonstrate a range of knowledge beyond that of the average person in the French-speaking world. The 5 marks for AO4 marks are awarded for the candidate's ability to interpret and analyse this information and speak about it with confidence and authority.

The presentation also allows the candidate to give pointers to the examiner on where the discussion can go. It is also good technique to not give all your information away in the presentation but instead, hint at facts, ideas and theories so that they can be drawn out later on during the discussion.

Most candidates this series were very well-prepared and gave well-honed presentations. Most candidates met the timing requirements, so they finished within the two minutes or exactly on time. There were, however, a few instances of rushed presentations, which were either garbled and therefore difficult to understand or finished well short of the two-minute requirement. Not all presentations were based on information drawn from a (wide) range of sources.

There was a wide range of interesting topics, which were mostly confidently and well delivered, displaying thorough research and preparation. It was evident that most candidates had practised their presentations thoroughly and were genuinely interested in their topics. There were many instances of excellent presentations, demonstrating impressive language skills and they were knowledgeable of the issues related to their chosen topic. However, some excellent presentations were not followed up by in-depth analysis during the discussion due to superficial knowledge. For example, a candidate whose topic was *le tabagisme*, did not know any brands of French cigarettes, how much they cost nor where they can be bought. It appeared that some candidates placed all their efforts on the presentation and neglected to prepare sufficiently for the discussion afterwards.

The discussion

The second part of the IPR is the discussion, which can take from 9 to 10 minutes. During this time, the examiner will aim to further explore the candidate's chosen topic. Marks are awarded for interaction (AO1), quality of language (AO3) and knowledge of Francophone culture and society (AO4). 5 marks are available for AO1, 15 marks for AO3 and 10 marks for AO4, which means the discussion is worth 50% of the marks for the speaking test, which equates to 15% of the A Level overall.

In this section, the examiner does not bring any prior knowledge into the discussion but bases their questions on what is said during the presentation, the candidate's answers to previous questions during the discussion or on the bullet points supplied by the candidate on their form. For the most part, the candidate is far more knowledgeable and possesses better up-to-date information than the examiner. Candidates need not worry about being asked a question on an aspect of the topic they have not researched. Once the examiner realises that the candidate has not researched that specific point, the examiner will then move on to a different point of discussion, without prejudicing the candidate in any way.

For AO1, top marks are available for candidates who engage fully with the examiner and respond readily to the discussion. These candidates can react spontaneously and respond naturally and tend to lead or direct the discussion. They are also able to respond to being interrupted and can react positively to more unpredictable questions or ideas.

At the other end of the scale, candidates who were less responsive or could not deal well with being interrupted during a pre-learned answer, tended to score less well at AO1. Candidates who rely too heavily on memorisation and pre-learnt answers, tend to limit the range of marks an examiner can award.

Many candidates performed very well at AO3 and demonstrated high levels of accuracy and produced French that flowed naturally. Despite the recent challenges, examiners were impressed by the quality, variety and fluency of the French used by many candidates, who were able to manipulate both grammatical structures and vocabulary. These candidates were able to use to good effect complex tense sequences, connectives, subordinate clauses including *si* clauses, the subjunctive, a variety of negatives, pronouns and conjunctions. They were also competent with the basics such as numbers, dates, correct use of gender, agreements and regular and irregular forms of the present and perfect tenses. They also had good pronunciation and intonation with little to no L1 interference. Many of these candidates were also able to self-correct. Weaker candidates sometimes struggled to express their views using a wide variety of structures accurately or lacked technical vocabulary.

