



GCSE Examiners' Report

French
GCSE
Summer 2024

Introduction

Our Principal examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each component.

This report opens with a 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 then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable 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 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 12 months after the examination.	Portal by WJEC or on the Eduqas subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. 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 component level. For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results and Grade Boundaries and PRS (eduqas.co.uk)

¹ 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.

Exam Results Analysis	Eduqas provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
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.edugas.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.	Portal by WJEC or on the Eduqas subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner Eduqas

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Executive Summary

Overall, the cohort performed well on all components with increases in the mean score for listening and writing.

Speaking

Role Play

Candidates who performed best in the role play kept their answers short and precise while some candidates who extended their answers tended to self-penalise making unnecessary errors. Candidates should be reminded that only the bullet points in the role play need to be answered and that additional detail is unnecessary. Teachers must not rephrase prompts in the role play.

Photo Card

Many candidates gave interesting, detailed descriptions of the photo. The best answers were where candidates expressed opinions with justification. Teachers should not ask supplementary questions in the photocard discussion, apart from using the prompts provided.

Conversation

The majority of centres adhered to the timings for the conversation. There were still some examples of conversations, which exceeded the overall assessment timings of 9 minutes at Foundation Tier and 12 minutes at Higher Tier. Centres need to remember that credit will not be given for overly long conversations and need to time both parts of the conversation carefully. The questions in the conversation should be tailored to suit the candidates and not be generic.

Listening

There was evidence that some candidates had used the reading time profitably by highlighting, circling, or underlining the mark allocation and noting key vocabulary under pictures and questions. This is good practice and should be encouraged. There was a noticeable improvement this year in the number of candidates who followed the rubrics and avoided losing marks. Centres are still encouraged to remind candidates to pay attention to the number of marks available for a question to avoid losing marks when one correct answer is negated by an incorrect answer that was not required. Candidates are encouraged to pay attention to the use of the negative, as many candidates lost marks by failing to recognise this.

Reading

Candidates should be reminded of the importance of following the rubric. In the non-verbal style questions, there are still some candidates who lose marks by ticking an incorrect number of boxes.

It is essential that candidates should answer in the language specified. Written answers in French cannot be credited where the candidate is asked to answer in English and vice versa.

In the translation question, candidates are required to give an exact version of the French text in English; there should be no attempt to summarise or paraphrase.

Some areas of basic vocabulary were not well known, especially numbers, days of the week, time expressions and seasons. It is recommended that candidates have a wider and more secure knowledge of GCSE theme-specific vocabulary with a good understanding of grammar and sentence structure.

It is also important that candidates have a clear understanding of the meaning of questioning words and a sound knowledge of verb tenses and endings to help identify past/present/future events and to produce accurate translation.

Writing

There were several papers of excellent quality, although quite a few candidates had not attempted some of the questions at Foundation Tier. Generally, candidates had been entered at the correct level, however a few candidates entered at Higher Tier would have benefitted from taking the Foundation Tier paper.

Candidates must read the rubric carefully to ensure that their answer satisfies the requirement of the question. This applies to content and, in particular, to tenses. They should look for the tense used in each bullet point.

Candidates should review cognates which occur in the vocabulary lists and familiarise themselves with the French spelling.

The word count is there to guide candidates in the planning of their answers, and sticking to this will assist them in producing a relevant answer. Excessive length invariably results in straying from the point into irrelevance and additional errors.

Areas for improvement	Classroom resources	Brief description of resource
Theme-based vocabulary	GCSE French - Edugas (for exams until 2025) - BBC Bitesize	Interactive activities to build vocabulary covering listening, reading and writing skills
Knowledge of sub-theme vocabulary	Resource (edugas.co.uk)	Knowledge organisers covering vocabulary for each of the sub-themes
Asking questions	Asking questions in French - GCSE French Revision - Edugas	Revision on how to form questions in French
Negatives	Negatives in French - GCSE French Revision - Edugas	Revision of how to form negatives in French

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Component 1: Speaking

Overview of the Component

This component tests the ability of candidates to communicate and interact effectively in speech **(AO2)**.

The component requires learners to respond in French to a role play, a photo card and a conversation. Assessment of this component also takes account of knowledge of and accurate application of grammar and structures.

In the role play learners formulate answers to questions or statements, including answering an unseen question. They are also, required to ask a question.

The discussion of the photo card gives learners opportunity to narrate events, speak spontaneously, exchange opinions and make creative use of the language.

The conversation covers content from two of the three broad themes and gives learners the opportunity to produce more extended sequences of speech. It is divided into two parts.

