GCE AS EXAMINERS' REPORTS

FRENCH (EDUQAS)
AS

SUMMER 2017
Grade boundary information for this subject is available on the WJEC public website at: https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en

**Online Results Analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

**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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This is the first year of the new AS specification and WJEC Eduqas has provided several forms of guidance to help centres prepare for the new demands. In addition to a programme of continuing professional development for teachers, the Board has provided a detailed specification and a full set of sample assessment materials and mark schemes. There is also a detailed Guidance for Teaching document. Teachers and candidates need to be aware of the demands and expectations of the new examinations. The essential differences are that there is no personal element in this test and all remarks need to relate to France or a country or community where French is spoken.

The comments below relate specifically to this year’s Component 1 AS test, but centres intending to enter candidates for Eduqas A level French should find the remarks useful, as candidates will still be required to discuss one similar card as part of their A level Component 1 test in addition to their Independent Research Project.

The new demands can be summarised as follows:

(a) The mark scheme for this component has four assessment objectives and these now include AO2 (understanding and responding to written language) and AO4 (‘relevant’ knowledge of France, French-speaking countries and communities).

(b) Relevant knowledge of France or a French-speaking country/community is required when discussing the themes and sub-themes (AO4) and the weighting for AO4 means that AO4 marks count for one third of those awarded for the discussion of each of the cards (10/30).

(c) The discussion cards contain a text which candidates need to show that they understand in order to gain the AO2 marks (5/30).

(d) The candidates are given cards which have one set question only. They are advised that the examiner will ask them a (set) unseen question which they will have to answer on the spur of the moment.

(e) Candidates are also required to ask the examiner at least one question which is totally relevant to the theme or sub-theme under discussion.

(f) Visiting examiners and teacher examiners also have an examiner version of each card which contains the set questions and possible valid answers to the set questions and a reminder that the candidate can talk about France or a French-speaking country/community during the discussion.

When evaluating candidates’ performance on both cards, examiners found that many candidates whose quality of French was acceptable lost marks because of the following:

(a) The purpose of the short reading text on the card was not understood or appreciated. Candidates need to show that they understand the ideas in this text during their discussion with the examiner. In many instances, candidates made little or insufficient reference to the text even when guided to do so by the examiner. They did not show that they had understood the ideas in the text or their relevance to the set questions or their own discussion.
Almost all candidates could ask the examiners at least one question, but this question often did not fully meet requirements. In some instances, candidates asked examiners personal questions. In other instances, they did ask a theme-based question but did not relate their question to the sub-theme under discussion in a French context.

Many discussions were either personal in nature or related to the situation in the UK and did not discuss questions in the context of France, a French-speaking country or community. Comparing situations in France and the UK is generally not appropriate.

**Card A Being a young person in French-speaking society**

The discussion is focussed on being "a French person in French-speaking society". The whole discussion must relate to France or a French-speaking country/community. Candidates knew a lot about being a young person in general and could discuss what could be called "generic" topics about youth culture (e.g. smoking, drugs, alcohol, education, relationship with family etc.) in a UK or English context. They could not, however, fully relate their comments to France, a French-speaking country or communities where French is spoken. Comparisons with the UK or talking about their own personal experiences (unless they draw on personal experience of living in France etc.) are not relevant.

**Card B Understanding the French-speaking world**

These sub-themes are less familiar to the candidates, and, as a result, they found it difficult to maintain a discussion for the 6 or 7 minutes specified. This is true of both Regional culture and heritage in France, French-speaking countries and communities and Media, art, film and music in the French-speaking world. Candidates also ignored useful information found in the reading passages which could have been the starting point for answers to the set questions and for their discussion with the examiner. Candidates allocated a card to speak about festivals, for example, could often just name festivals but could not explain their importance or relevance to a region. They often could not distinguish between international festivals such as the Cannes Film Festival, national festivals such as Le 14 juillet and regional or local festivals. Candidates allocated a Literature, art, film and music card on music often had more detailed knowledge about the French "rap" scene.

**Centre-conducted orals**

Most candidates were examined by external examiners but a few candidates undertook centre-conducted tests. The arrangements for uploading the tests generally worked well, though recordings in mp3 format are preferred to recordings in other formats. WJEC wishes to thank those centres who conducted their own tests as the instructions to teacher examiners and examiners are detailed. Each centre will receive a brief report on the conduct of their tests and the Board hopes that the remarks will be helpful for conducting similar tests in the future.