The overall standard was high this series and many candidates scored well at AO3. There were examples of candidates with a more limited palate of vocabulary or who over-relied on set phrases or expressions, but on the whole, many candidates were able to produce accurate French and manipulate both vocabulary and grammatical structures with a high degree of success. Weaker candidates tended to struggle with numbers and their knowledge of basic grammar such as present tense and perfect tense verbs, simple agreements and the gender of common words was also insecure. These types of errors impacted on AO3 marks but also had a negative effect on AO4 marks as often these candidates did not possess the range of vocabulary and linguistic structures to discuss the topic or formulate answers at a level they wanted to. Poor or anglicised pronunciation also hindered some candidates, who lost marks because the meaning of what they were saying was lost or unclear. Like in previous series, there were also examples of candidates inventing French words or using English words with a French accent. It was also obvious, that some candidates had researched their topics solely in English as they lacked even some of the most basic technical language and vocabulary needed to discuss their topic, although examiners felt that there were fewer instances this series and many candidates were well-equipped with the necessary vocabulary to discuss their topic.

To access top marks at AO4, candidates must demonstrate an excellent knowledge and understanding of Francophone culture and society. They must be able to argue convincingly their points of view, backed up by relevant evidence. Their opinions and conclusions should be based on effective analysis. There were again this series, a few instances of able French speakers who were unable to analyse their ideas, give up-to-date or relevant examples or information and were unable to justify their opinions convincingly. Some did not root their evidence in the target culture so did not score as highly at AO4 despite scoring highly at AO3.

Candidates who researched their topics well and were able to communicate their ideas effectively scored consistently highly at AO4. They were able to discuss freely and with confidence with the examiner and were able to justify and explain with ease their points of view and back up their arguments with appropriate evidence. They often spoke enthusiastically and engaged fully with the examiner. These candidates were analytical in their approach, convincing in their manner and they were able to readily reference the target culture.

Candidates, who did not score as well at AO4, were either ill-prepared or unable to express their ideas effectively. They were often unable to add any additional analysis, or their analysis was either limited or incomplete. Their opinions tended to be simplistic and the discussion was flimsy with sparse content. Some did not refer directly to France or French-speaking countries or regions or were unable to give any relevant examples to back up their statements. There were however, fewer instances of incorrect facts or superficial knowledge and understanding and taken as a whole, it was felt that candidates this series possessed a better understanding of the requirements to gain marks at AO4.

The card

Candidates are given a choice of two topic-related picture cards containing a short stimulus text in French. Once they have chosen the card they wish to discuss, candidates have five minutes to make notes on a separate piece of paper and prepare the card with the examiner present. Up to five marks are available for all four Assessment Objectives, making the card discussion worth 20 marks out of a possible 60 marks. This represents a third of the marks for the speaking test. The discussion lasts between five to six minutes during which, the candidate has to ask the examiner two relevant questions. The examiner is allowed to prompt the candidate, but this does not affect the marks the examiner can award. The candidate must in turn answer two compulsory questions, one of which is unseen.

This series, interaction was usually good to very good as most candidates tried to sustain the conversation. To gain full marks at AO1, candidates need to engage fully with the examiner and ask two pertinent questions, albeit after being prompted by the examiner if they forget. Many candidates this series were able to ask interesting and relevant questions, but again some candidates lacked confidence and struggled to formulate questions. Candidates should also be aware that on occasions, examiners will ask the same question in return, so candidates need to be able to answer their own questions.

A significant number of candidates this series did not make enough or any reference to the stimulus text or were insecure on the theme or the exact detail of the text. Some did not use the information given on the card in their responses despite some direct questions to elicit this and consequently, scored fewer marks at AO2. Candidates who were well trained to refer to the text and used it to sustain the discussion, scored highly at AO2.

Taken as a whole, candidates tended to score more highly at AO3 and AO4 on the IRP discussion rather than on the cards. Many candidates were less secure in their knowledge and understanding of the themes and sub-themes and therefore, struggled to gain marks. Some candidates also spent too much time with overlong answers to the first question, which meant there was less time to cover the other requirements of this section of the speaking test. However, there were many instances of candidates giving full and fluent responses in this section, but it was noticeable the disparity in performance between the IRP discussions and the discussions based on the cards.

