



GCE A LEVEL EXAMINERS' REPORTS

**FRENCH
A LEVEL**

SUMMER 2022

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FRENCH
GCE A LEVEL
Summer 2022
COMPONENT 1: SPEAKING

General Comments

Despite the recent difficulties, all speaking tests took place on time and I would like to thank all our centres for their hard work and dedication and ensuring the smooth running of speaking tests this series. The examiners would also like to extend their thanks and gratitude to both teachers and exam officers for hosting them either face to face or remotely.

This has been the first time that both face-to-face and remote tests have been offered by Eduqas and both types of tests were well received by centres and candidates. The face-to-face tests were conducted as in previous years and the online tests were conducted on a laptop using Teams. Eduqas set up the links for the test and centres provided an invigilator to supervisor the room, where the test was conducted. An invigilator is not required for face-to-face tests. Centres could choose whether to host in person or remotely and a majority chose the traditional option of face-to-face examinations. Where a candidate was unable to attend their test due to ill-health, an alternative date was set up remotely.

As grades at GCSEs in 2020 were teacher assessed, for virtually all the candidates this year, their A Level French speaking test was in fact their first ever public examination. Examiners were really impressed by how confidently and calmly candidates approached the tests and most candidates coped very well. Examiners were also impressed by how well centres had prepared their candidates.

The vast majority of candidates this year were well aware of how the tests were to be conducted and had been well-briefed by their teachers on what to expect and how to prepare effectively. They 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 in order to access the top grades. Some candidates seemed to be under the impression that the examiner would follow a predictable pattern of questioning, based on the bullet points on their IRP form. Centres must ensure in the future, that their candidates should not expect examiners to robotically ask questions based solely on the contents of the candidate's IRP form. Examiners will always ask questions based on the presentation and the answers candidates give during the test itself. They may of course also refer to the bullet points on the form in any order they feel is appropriate for the discussion at that time.

Examiners always aim to give candidates the opportunity whenever possible of using more complex and sophisticated grammatical structures and lexis in order to boost marks at AO3. Similarly, examiners will also seek to ask candidates more challenging questions to help them achieve higher marks at AO4, so candidates should be instructed to expect this during the test. It is only by being stretched and challenged, that the candidate will access higher mark bands across the four Assessment Objectives. Candidates should also be made aware that it is all right to ask examiners to either repeat, rephrase or explain their questions and that this is a natural part a discussion. This interaction will in fact help to boost marks at AO1.

Looking at the Item Level Data (ILD) for this series, all candidates attempted 100% of each section of the speaking test and male candidates performed marginally better than female candidates in all 4 Assessment Objectives. The section with the highest facility factors was unsurprisingly A04 in the presentation, showing knowledge and understanding of different aspects of Francophone culture and society, at a ff 90.1 closely followed by A02 (independent research) in the presentation, understanding and responding in speech to written language drawn from a variety of sources, with a ff 88.5 making the presentation, the highest mean score in the speaking test. The other two sections of the speaking test had a very similar mean score of 82.8 for the IRP discussion and 82.5 for the card. The two sections with the lowest overall facility factors were both A03 in the IRP discussion and the card with ff of 77.5 and 78.8 respectively.

Comments on individual questions/sections

The IRP (independent research project)

There was a very wide range of topics this year, possibly even wider than there had been in 2019 and they covered political, scientific, cultural, artistic and geographical topics both in France but also in other French-speaking countries and regions. Interestingly enough, there were not as many research projects on sportsmen and women this year and many more on topical themes such as a LGBTQ+ and women's rights and racial and gender equality.

It seems obvious, but it is really important that candidates choose topics that are best suited to them and that are of genuine interest to them. It could well be something they do for another A Level subject, a topic touched on in their French classes, a hobby or a topic of personal interest.

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 candidates must avoid factual regurgitation and adopt a detailed, imaginative 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 notwithstanding, candidates should carefully consider the scope and range of the topic they wish to research. Some topics are more limiting or too factual, not allowing for much in-depth analysis or debate. 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.

There were instances where candidates did not draw on their knowledge of France or French-speaking countries or regions and gave non-specific and generic comments and examples. Some candidates only referred to their personal experiences of living in the UK so these candidates did not score highly at AO4. Candidates must be made aware that their research and discussion need to be rooted in the target culture and they have to clearly demonstrate their up-to-date knowledge and understanding of the topic as it relates directly to France or a French-speaking country or region.