We would like to thank teachers for their dedication in preparing candidates for the speaking assessments. Most candidates were entered for the correct tier and were well prepared. However, there were a few instances where Foundation Tier candidates should have been entered for the Higher Tier and vice versa.

The majority of centres uploaded the recordings and necessary paperwork within the time frame of 48 hours. There were, however, this series, more instances of centres needing to be chased to upload the required paperwork.

The majority of centres adhered to the timings for the conversation. There were still some examples of long conversations, which exceeded the overall assessment timings of 9 minutes at Foundation Tier and 12 minutes at Higher Tier. Centres need to remember that credit will not be given for overly long conversations and need to time both parts of the conversation carefully.

Unfortunately, the recordings of a few candidates were difficult to hear which is disadvantageous to candidates. Centres need to remember to make sure that the recording device is closest to the candidate during the assessment.

Comments on individual questions/sections

Role Plays

Most candidates were prepared well by centres for the role plays across both tiers, with the weaker candidates answering in short phrases or one word. There were a few instances where candidates scored 0 in the role play. Most candidates attempted formulating a question, although not always correctly.

Centres need to be reminded that teachers do not need to read out the scenario setting at the start of the role play task. Rephrasing the prompt/question or repeating the prompt/question, once a candidate has given an incorrect answer or part of an answer, is not allowed. Unfortunately, there were examples of this by teachers in 2024. In this case, candidates will not be credited for an answer.

Again, this year, those candidates who performed best in the role play kept their answers short and precise while some candidates who extended their answers tended to self-penalise making unnecessary errors. Candidates should be reminded that only the bullet points need to be answered and that additional detail is unnecessary.

Role plays Foundation Tier

RP 1-The unseen question “Qu’est-ce que tu manges pour être en bonne santé ? ” proved to be an issue for some candidates as unhealthy choices of food were given as an answer.

RP 2 -“ Où est le centre de recyclage ? ” This question posed an issue for some candidates.

RP 3 – Some candidates had issues forming a past tense correctly to answer the third bullet point.

RP 4- Some candidates found it difficult to provide an activity for the fourth bullet point.

RP 5- “Tu commences à quelle heure ? ” some candidates did not understand the unseen question and had difficulty posing a question relating to “l’argent. ”.

RP 6 – Providing directions was difficult for some candidates.

RP 7- Some candidates had difficulty explaining what they ate at the canteen and a few mixed up “j’ai mangé” with “j’ai bu”.

RP 8 – Some candidates used “je voudrais ” instead of “j’aime” when replying to the first bullet point.

RP 9 – Some candidates struggled with answering “Quand est-ce que tu peux commencer ?”

At Foundation Tier the mean mark and facility factor for each section of the role play across all roleplays were as follows:

	Mean mark	Facility factor (%)
RP1	1.4	47.3
RP2	1.2	41.2
RP3	1.4	48.0
RP4	1.3	43.6
RP5	1.0	32.9

Role Plays Higher Tier

RP 1 - “Qu'est-ce que tu feras à l'avenir pour améliorer ta santé ?” some candidates struggled to say what they would do to improve their health in the future.

RP 2 - Candidates had the most difficulty with conveying how they would reduce waste in the future and composing a suitable question about conserving energy.

RP 3 - Thinking of a “festival préféré” was a challenge for some candidates.

RP 4 – “Combien de temps passes-tu sur Internet par jour ?” posed an issue. Some candidates gave the time instead of a period of time as an answer.

RP 5 – The unseen question was difficult for some candidates.

RP 6 – Pronunciation of “attractions” was difficult for some candidates.

RP 7 – Some candidates struggled to formulate a question about “examens”.

RP 8- Some candidates had difficulty thinking of a French region to answer the unseen question.

RP 9 – Some candidates did not read the roleplay setting correctly and missed “cet été” . As a result, some candidates answered that they could start working next summer.

At Higher Tier the mean mark and facility factor for each section of the role play across all role plays were as follows:

	Mean mark	Facility factor (%)
RP1	2.1	69.8
RP2	1.8	59.9
RP3	1.9	63.3
RP4	1.9	63.1
RP5	1.8	58.9

Photo Card Foundation and Higher Tiers

Most candidates at both tiers were able to describe the photo, even if only very briefly. Many candidates gave interesting, detailed descriptions of the photo using a variety of pre-learnt sentence starters. Answers to the follow up questions varied in length and quality, but most candidates had a go at answering the questions. The best answers were where candidates expressed opinions with justification. Some teachers helped candidates by rephrasing questions, which is fine if the meaning is not changed.