Card 1 – This card was generally well-answered, although question 2 needed to be repeated on occasions as *une unité sociale fondamentale* was not readily understood. Some answers tended to be generic with little reference to France. There was a similar trend on card 2.

Card 2 – This was a popular choice among candidates and was often well-answered, although as on card 1, question 2 needed to be repeated or rephrased on many occasions. Some candidates however, only focused on the negative aspect of peer pressure so the discussion was sometimes unbalanced. Both cards 1 and 2 were popular and successful, but often lacking in AO4.

Card 3 – This card was also well-answered by many candidates however, there were instances of candidates not knowing the meaning of *licence* and some thought that *première année de licence* referred to Year 12 and therefore talked about the Sixth Form. Some candidates also thought *diplôme* referred to the *bac* so did not realise the text was on university education.

Card 4 – This was well-received and generally very well answered too. There were many instances of high marks for AO4.

Card 5 – Another popular choice and overall, was well-answered. Most candidates were able to supply relevant and pertinent examples. However, candidates who only mentioned Strasbourg did not score as highly at AO4.

Card 6 – No issues on this card as many candidates had solid knowledge and understanding at AO4 for the sub-theme of music.

Card 7 – This was a popular choice and many candidates scored well on this card but there was some confusion between *immigrés* and *réfugiés* and some candidates made little reference to France or other French-speaking countries/regions.

Card 8 – This was not a popular choice overall but of those candidates who chose this card, it was often well-answered, but some struggled with AO4. Some candidates had difficulties pronouncing *marginalisées*.

Card 9 – This was also a popular choice and generated a mixed response. Many candidates chose to focus on racial discrimination and often did not expand to other types of discrimination (age, gender, disability...). The unseen question often needed repeating or rephrasing. Not all candidates understood *surmonter* or the notion of *la vie active*.

Card 10 – Some very good performances but equally, some candidates did not know enough about this sub-theme and struggled. Many candidates did not refer to the text and scored low marks for AO2.

Card 11 – This was not on the whole, a popular choice and there were examples of candidates talking more about films during the war, than the theatre. However, there were some excellent performances with very good AO4.

Card 12 – This was not a popular choice and often responses lacked detail and many candidates were unable to effectively discuss the unseen question. Many candidates were unaware of any social changes in postwar France and only mentioned rebuilding of bombed cities. Some mentioned *le Plan Marshall* but not many were able to effectively explain its implications.

FRENCH
GCE A LEVEL
Summer 2023
COMPONENT 2

Overview of the Component

Component 2 is divided into three sections and the assessment objectives are divided as follows:

- Section A – Listening (30 marks) AO1
- Section B – Reading (30 marks) AO2
- Section C – Translation (40 marks) AO3.

Detailed answers to questions 1-8 are provided in the published mark scheme as well as possible correct alternative answers.

- There are a variety of question styles in Sections A and B designed to elicit verbal and non-verbal responses from the candidates. These are designed to test understanding of spoken and written French. A variety of registers and styles are used in the spoken passages and written texts.
- Questions 7 and 8 are short texts of approximately 100 words to be translated in English/French and each question carries 20 marks.
- For Question 7 the mean mark was 13.4. the same as in 2022.
- For Question 8 the mean mark showed an increase of 1.7 from 8.3 in 2022 to 10.
- All questions were attempted by most candidates.
- On questions requiring a non-verbal response or a short answer candidates scored well overall.
- Very good knowledge was displayed of the themes and sub-themes and a wide range of relevant vocabulary was evident.

Comments on individual questions/sections

Section A – Listening.

Questions 1A, 2B and 3A required non-verbal responses and multiple-choice answers.

Question 1B – Summary in French.

For the first two points the candidates had to write *les opinions* and *les avantages*. There was sometimes confusion by candidates as to which was which.

For the third point candidates often lifted directly from the text with no manipulation despite what is stated in the rubric.

Question 2A – True/false.