Candidates who choose a film or a television programme, also need to take care that they can demonstrate that they have undertaken research by reading around their chosen film or programme. They must reference their research and not just base their discussion on solely viewing the piece of work. Equally, candidates who choose a novel or a play must avoid 'telling the story' or recounting the author's life story. They also need to discuss and analyse its modern-day relevance or influence on French or French-speaking society.

Teachers are reminded that they can contact WJEC directly and receive feedback on any titles being considered by candidates in their centre.

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). Both 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 AO2 marks 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 (and not just sticking to Wikipedia, for example). 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 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 dangle carrots and give pointers to the examiner on where the discussion can go. It is also good technique 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.

Many candidates were well-prepared and gave well-honed presentations but there were instances where nerves got the better of the candidate. Candidates should be reminded that examiners mark what they hear and not what the candidate wanted to say and that even after a faltering start, candidates can pick themselves up and deliver a very effective and high scoring presentation.

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 and 10 marks each for AO3 and 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 was 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 well at AO3 and produced accurate French that flowed naturally. Despite the recent challenges for all centres, examiners were impressed by the quality, variety and accuracy of the French of many of the candidates, who were able to manipulate effortlessly both grammatical structures and technical 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 and pronouns. They were also competent with the basics such as numbers, dates, genders, 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.

Some candidates used a more limited palate of vocabulary or over-used set phrases and expressions such as *à mon avis, problème, je pense, autant que je sache* (which was often their only example of the use of the subjunctive). These candidates also tended to struggle with numbers and their knowledge of basic grammar such as present tense verbs, simple agreements and the gender of common words was also not secure. 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 every other year, 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. Had their research been carried out predominantly in French, they would have come across technical vocabulary as a matter of course and been able to incorporate it in their preparation.

To access top marks at AO4, candidates have to demonstrate an excellent knowledge and understanding of Francophone culture and society and they have to argue convincingly their point of view, backed up by relevant evidence. Their opinions and conclusions have to be based on effective analysis. This is where some of the more linguistically-able candidates did not pick up top marks. Although they could speak French to a high standard, they were not able to analyse their ideas, give up-to-date and relevant examples or information and they were unable to justify their opinions convincingly. Some did not root their examples in the target culture so did not score highly at AO4 despite higher marks at AO3.

Candidates who researched their topics well and were able to analyse effectively the information they had read, scored consistently high at AO4. They were able to discuss freely and with confidence with the examiner and were able to justify and explain with ease and alacrity their ideas and give pertinent examples to back up their arguments. They often spoke enthusiastically and engaged fully with the examiner. They were analytical in their approach, convincing in their manner and they were able to readily reference the target culture. Examiners were impressed by many candidates' in-depth knowledge and knowledge of and enthusiasm for their chosen topics. Many examiners said that they had learnt a lot from the discussion with the candidate even on topics they were well versed in.

Less able or less well-prepared candidates often ended up describing what they had read or what they knew but were unable to add any additional analysis, evaluation or interpretation. Some candidates also did not make any or just scant reference to France or French-speaking countries or regions or were unable to give any relevant examples, data or statistics to back up their statements. Some talked about their own experiences or quoted examples from the UK or other non French-speaking countries. On some occasions, the factual information given was also incorrect, or the candidate was unable to supply even basic details when questioned.

Where there were attempts at some sort of analysis by lower-scoring candidates, it tended to be superficial or cursory in nature and these candidates tended to use phrases such as *comme j'ai déjà dit* or *c'est une question difficile* when answering questions. This tells the examiner that the candidate has not thought about this aspect of the question and has therefore nothing to say.

Centres should remind candidates that they should pay particular attention to what they write on their IRP forms. Although examiners do not have to directly reference the bullet points on the IRP form, they may well use them as a basis for questions or for further developing the discussion. There were a few examples this year of candidates writing a bullet point on their form and when questioned by the examiner, were unable to answer properly or discuss in any depth, what they had written on their form.

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 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 for the speaking test. The discussion lasts between 5 to six minutes during which, the candidate has to ask the examiner two relevant questions. The examiner is allowed to prompt the candidate. There are also two compulsory questions, the examiner has to ask. The first one is on the card, which the candidate can prepare during the 5 minute preparation time and another one which is unseen.