At Higher Tier many candidates demonstrated the correct use of the Conditional tense and there were some nice examples of the Subjunctive being used naturally.

There were several instances this series at both tiers where the photocard discussion was developed in to a “mini” conversation. Centres need to be mindful that the photo card discussion is not a “mini” conversation and supplementary questions outside the task parameters should not be asked.

At Foundation Tier the mean mark and facility factor for each section of the photo-card were as follows:

	Mean mark	Facility factor (%)
Communication & Interaction:	4.6	45.7
Linguistic Knowledge & Accuracy:	2.6	51.1

At Higher Tier the mean mark and facility factor for each section of the photo-card were as follows:

	Mean mark	Facility factor (%)
Communication & Interaction:	5.4	53.9
Linguistic Knowledge & Accuracy:	2.7	53.4

Conversation Foundation and Higher Tiers

Most candidates were well prepared by centres for the conversation, especially the chosen theme and examiners enjoyed listening to candidates. The best conversations were where teachers listened to a candidate's reply and asked follow up questions accordingly. This enabled candidates to develop their answers more fully and gave the opportunity to narrate events, express and justify thoughts, points of view and opinions, albeit briefly on occasions. The most successful conversation topics discussed by candidates were school and town.

Some centres allowed candidates to start the conversation at both tiers with a monologue or used the same theme for each candidate. Centres are reminded that once candidates state what they have chosen as a theme, then the teacher should continue the conversation. The second part of the conversation must be on a different theme. Not all candidates in a centre should be examined on the same chosen theme or the same questions. Questions should be tailored to suit candidates. The conversation also needs to cover two of the three broad themes and not one.

At Foundation Tier the mean mark and facility factor for each section of the conversation were as follows:

	Mean mark	Facility factor (%)
Communication & Interaction:	5.5	55.2
Pronunciation & Intonation:	5.3	53.5
Linguistic Knowledge & Accuracy:	5.3	53.1

At Higher Tier the mean mark and facility factor for each section of the conversation were as follows:

	Mean mark	Facility factor (%)
Communication & Interaction:	6.7	67.4
Pronunciation & Intonation:	6.3	62.8
Linguistic Knowledge & Accuracy:	6.4	63.8

At Higher Tier ,it was reassuring to hear candidates using phrases and structures taught in class such as :

- Bien que je sache.....
- Bien que je fasse.....
- Ce qui est important, c'est que....
- Pour moi....
- Je dirais que.....
- Si j'avais le choix, je....

Common grammatical errors at both tiers included:

- mixing up c'est and il y a
- mixing up je suis and j'ai
- conjugating verbs in the Perfect tense incorrectly such as j'ai allé/j'ai alle and je suis allé
- conjugating verbs incorrectly when referring to future events such as demain je jouer and l'année prochaine je mange.

Summary of key points

Candidates were generally well prepared this summer and most centres uploaded the speaking tests promptly with the correct paperwork.

Further improvements:-

Teachers must not rephrase prompts in the roleplay.

Candidates should be taught to only answer the prompt in the roleplay and not give further details.

Teachers should not ask supplementary questions in the photocard discussion apart from using the prompts provided.

Conversation questions should be tailored to suit the candidates and not be generic.

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COMPONENT 2: LISTENING

Overview of the Component

Candidates were assessed in their ability to understand and respond to different types of spoken language. Candidates were required to respond to a range of questions in English and in French. Question types included multiple choice with non-verbal and written responses; gap-fill one-word answers; selecting correct/false statements; and short answer responses. Candidates were required to respond to different types of spoken language which included monologues, conversations, discussions, interviews, and messages. The spoken extracts increased in complexity as the paper progressed. All questions targeted specific aspects of the subject content.

Candidates were assessed in their ability to understand different types of spoken language in the following ways:

Standard speech using familiar language across a range of specified contexts, identify the overall message.

Key points, details, and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events.

Deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes.

Recognise and respond to key information, important themes, and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

Candidates were tested on all three broad themes - Identity and culture, Local, national, international and global areas of interest, and Current and future study and employment.

Candidates at both Foundation and Higher Tier appeared to have found the examination accessible and most were entered at the correct tier for their ability level. In both tiers, most candidates attempted every question. Spelling errors were frequent but, in most cases, the answer was unambiguous and therefore credited. Handwriting occasionally made the answer difficult to decipher. As seen in former examinations, most candidates respected the rubric and answered in English. Most understood that the number of answers required depended on the marks bracketed next to each question and the lines provided for their answers. In written responses, candidates occasionally gave too many alternative answers or added some incorrect, superfluous information. There was evidence that some candidates had used the reading time profitably by highlighting, circling, or underlining the mark allocation and noting key vocabulary under pictures and questions. This is good practice and should be encouraged.