A few centres showed a good knowledge and understanding of the specification and were able to conduct their tests appropriately. Many centres, however, allowed candidates to answer the first set question at too great a length without interruption. This impedes interaction. They failed to ensure that candidates made sufficient reference to the reading passages, fed possible answers, allowed discussions to become personal or did not sufficiently insist that the discussion should refer to France or a French-speaking country or community. Occasionally timing was an issue.
Centre arrangements

WJEC wishes to thank centres for the welcome extended to their examiners. In many centres the arrangements were good, but a few centres did not realise that an invigilator was required in the preparation room for the new AS oral tests (and will be needed for next year’s new A level tests). Centres are reminded that they must be prepared to accept visiting examiners at any time during the oral examination assessment window.
EDUQAS
GCE AS FRENCH
Summer 2017
COMPONENT 2: LISTENING, READING AND TRANSLATION

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

Any words written in **English** lead to the mark not being awarded.

Candidates understood the demands of the paper and the mechanics of the tasks (with the exception of 2(A) and 4(B) where following the rubric caused problems). Most questions were attempted with varying degrees of success and few gaps were left. Candidates who had prepared well for the style of questions and had good knowledge of the grammar, showed the ability to manipulate the language accurately using a range of lexis and structure.

**Q1** This question was done well in the main. Candidates who got less than 6/6 tended to leave box (a) blank and tick another box in error. Many ticked (b) and (h) as being correct. Both are incorrect.

**Q2(A)** Many candidates wrote one-word answers for some questions e.g. (b) *troisieme* or *troixieme* – mostly without accents. This does not fulfil the task, as the intended correction is unclear.

(d) Many candidates wrote *volontaire/volontairement/benevolat*.

(e) and (f) were frequently chosen as being incorrect.

**Q2(B)** Task completion: the rubric clearly states *…mettez la forme correcte du mot qui manque dans les blancs* followed by *Choisissez (a), (b) ou (c) pour chaque blanc*.

- Some candidates did not understand that they were to write the correct word in the gap and they put the letter. This is not the aim of the exercise.
- Some wrote in the word that they heard on the recording. This is not the aim of the exercise.
- Mainly, candidates chose the correct word from the list and copied it with correct spelling including accents.

**Q3(A)** (a) Very popular - *jeu/x de quiz*, poor spelling of *émission* (*emission/emmission*). English spelling predominated.

(b) *Tout le jours/toujours/chaques jours* were some of the common mistakes here.

(c) A lot of *sa mere/mère*. This does not answer the question.

(d) Quite a number of candidates writing *memoir or memoirs* - English spelling. Many did not know the gender of *mémoire* and so the adjective did not agree.

(e) A few candidates wrote *il a laissé* and most conjugated *quitter* correctly in the perfect tense. Some incorrectly chose *partir* or *sortir*. 
Q3(B)
- Answers in this section were often over-long (there was a tendency to transcribe what was heard and not select relevant details).
- Candidates did not sometimes realise that for two marks, they need two different ideas.
- Poor spelling of célibataire in places (confusion with célébrité and père isolé/e was a common error). Many candidates mistakenly referred to le père de Christian.
- For the second point, many candidates did not stress that people wanted a photo with Christian, rather that they liked his photo.
- The last point was more correct than the first two, but examples of une vacance were seen.

Q4(A) Task completion: there was only one possible answer to each question from the information given in the text.
(c) there is no reference in the text to le Père Noël in connection with the Christmas markets - (cultural), only with l’Avent - (religion).

Q4(B) For this question the rubric clearly states …cherchez dans le texte un mot qui signifie...
Only one word was required for the answer.

Q5
(2) confusion between pour and depuis
(5) passer is a “faux ami” and is incorrect.
(6) confusion between avoir and être in the future tense.

Q6(A) (a) candidates often lifted directly from the text with no manipulation (cf rubric). Some thought incorrectly that Sokcho was en Corée du Nord.
(b) and (c) were answered well with good manipulation.
(d) français/coréen given in some answers.
(e) This was mainly wrong. Candidates wrote about physical descriptions (e.g. plus jeune que dans son/sa photo/fatigué). The question contained inference.

Q6(B) This question was well done but 3 was frequently incorrect with (b) chosen instead of (a).

Q7 The overall accuracy of this question was very pleasing. Candidates were able to score well here as they were careful to transfer the meaning correctly and idiomatically. Translation of tenses was very good.