Many of the comments made above for AO1, AO3 and AO4 also apply in the card discussion. However, to gain full marks at AO1, candidates not only have to engage fully with the examiner, they also have to ask two pertinent questions, albeit after being prompted by the examiner if they forget. Many candidates were able to ask interesting and relevant questions, but some candidates struggled to formulate questions and would have benefitted from more practice at asking questions over the previous two years. Candidates should also be aware that on occasions, examiners might well ask them the same question in return, so they need to be able to answer their own questions.

For AO2, candidates have to demonstrate that they have read and understood the short stimulus text on the card. Often candidates will give a short summary of the text and their reaction to it. Some higher-scoring candidates will give examples of their own or quote facts, statistics or similar events to demonstrate their knowledge and understanding of both the text and the topic area. High-scoring candidates will often refer to the text during the discussion or ask the examiner a question based on the information given on the card.

To gain top marks at AO4, the discussion has to be rooted in France or a French-speaking country or region and any examples, facts or statistics must reference Francophone culture. Candidates, who score poorly at AO4 tend to talk in general terms and make no or scant reference to France or Francophonie. Examiners are looking for culturally-specific evidence and cannot reward superficial comments and ideas.

It is difficult to state definitively which cards were more popular and those that were not as some smaller centres did not need to offer all the cards available. But generally speaking, cards on *l'immigration*, *la diversité en France* and *la marginalisation des pauvres en France* were popular, whereas fewer candidates chose cards on *l'occupation* and card 2, *les jeunes Français et les portables*. It was quite obvious, that not all candidates who chose card 4 on *Le village de Noël à Lille* were very knowledgeable about Christmas markets in general let alone in France and some cards who chose card 6 about *Le Centre Pompidou* in Paris, really did not know much about 'patrimoine' in general and would often refer rather superficially to the Eiffel Tower or the Louvre and nothing else. The candidates who performed well on this card, were able to refer to several other places of cultural interest, with facts, figures and analysis and some were also able to talk about less well-known places. It would be a generally good idea to encourage candidates to build up over the course, a portfolio of case studies so that they are fully prepared to discuss the topics on the cards.

Summary of key points

- Candidates should be encouraged to choose topics they are really interested in and enthusiastic about and not opt for one they think they ought to do.
- Encourage candidates to research widely and read around their chosen topic thoroughly. Remind them that they must include research in French and not research their topic solely in English.
- To gain top marks at AO4, they have to demonstrate both knowledge and understanding of their topic.
- Practise with candidates how to ask effective questions.
- Develop candidates' ability to deal with unpredictable questions and interruptions.

FRENCH

GCE A LEVEL

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COMPONENT 2: LISTENING, READING AND TRANSLATION

General Comments

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

- Listening (30 marks) AO1
- Reading (30 marks) AO2
- Translation (40 marks) AO3.

Detailed answers to questions 1-10 are provided in the published mark scheme as well as possible correct alternative answers. Comments on individual questions/sections.

Overview:

- All questions were attempted by all candidates.
- On questions requiring a non-verbal response or a short answer candidates scored well overall.
- In Sections A and B where written responses were required the mean marks were lower as were the facility factors.
- In Section C for Question 7 – mark out of 20 the mean mark was 13.4 indicating that this translation was accessible to candidates
For Question 8 the mean was 8.3 and this question had the lowest facility factor. In this question AO3 is assessed and this outcome reveals that the need for written accuracy and the correct choice of vocabulary are paramount.

Comments on individual questions/sections

Question 1A

Most candidates were able to identify the correct corresponding phrases from *Liste B* and match them up with *Liste A*

Question 1B

This *vrai/faux* question was generally well done with (b) being the only correct statement. Candidates manipulated the language well to provide true statements, *although some responses were incomplete and only partially provided the information:*

For example : « *il tire son inspiration de son peuple* »

Question 2A

Candidates had to select the correct item of vocabulary /part of speech from a choice of 3. This question was mostly well done.

Question 2B

This was a summary question where candidates were asked to summarise the report. Clear guidance was given as to how many details were required.

- *dès 5 heures...* was often misunderstood and was conveyed incorrectly as “*pendant 5 heures*”
- *magasins fermés* Incomplete. The answer required the specific name of a shop
- transport – the answer needed reference to “*manque d’essence*” and not just state a method of transport
- there were several correct answers for “education” but there was some confusion re. “*les Juifs*” – the answer had to include that they were banned from teaching and not simply banned from going to school. The notion of “*STO*” was correctly expressed.