Comments on individual questions/sections

Foundation tier

Question 1

This question was answered quite well. Facility factor was 93.3% and the attempt rate was 99.5%.

Section 1

- (a) The majority of candidates recognised *amusant* correctly.
- (b) Some candidates recognised *campagne* and answered correctly.
- (c) Some candidates recognised *ennuyeux* and answered correctly

Section 2

- (d) Almost all candidates recognised *café* and answered correctly.
- (e) The majority of candidates recognised *magasins* and answered correctly.

Question 2

Most candidates performed well on this question. Facility factor was 91.1% and the attempt rate was 99.5%.

Section 1

- (a) The majority of candidates recognised *important* and answered correctly.
- (b) Some candidates recognised *tous les jours* and answered correctly.

Section 2

- (c) Almost all candidates recognised *bus* and answered correctly.
- (d) Almost all recognised *confortable* and answered correctly.
- (e) Most candidates recognised *sacs* and answered correctly.

Question 3

Most candidates performed well on this question. Facility factor was 54.6% and the attempt rate was 99.3%.

Section 1

- (a) Some candidates recognised *au bord de la mer* and answered correctly.
- (b) Some candidates recognised *pas pour moi* or *pas confortable* and answered correctly.

Section 2

- (c) The majority of candidates recognised *nager* or *jouer au foot* and answered correctly.
- (d) Some candidates recognised *paresseux* and answered correctly

Question 4

Most candidates performed well on this question. Facility factor was 72.2% and the attempt rate was 99.2%.

Section 1

- (a) Many candidates recognised *vêtements* and answered correctly.
- (b) Most candidates recognised *mes amis* and answered correctly.

Section 2

- (c) Most candidates recognised *fatigué* and answered correctly.
- (d) Most candidates recognised *famille* answered correctly.
- (e) Some candidates recognised *difficile* and *dur* and answered correctly.

Question 5

Some candidates performed well in this question. Facility factor was 63.4% and the attempt rate was 93.4%.

Section 1

- (a) Most candidates recognised *la technologie est bonne pour nos enfants* and answered correctly.
- (b) Almost all candidates recognised *l'Internet, c'est dangereux* and answered correctly.

Section 2

- (c) Most candidates recognised *actifs* and answered correctly.
- (d) Some candidates recognised *confiants* and answered correctly. Many candidates incorrectly answered *antisocial*.
- (e) Very few candidates recognised *utilisent la technologie pour.... les cours*. The most popular answer was *coursework*.

Question 6

This question was answered quite well by some candidates. Facility factor was 78.3% and the attempt rate was 99.1%.

Section 1

Some candidates recognised *les petits pois*. A few candidates recognised *la cuisine ensemble*. Very few candidates recognised *mettre des légumes dans les repas*.

Section 2

Some candidates recognised *le petit déjeuner est important*. Most candidates recognised *pour se concentrer*. Very few candidates recognised *je préfère manger ...pendant la recreation*.

Overlap questions

Question 7 Foundation Tier/Question 1 Higher Tier

Many foundation tier candidates struggled with this question.

Most of the higher tier candidates performed well on this question.

Foundation Tier facility factor was 56.8% and the attempt rate was 91%.

Higher Tier facility factor was 80.4% and the attempt rate was 99.5%.

Section 1

- (a) Most Higher Tier and some Foundation Tier candidates recognised *Afrique Festival* and answered correctly.
- (b) Most Higher Tier and a few Foundation Tier candidates recognised *deux mille trois* and answered correctly.
- (c) Most Higher Tier and some Foundation Tier candidates recognised *depuis six ans* and answered correctly.

Section 2

- (d) Most Higher Tier and some Foundation Tier candidates recognised *bibliothèque* and answered correctly.
- (e) Most Higher Tier and very few Foundation Tier candidates recognised *gratuite* and answered correctly.

Question 8 Foundation Tier/Question 2 Higher Tier

Many foundation tier candidates struggled with this question.

Most of the higher tier candidates performed well on this question.

Foundation Tier facility factor was 38.7% and the attempt rate was 92.6%.

Higher Tier facility factor was 72.8% and the attempt rate was 99.6%.

Section 1

- (a) Majority of Higher Tier and some Foundation Tier candidates recognised *rencontrer de nouvelles personnes, apprendre une autre langue* or *plus de possibilités* and answered correctly. Many candidates answered *possibilités* but this was not accepted without recognition of *plus de*.