Most candidates selected the correct choice of true/false and gave acceptable answers.

Question 2B

There were answers in *Liste B* which fitted the starter phrases in *Liste A* grammatically but did not make sense in the context of what was heard, candidates should be careful to listen when choosing the correct response.

Question 3B – Answers in French.

Some very good answers were written.

Some candidates incorrectly wrote *amande* for *amende*.

Some candidates were confused between *le burkini* and *la burqa* in the second part and gave the wrong information for some answers.

Section B – Reading.

Questions 4A and 5 required non-verbal responses and multiple-choice answers. In Question 5 candidates should consider that the chosen word makes sense in the context of the passage and not opt for a best fit.

Question 6A – Answers in French.

The answers have to be appropriate e.g. (a) to (f) should have been in the past tense. There was some evidence of lifting from the text which did not answer the question correctly.

Question 6B – Summary in French.

The information about Ambre needed to be given in the past tense. There had to be specific references to *la culture africaine*. *Faire des amis* – no cultural reference.

The information about Loan had to refer to *l’Afrique*.

Question 7

The translation into English was well done and candidates coped well with the theme. Some idiomatic phrases which presented more challenge were not translated correctly. Candidates should read through the whole translation after completing it to ensure that it reads as good idiomatic English and that all words have been translated.

Sections 1-7 were well translated although “*encore*” was sometimes incorrectly translated as “again”. Good translations were given to render the meaning of *blessures*.

Sections 8 -12 were generally good but *donc* was frequently omitted, *rebâtir* was not known and *apportait* was often mistranslated.

Section 13-20 some very good translations but there were mistranslations of *vouloir que / ville / lieu / foyer / spectacles* and *revues* .

With *D’y trouver y* was frequently omitted.

There were some very good attempts to render the meaning of sentences into English using idiomatic structure.

Question 8

In the translation AO3, accuracy of language is assessed.

The performance across all candidates for the translation into French was varied but overall, there was a better performance than in 2022. As well as not knowing common items of vocabulary there were also errors with grammatical structure. Use of second verb infinitive, basic prepositions, adjectives and use of the correct tense were common mistakes.

Constructions such as *depuis...* and *il y a + time* were not well translated.

Less common vocabulary was not widely known. The different tenses were generally well translated and there were some very good examples of language manipulation displaying linguistic flair and accuracy.

Summary of key points:

- Candidates should listen and read carefully before doing the corresponding tasks. Lack of attention to detail and incorrect task completion leads to loss of marks.
- Marks are lost in comprehension tasks not because candidates write rather incomprehensible French or answer questions in the wrong order.
- When translating candidates need to remember the basic principle that they need to analyse the meaning of what they are putting into another language be it English or French. The transfer of meaning of idiomatic language is very important for this skill.
- Candidates who had been well prepared for the style of questions and had good knowledge of grammar were able to manipulate the language well using a range of lexis and structure. These candidates successfully avoided lifting sentences from the reading and listening texts which did not answer the question set.

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COMPONENT 3

Overview of the Component

This paper was well received, and outcomes were comparable to previous series. It offered 6 texts and 6 films for analysis and a choice of two titles per text/film.

The most popular texts were: *No et moi*, *Le Silence de la mer* and *L'Étranger*.

The most popular films were: *Intouchables*, *Les Choristes* and *La Haine*.

The assessment objectives, AO3 and AO4, carry an equal weighting of 10 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/film studied in the context of the question set. It also evaluates the essay as an evidence based analytical and critical response.

It was very pleasing to see that many candidates met the demands of this Component, often producing two essays of high linguistic quality (AO3) and knowledge (AO4). However, there was sometimes a marked difference in attainment between the two essays, both linguistically and in their knowledge and understanding of the text/film, the second essay being the least competent.

The theme of France 1940-1950 continues to provide useful background knowledge for *Les Choristes*, *Au Revoir les Enfants*, and *le Silence de la Mer*. This was used judiciously by a number of candidates.