Question 3A

Candidates were required to write their answers in French:

The majority of candidates produced some good answers, but there were some misunderstandings and ambiguities:

- (b) Many candidates stated incorrectly that « *elle est rentrée/retournée à sa voiture* » and not « *elle continuait son chemin* »
- (c) René suggested..... « *vous êtes handicapée ?* » was incorrect.
- (e) Many answers here were incorrect « *de casser SON portable* » was ambiguous.
- (f) « *Jeté son café....* » Incomplete answer.

Question 3B

Mostly well done with candidates selecting the 3 correct responses.

Question 4

Gap-fill exercise

The most common incorrect choices were (5) where *composé* was chosen instead of *tourné* And (6) *également* instead of *dont*. Candidate should look carefully at which parts of speech are required.

Question 5

This was a written summary of a text and was well-attempted. Candidates manipulated language well to provide their responses and there was little evidence of “lifting” from the text.

- Point 1** the idea of “*gérer*” and not “*gagner*” *de l’argent* was needed.
- Point 2** the focus was on ages when young people could start work and not about compulsory education.
- Point 3** the percentage of the minimum wage earned was one detail of the two required. Many candidates used this information as two details and missed the idea of parents controlling spending.
- Point 4** good responses were provided here, but not “*stage*” as it is not a job.
- Point 5** the idea of knowing one’s rights before signing a contract was not given by many candidates.
- Point 6** Most candidates provided two good responses.

Question 6A

- (a) Candidates chose their responses well from the details given in the text
- (b) not all candidates developed the answer to include the criticism of society.
- (c) There some contradictory answers here with candidates not understanding that feminism in Mauritania was increasing in popularity.
- (d) The responses need to qualify the idea of “violence” against girls – done in secret/within the family. Some responses contained material taken from the first part of “*la première partie*”. This was incorrect as it had to be “*Selon Aicha.....*”

Question 6B

The synonym task was well done although for “critiques” a lot of candidates chose “*insultes*” instead of “*détracteurs*”

Question 7

The translation into English was well done and candidates coped well with the vocabulary and register of this literary extract. Some idiomatic phrases which presented more challenge were not translated correctly. Candidates should read through the whole translation after competing it to ensure that it reads as good idiomatic English.

- In the first 5 sections “*greves*” was not always recognised. The pluperfect was used incorrectly for “*j’avais besoin*”. Very few candidates were able to give an idiomatic translation of “*enfermee*” as withdrawn “(and other acceptable synonyms.. The most common translation was literal – “closed off”
- In sections 6 and 7 some candidates did not know the “*depuis*” construction and used the incorrect tense.
- Sections 8 to 12 were well translated by many candidates with few misinterpretations apart from “*feconde*” for which there was a variety of incorrect translations.
- Section 13 was very well translated, but in Section 14 there were various misinterpretations including “having a successful child”
- Section 15 to 17 were well translated with many candidates successfully translating “*fiereté*” as “pride”. Some candidates translated “*fil*” as boy which was incorrect in the context.
- In sections 18 to 20 the verb “*manquer à*” was incorrectly translated as “my father missed me” instead of “I missed my father”. I responded no is not correct idiomatic English. “*De toute façon*” was often translated incorrectly, usually as “In all ways”

Question 8

The performance overall for the translation into French was extremely varied. As well as not knowing common items of vocabulary there were also errors with grammatical structure. Use of second verb infinitive, basic prepositions, adjectives use of the correct tense were common mistakes.

- In sections 1 and 2 common errors were lack of second verb infinitive, incorrect preposition instead of “*en*” and the adjective “*magique*”. Also poor spelling of “*Bretagne*”
- In sections 3 to 5 there were some good translations used either the passive voice or avoidance of the passive using “*on peut trouver*”. For “Breton-born” the adjective “*bretons*” was sufficient.
- Painters (sections 6-8) was frequently written incorrectly as “*peintures*”. Depth (“*la profondeur*”) was not known by many candidates.
- In sections 9-14 either the imperative or the infinitives were acceptable to convey the meaning. “*Écouter à/de*” was incorrect. “*Œuvres*” was often written incorrectly as “*ouvres*”. Section 12 proved to be very challenging with very few correct translations although some good attempts were made. In section 14 it was surprising to see how many candidates could not translate “pancakes” and “cider”.
- In sections 15-17 it was pleasing to see that many candidates translated the conditional either with “*on devrait/il faudrait*”. There were some good translations to convey the idea of being “very much alive today”.
- In the final section 18-20 the main error was of vocabulary with many candidates translating surname as “*urnom*” and not “*nom de famille*”. Attention aux faux amis!