Section 2

- (b) Most Higher Tier and some Foundation Tier candidates recognised *il faut rester positif* and *rester calme*. Some Higher Tier candidates recognised *essayer des choses différentes*.
- (c) The notion of *la meilleure décision* was not recognised by most Foundation Tier candidates but was successfully recognised by some Higher Tier candidates.

Question 9 Foundation Tier/ Question 3 Higher Tier

The majority of Foundation Tier and some Higher Tier candidates found this question quite challenging.

Foundation Tier facility factor was 7.9% and the attempt rate was 89.9%.

Higher Tier facility factor was 46.5% and the attempt rate was 99.9%.

Section 1

Very few candidates at Higher Tier and at Foundation Tier recognised *soixante pour cent des Français sont pour uniforme*. Some Higher Tier candidates and a few Foundation Tier candidates recognised *pas obligatoire* or *seulement les élèves des écoles religieuses doivent porter l'uniforme scolaire* and answered correctly. Some candidates across both tiers gave incorrect answers such as *it is compulsory* and *religious students have to wear it*.

Section 2

This question was answered poorly by most candidates across both tiers. Very few candidates recognised *elle travaillait mieux*. Some recognised *pas stressant* but most candidates answered that *uniform was (more) stressful than choosing your own clothes*. Some Higher Tier candidates successfully recognised *il fait trop chaud en été pour porter un uniforme*. Many candidates incorrectly answered *uniform is too hot* with the omission of *in summer*

Higher tier

Question 4

Most candidates performed well in this question. Facility factor was 62.8% and the attempt rate was 99.4%.

Section 1

- (a) Most candidates recognised *jeter les bouteilles à la poubelle* and answered correctly.
- (b) Most candidates recognised *nos déchets* and answered correctly.

Section 2

- (c) Almost all candidates recognised *utilise trop de plastique*. Some candidates recognised *plastique... dans la mer* and a few recognised *détruit la vie marine*.
- (d) This was answered correctly by most candidates.

Question 5

Most candidates performed well in this question. Very few candidates scored zero; a few got all four marks. There seemed to be no set pattern to the incorrect answers. Facility factor was 72% and the attempt rate was 99.9%.

Question 6

No areas to highlight. Most candidates performed well in this question. Very few candidates scored zero; a few got all five marks. There seemed to be no set pattern to the incorrect answers. Facility factor was 65.4% and the attempt rate was 100%.

Question 7

Some candidates performed well in this question. Facility factor was 58.5% and the attempt rate was 99.5%.

Section 1

- (a) Many candidates recognised *peu risqué d'être au chômage* or the inference of *un grand nombre de restaurants en France*. Most candidates recognised *on peut choisir le nombre d'heures or permet de travailler et de faire des études*.
- (b) Some candidates recognised *quand le travail est fini, elle peut tout oublier et se relaxer*. Common incorrect answers included *it is a relaxing job* or *she can relax at work*.

Section 2

- (c) Very few candidates recognised *plus qu'un petit boulot* or *un travail difficile mais aussi un plaisir*. The most common incorrect answer was *it is a good (part-time) job*.
- (d) Most candidates recognised *avoir beaucoup de patience* but only a few recognised *dynamique*. Many candidates incorrectly answered *be patient*.
- (e) Most candidates recognised *il est important de fixer le prix* and answered correctly.

Question 8

This question was answered well by some candidates. Facility factor was 43.9% and the attempt rate was 98.1%.

Section 1

- (a) Very few candidates recognised *c'était un arbre géant*.
- (b) Most candidates recognised *plutôt petit* and answered correctly. Very few recognised *sa belle couleur verte avait Presque disparu*. The most common incorrect answer was *(it's) green* or *(it's) no longer green*.
- (c) Some candidates recognised *tout à fait différente*. Most recognised *les changements ne sont pas positifs*.

Section 2

- (d) Some candidates recognised *énormément de touristes*. Most candidates recognised *jettent leurs déchets par terre*.
- (e) Very few candidates recognised *puisque manger me donne beaucoup de plaisir*. Common incorrect answers were *there is more choice* and *there are more places to eat*.

Question 9

Some candidates found this question challenging.

Section 1

- (a) Many candidates correctly answered.
- (b) Some candidates recognised *deviennent de plus en plus comme nous*. Very few candidates correctly understood *parler avec nous de manière naturelle*. A common incorrect answer was *talk to us* without the reference to *manière naturelle*.
- (c) Most candidates recognised *préparer un repas* and *conduire la voiture*. Very few candidates recognised *passer l'aspirateur*.