Frequent errors included:
- Inaccurate spelling of Belgium/Belgian – some versions seen were not understandable as an English word.
- Words not known or incorrectly translated: menacent, prévenir, outils and disponibles. A variety of incorrect translations of inconnus seen.
- Injurier – faux ami. To insult, not to injure.
- Some did not translate ces réseaux sociaux as these social networks.
Q8

1. Many candidates were unable to translate “without paying for them” and wrote pour eux/elles. Sur internet was incorrectly chosen. They also found it difficult to translate “This will be bad news for…”

2. Incorrect translations included fameux/se/populaire instead of “famous”, traditionaux. Candidates usually remembered a possessive adjective for wine and beer, but it was often incorrect. The object pronoun was done a little better than in 1. but regional food caused problems with l'alimentation régional/e or la gastronomie régionaux. La cuisine was rarely used.

3. “Linked” was badly done as was the depuis clause. “Such as” caused problems. The idiomatic les années 80 was largely overlooked. This question was more inaccurate than accurate.

4. “Teenagers” was frequently translated incorrectly as les jeunes. Swisses (sic) was a popular choice. Good use of leurs for “their holidays”. Most candidates did not know that it is demander à but managed to make themselves understood in this section of the question.
Overview

- Choices: the most popular choices were the films *Intouchables* and *Les Choristes*, followed by the novel *No et Moi*. A few examples of *Antigone* and *Le Grand Voyage* were seen but none of *Une année chez les Français*.

- The questions set are designed to be answered within the suggested word limit. Lengthy essays suffer when the assessment objectives (AO3 and AO4) in the mark scheme are applied.

- Essay structure – many candidates wrote very long, rambling and irrelevant introductions setting out exactly what aspects they were going to discuss, then proceeded to repeat all these ideas, often in several ways. Essays lacked focus and often had little relevance to the title set. Conclusions often repeated or rephrased previously stated views and opinions and many essays came to an abrupt end.

Assessment of the essay

The skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that he/she is able to manipulate French accurately in written forms, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of, and respond critically to, different aspects (in context) of the literary work or film studied.

1. AO3

The longer the essay, the more errors occur. The overall standard of written French for the essay question was not good and many candidates lost many marks for AO3.

Common errors:

- Planning – many candidates wrote out a plan in English and attempted to translate it into (often incorrect and non-idiomatic) French. Phrases such as *il est veut une employ* were seen.
- Anglicisms and English spelling of cognates e.g. *Par example*.
- Spelling errors of common words e.g. *pour conclure*.
- Genders of common words not known: *le problème, le respect, la famille, la scène*.
- Incorrect use of possessive adjectives e.g. *son famille*.
- *Bon* and *bien* confused, also *meilleur* and *mieux*, *et and est*.
- *de le, de les, à les* frequently seen.
- Disjunctive pronouns not known: *avec ils*.
- *Chez la maison de Philippe*.
- Prepositions *à/de……apprendre à, permettre à……de…*
Verbs:

- Many weaknesses revealed. Sentence structure often lacked a correct verb form, especially in the present tense and as a result, essays contained many errors.
- Subject/verb agreements very poorly done.
- Present and perfect tenses of irregular verbs not known e.g. *Il ouvert la porte* (incorrect present tense). *Il a ouvré* (incorrect perfect tense)
- 2\textsuperscript{nd} verb infinitive poorly done.
- Perfect infinitive not known - *Après avoir/être + past participle*
- *Jusqu’à ce que….. avant que ….+ subjunctive not known. Present subjunctive often used incorrectly.*

2. AO4

- For AO4 a successful critical response to the question set is one which clearly demonstrates that the candidate is able to present and justify points of view, develop arguments and draw conclusions based on knowledge and understanding of the work studied.
- Many candidates ignored the questions set and wrote very long essays which encompassed everything they knew about the film or book. This encouraged storytelling, digression, irrelevant and superfluous information in relation to the question set.
- Often candidates did not write whether they had chosen Question (a) or (b) and it was difficult to tell which essay was being attempted.
- In some essays, the quality of the French was so poor that it was difficult to understand what the candidate was trying to say.
- Candidates should read the questions and choose carefully. The essay should answer the question set – many essays are merely descriptions of characters or recounting of the plot.
- During the time available for this component candidates should plan carefully in French and keep the plan relevant to the question set. By doing this, extraneous and irrelevant material can be discarded in favour of relevant and meaningful information and examples.