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 with the invention of non-existent French words.
- 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: CRITICAL AND ANALYTICAL RESPONSE IN WRITING

General Comments

It was very pleasing to see how many candidates met the demands of this Component, often producing two essays of high linguistic quality (AO3) and knowledge of the text/film (AO4). However, there was sometimes a noticeable difference in attainment between the two essays, both linguistically and in their knowledge and understanding of the text/film, the second essay tending to be weaker than the first.

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**. In some cases, the tendency to provide information from Theme 4 detracted from the essay and strayed too far from the question set.

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. Candidates engaged well with both questions. The answers were generally of a good standard, the most common failing being excessive description, especially in relation to homelessness in France.

Le Silence de la Mer

Candidates engaged well with the text and the issues involved; greater understanding of the period (theme 4) enhanced their appreciation of the text. There were some very interesting essays on both questions which demonstrated great understanding of the themes developed in the text. Some irrelevant knowledge at times detracted from pertinent analytical responses.

L'Étranger

This was a popular choice, with candidates providing well written, interesting and thoughtful answers. Some candidates provided interesting responses on society's condemnation of Meursault, showing insight and understanding.

Une année chez les Français

Excellent responses on the depiction of Moroccan society were produced by a very small minority, which is a pity.

Boule de Suif

A very small number of candidates opted for this text. Both questions produced interesting responses which tended to be descriptive rather than analytical.

Intouchables

This was a very popular choice of film and both questions were represented. Some responses tended to be descriptive and too long. This often detracted from the quality of the essay and included material not relevant to the question.

Au Revoir les Enfants

This remains a very popular choice and essays were satisfactory on the whole. As in previous years, candidates demonstrated great empathy with the characters and a detailed understanding of events described in the film. Question 22 tended to be more descriptive and question 21 provided excellent responses on the dual meaning of innocence.

La Haine

A very small number of candidates opted for this film, and excellent responses dealt with both questions. Some pertinent arguments on cinematography made for interesting reading.

Les Choristes

A very small number of candidates opted for this film, and excellent responses dealt with both questions. Some responses failed to deal with the element of fear in question 16.

Issues were as follows:

Essays exceeding recommended length, some were between 500 and 1000 words.

Long introductions/ repetitive conclusions

Misspelling of characters/ places/ themes

Lack of basic punctuation which hindered clarity and affected AO4

Basic grammar and conjugation

Use of accents (missing where they are needed and appearing on consonants)

Poor/ illegible handwriting

Widespread misspelling and misuse of language:

a (verb) / à (prep)

Ce/ celle montre/ monte for cela montre que

Je pense for je pense que

Modal verbs/ subjunctive/ reflexives

De/ à + infinitive

Traite/ trait for traitement

Car/ parce que for because of/ thanks to

Grâce à: followed by a negative concept ie grâce au Nazis

Sentir /se sentir used indiscriminately

Supporter for soutenir

Mal for mauvais

Premièrement/ deuxièmement

Overuse of faire (for rendre) / une part/ une partie/ avec... in typically anglicised structures

Dans la façon/ manière used for d'une façon...

Quitter/ partir/ laisser used as synonyms indiscriminately

Temps used for fois

Lien used as a verb

Tirer for tuer ie Meursault a tiré l'Arabe

On peut se demander la question...

Summary of key points

Overall, this was a very encouraging series of the examination. There are examples of very good practice with candidates engaging well with the texts. They employ good analytical skills and respond appropriately to the question set and write with flair and style in French. To improve further:

- Keep introductions short and relevant to question set. The best answers are based on a clear plan where the points for each paragraph are identified before the writing begins; this appears to be a well-established habit.
- Candidates would benefit from learning the vocabulary specific to their text and to the expression of the themes and issues within it.
- Candidates know the background to their text well. However, they need to be more selective when using it to answer a specific title.
- Candidates should continue to increase their knowledge of analytical language and steer away from anglicised structures.
- Most importantly, the level of general accuracy in this task of sustained writing needs attention. Fewer errors will improve the mark for the AO3 element which would benefit clarity of argumentation in AO4. All aspects of grammar are involved:
 - Accurate use of tenses
 - Agreements of subject and verb
 - Agreements of nouns and adjectives
 - Possessive adjectives
 - Verbal structures and prepositions.



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