Section 2

- (d) Most candidates failed to recognise the future tense correctly and lost marks. Very few correctly understood *seront plus intelligents* or *nous perdrons le contrôle* and answered correctly. The important point to get across was the sense of the events happening in the future.
- (e) Some candidates recognised *gagné un match contre un champion d'échecs*. Some candidates recognised *gagné un match* but not *échecs*.

Summary of key points

Centres are encouraged to remind candidates to pay attention to the number of marks available for a question to avoid losing marks when one correct answer is negated by an incorrect answer that was not required. Candidates are encouraged to pay attention to the use of the negative, as many candidates lose marks by failing to recognise this.

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COMPONENT 3: READING

Overview of the Component

This paper tests the candidate's ability to read and understand written language in French (AO3).

Both the Higher and Foundation tier papers are designed to increase in demand as the candidate works through the paper; both papers this year were successful in offering the candidate a steadily rising level of challenge and both differentiated well.

General comments affecting both tiers:

- In the non-verbal style questions, there are still some candidates who lose marks by ticking an incorrect number of boxes.
- Candidates should be reminded of the importance of following the rubric. It is essential that candidates should answer in the language specified. Written answers in French cannot be credited where the candidate is asked to answer in English and vice versa.
- Answers should be concise and direct. Candidates should read the question carefully and aim to offer only one piece of information for each mark available.
- Candidates should be encouraged to always attempt the question; there are still some candidates who do not attempt an answer.
- In the translation question, candidates are required to give an exact version of the French text in English; there should be no attempt to summarise or paraphrase.
- Some areas of basic vocabulary were not well known, especially numbers, days of the week and seasons.

Comments on individual questions/sections

Foundation Tier

Questions 1-3

Question 1 required candidates to answer a multiple-choice question together with an open-response question on each of three short texts about work. Many candidates showed good understanding of the phrase *à l'extérieur* but less understood the word *ferme* and offered instead 'firm' or guessed with answers such as 'in the city' or 'zoo'. Most candidates understood the second text well: *faire la vaisselle* was recognised and almost all were able to understand that *apprentissage* meant apprenticeship, although they were not always able to spell it in English. The third text, however, caused more difficulty for candidates; few recognised *caisse* or *patinoire* and less marks were scored here. From the Item Level Data (ILD), it is clear that Q1(c) was the most challenging for candidates; the facility factor for Q1(c)(i) was 58.0 and, for Q1(c)(ii), the facility factor was 18.6.

Questions 2 and 3 offered non-verbal style questions (matching sentences to pictures by writing a letter in a box or choosing the correct sentences by ticking a box). Candidates performed generally well in **Question 2** which required comprehension of sentences about festivals; many candidates scored full marks. However, there were those who did not recognise *les feux d'artifice* or *un cadeau*. The mean mark in Q2 was 5.3 and the facility factor was 87.5.

Question 3, on the sub-theme of local areas of interest (Home and locality), required candidates to read about activities offered to young people on a trip to England. There was some confusion between *recherche de fossiles* and *monuments historiques* as some candidates were not able to match correctly the sentence *l'histoire naturelle m'intéresse*. The mean mark in Q3 was 4.1 and the facility factor was 68.2.

Question 4 required the candidates to answer in French to show their comprehension of a text about a dance competition. In this exercise, the candidate was required to offer a targeted lift from the passage in order to answer each question (for example, *Kévin a sélectionné quelle sorte de musique pour sa danse? La chanson d'un dessin animé*). There was no requirement for the candidate to manipulate the language. Candidates need more practice in this type of exercise; to show comprehension, it is important to offer only the section of language which answers the question. Any extra ideas or words will show that the candidate has not fully understood as the lift is not accurately targeted. Once again, there were candidates who failed to follow the rubric and answered in English; candidates need to understand that a rubric infringement such as this will prevent them from scoring any marks.

In this question, it was very clear that many candidates were unable to recognise questioning words such as *quand? combien? pourquoi?* and *quelle(s) sorte(s)?* and so were unclear about the information for which they were looking in the text. Very few candidates recognised the word *chanson* and so there were frequent incorrect answers in Q4(b) and a surprising number of candidates were unable to offer the simple answer *cinq* in Q4(c). From the ILD, it is clear that Q4(b) and Q4(d) were the most challenging for candidates; the facility factor for Q4(b) was 6.7 and, for Q4(d), the facility factor was 7.8. Candidates found this format of question very challenging; they were required to identify a targeted lift in order to answer the question and no manipulation of language was necessary but many offered too much text which meant that they had not offered the exact answer to the question.