It is not possible to comment on every film and text as not all were attempted.

Comments on individual questions/sections

No et Moi

This text was a very popular choice and candidates mainly opted for question 1. They engaged well with the themes and responded well to the issues involved. Answers were generally of a good standard, the most common failing being excessive description of life for an SDF in France.

L'Étranger

This was a very popular choice. Candidates chose predominantly question 8, producing very interesting and comprehensive answers. Better candidates were able to include some aspects of philosophical thought to very good effect. A few responses focused a little too much on Meursault being a foreigner in Algeria and did not explore any other aspect of the question in depth. A small number of responses dealt with question 7; those answers demonstrated a clear understanding of and focused on the idea of responsibility.

Le Silence de la mer

As in previous years, candidates engaged well with the text and the issues involved; their greater understanding of the period enhanced their appreciation of the text. There were some very interesting essays on both questions however a majority opted for question 10.

Boule de suif

A very small number of candidates opted for question 12 and produced insightful responses on Maupassant's description of the Prussians.

Intouchables

This was a very popular choice of film however fewer candidates chose Question 14. The majority chose Question 13 on handicap/disability. The main shortcoming was that some candidates only explored physical disability with some mistaking the word "assisté" for assistant. Better responses reflected on social, economic and emotional barriers drawing pertinent parallels between physical disability and socio-economic agency.

Les Choristes

This was not as popular as in previous years. Candidates answered question 16 and analysed all aspects of the question.

La Haine

This was a very popular choice. Candidates answered question 19 and analysed all aspects of the question including the cinematography. Candidates demonstrated a good knowledge of the film. Some candidates were able to draw on their wider knowledge of French society to support their argumentation.

Au revoir les Enfants

This remains a popular choice and essays were generally good. As in previous years, candidates demonstrated great empathy with events and characters in the film. Both questions were represented. In question 21 candidates focused well on the importance of the boarding school as a haven and as a place where innocence is lost. In question 22, better candidates dealt with all aspects of deprivation. A minority misunderstood the question and wrote about privacy.

Common issues

- Poorly presented responses, some were very difficult to read due to poor handwriting
- Essays exceeding the recommended length (up to 800 words for some) invariably leading to errors and loss of focus.
- Widespread use of asterisks offering seldom relevant additional material.
- Lack of basic punctuation which hindered clarity of argumentation.
- Misspelling of characters / places / themes.
- Incorrect quotations included.
- Misuse of accents; missing where they are needed and appearing on consonants.
- Widespread misspelling of: *premièrement* / *deuxièmement* / *particulièrement* / *en particulier*.

Misuse of language.

The following list is an example of common errors but is not exhaustive:

- basic grammar and conjugation / poor grasp of the present tense
- *ce / celle montre - cela montre que*
- *il montre que* for it shows that
- *de / à / pour + infinitive*
- *car/parce que-* because of/ thanks to (used to start a sentence)
- *grâce à:* followed by a negative concept eg: *grâce au racisme...*
- *sentir* used for *se sentir/ ressentir*
- *mal* for *mauvais*
- *le change* for *le changement*
- *Internet* for *internat*
- *dans la façon / manière* used for *d'une façon...*
- *comme / comment.*

Widespread use of anglicised vocabulary and sentence structures:

- *experimenter / expected / facer / confuser / abler* used as verbs
- sentences ending with *avec*
- overuse of *faire (rendre) / une part / une partie* in typically anglicised structures
- *caractère* for *personnage*.

Summary of key points

- Overall, this was a very encouraging series of the examination and for the most part there was evidence of careful planning by candidates. There were examples of very good practice with candidates engaging well with the films and texts. Candidates employed good analytical skills and responded appropriately to the questions set, at times with flair and style.
- Candidates would benefit from learning the vocabulary specific to their text / film 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. There is a need to address unhelpful intrusion from English.
- 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@eduqas.co.uk

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

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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.*