In **Question 5**, candidates were required to give information in English about a campsite which welcomed dogs with their owners. Most candidates understood that dogs were the campsite's speciality but were not always able to recognise the correct information to allow them to give two of the three advantages to the owners when they (the owners) were in the pool. (*Quand les maîtres sont à la piscine, « toutou » se repose dans un endroit spécial. « Le chien peut voir son maître. On ne le laisse pas seul dans le mobil-home. »*) This part of the question was poorly attempted with many candidates guessing their answers due to a lack of comprehension of *endroit* and *seul*.

More candidates were able to understand *« toutou douche »* and *un menu spécial* in Box 3 and there was more success here. The final box was fairly well answered due to the use of the cognate *obstacles* and also *un grand espace*, although slightly fewer candidates recognised *jeux*. The mean mark in Q5 was 2.1 and the facility factor was 35.7.

Question 6 was the first of two questions based on a literary passage. This question was based on a short extract adapted from the novel *No et moi* by Delphine de Vigan. Candidates continue to find the demands of interpreting a literary text challenging, particularly at foundation level.

In Q6(a), most candidates were able to understand *entrer en silence* but few were able to understand the idea of *sortir ses affaires* or *attendre qu'il donne le signal pour se lever* to score the second mark here. The verbs *attendre* and *sortir* caused confusion with candidates thinking that the meaning was 'attend' or 'sort'.

In Q6(b), very few candidates were able to understand the inference that M. Marin treated all the pupils equally; the answers to this question were mainly guesses (he gave them presents, extra break time, he would reward them). In Q6(c), a minority of candidates recognised *Depuis le premier jour* as offering the information they needed but, in Q6(d), only very few understood the verbs *voir* and *entendre* and were able to give the answer that M. Marin 'sees/hears everything'. However, the final question was well answered due to the inclusion of the cognate *respecte* in the text. From the ILD, it is clear that Q6(b) and Q6(d) were the most challenging for candidates; the facility factor for Q6(b) was 5.4 and, for Q6(d), the facility factor was 3.4.

Question 7 was based on a short text about reducing waste. Candidates continue to be challenged by the 'What is this article about?' question and they need more practice in giving an answer which sums up the article in just a few words. The vocabulary item *les déchets* was crucial here but this is a key vocabulary item in the sub-theme of the environment (Global Sustainability) and should be known by candidates at this level.

Many candidates, while they realised that the text was linked with environmental issues, were unable to extract the required information to answer the questions, offering instead ideas about climate change and recycling. In addition, candidates need to remember that their answer must make sense in the context of the question set; for example, some candidates answered the question, 'How has the situation changed over the last 40 years?' with the answer 'it has doubled'. When the candidate's answer is read together with the question, it implies that the situation has doubled which clearly makes no sense and so the mark is not awarded. This is an area on which Centres could focus to ensure that the candidates make their answers clear and relevant.

However, the last two questions were more successful with candidates able to suggest the use of recyclable bags and buying plastic-free products in Q7(c) and the ideas of repairing, recycling and donating items to charity Q7(d). Candidates coped generally quite well with this question; the most challenging part was Q7(a) which had a facility factor of 31.2.

Questions 8 and 9 are the two overlap questions that are offered at both tiers.

Question 8 this year was a non-verbal style question where candidates were required to read short texts about the career plans of young people and link the person with the correct question in English. Overall, this question was fairly well answered by candidates, although there was some confusion over Rashid and Malika in questions (a) and (b), possibly due to a lack of understanding of topic-specific vocabulary such as *formation*, *stage* and *cours*. The facility factor in Q8 was 75.3.

Question 9 was the second, and more demanding, of the literary texts at this level. This question was based on a short extract from *Au commencement était la mer* by Maïssa Bay.

As in previous years, candidates, particularly at foundation tier, are not always able to draw the correct inference from the language used in a literary style text.

In this extract, the candidates were often confused between Fériel, Imène and Fériel's mother, using the pronoun 'she' without specifying to whom exactly they were referring so that their answer was ambiguous. Candidates were often unable to recognise *depuis quelques jours* as meaning 'a few days' and, in Q9(b), many candidates misinterpreted *sa passion*, offering ideas such as that Imène was 'passionate' or 'exciting'.

Q9(c) proved challenging for the majority of candidates who were unable to grasp the idea of Imène's hair being lightened by the sun; answers such as 'the colour of the sun' or 'discoloured' did not score as these answers do not reflect the idea that the author is trying to convey in the text.

In Q9(d), the question is looking for the idea that Imène and Fériel go everywhere together but many candidates offered the idea that Fériel had been invited to Imène's house which was considered acceptable as an alternative answer. However, some candidates offered the idea that the girls both visit each other's house or that Imène has been invited to Fériel's house (there is no evidence for either of these ideas in the text), neither of which were awarded the mark.

Again, in Q9(e), there were some ambiguous answers which did not score; to be awarded the mark, the candidate had to clearly explain that Fériel's mother had doubts or that Fériel had to persuade her mother to let her accept the invitation. The phrase, *Elle a tant insisté*, led to some candidates confusing *tant/une tante* and introducing the idea of an aunt who persuaded Fériel's mother to accept the invitation.

Q9(e) was correctly answered by many candidates but it was clear that some had misunderstood both *rentrer* and *avant*, giving ideas such as that Fériel would go there or come back at night or even stay the night.

The ILD shows that Q9(c) and Q9(f) were the most challenging for candidates; the facility factor for Q9(c) was 9.6 and, for Q9(f), the facility factor was 9.2.

As would be expected, these two overlap questions were answered more successfully by higher tier candidates but the majority of the issues found at foundation level were still present at higher tier.

Question 10: Translation

The skill of translation remains challenging for candidates at GCSE, especially those at foundation level. Candidates need to be aware that every word in the sentence needs to be considered; if any element is omitted, the mark will be lost. This year's passage focused on the sub-theme of technology and social media (Youth Culture) and so vocabulary such as *technologie*, *les réseaux sociaux*, *l'écran* and *portable* should have been familiar to candidates. The meaning of verbs continues to cause a problem with many candidates not being able to successfully translate *vivre*, *arrêter*, *regarder* and *laisser*. Centres are advised that candidates should be able to recognise time phrases like *la semaine dernière*, *la semaine prochaine*, *hier*, *avant-hier*, *demain*, *après-demain* and that they should know time vocabulary like *heure*, *jour*, *semaine*, *mois*, *an*.

- (a) In the first sentence, many candidates were not able to translate the negative form of the model verb *je ne peux pas* and did not recognise *vivre* (sometimes translated as 'survive').
- (b) In sentence two, *trop de temps* was often not recognised or translated as 'lots of time' or 'from time to time'.
- (c) In Box (iii), many candidates omitted a translation of *arrêter* and so could not score the mark.
- (d) In Box (iv), the word *l'écran* was not often understood.
- (e) In the fifth box, there were issues with the time phrase and, once again, many candidates failed to recognise that a different tense was being used here. Candidates were required to produce not the future tense in English (I will) but the simple future (I am going to).
- (f) In the final box, many candidates could not recognise *laisser* or *portable* but there were also issues of ignoring the possessive *mon*.

The mean mark in Q10 was 0.9 and the facility factor was 15.1.

Overall, this paper offered a fair level of challenge for foundation candidates. Most candidates appeared prepared for the demands of the paper and, this year, there were slightly fewer candidates who left some questions unattempted, although there are still some who do so and Centres should encourage candidates to offer an answer for every question.

Candidates are expected to know basic vocabulary which will have been covered in KS3 (numbers, days of the week, seasons, colours, weather expressions and so on); it is often gaps in knowledge of this kind of vocabulary which cause candidates to lose marks. Centres are advised to revise candidates' knowledge of basic vocabulary topics in preparation for the examination.

Centres are also advised of the importance of practising examination technique to avoid rubric infringement; this prevents candidates from losing all the marks available on a particular question.

It was clear from this year's performance that Centres are continuing to do excellent work in preparing candidates for this paper although the skills of translation and comprehension of literary texts continue to challenge candidates at this level.

Higher Tier

Questions 1 and 2 are the two questions which are offered at both tiers; both questions were slightly more successfully answered by the candidates at higher tier, as would be expected.

The facility factor in Q1 was 94.5 at higher tier and, for Q2, it was question 2(c) which challenged learners the most, as with foundation tier, with a facility factor of 20.0.

For more detailed comments on these two questions, please see the report for the foundation paper (Q8 and 9).

Question 3 was a multiple-choice question on the topic of school meals. Candidates answered most successfully on Q3(d) where they had to identify the information that the amount of meat in the meals was being reduced (and candidates were able to link *viande* with *produits animaux*). They were also successful in their answers to Q3(a) and Q3(c). However, candidates found the vocabulary involved in answering Q3(b), (e) and especially (f) more challenging; in Q3(f), many were unable to link *réduire le gaspillage* to *qu'ils ne vont pas jeter*.

The ILD shows that Q3(b), Q3(e) and Q3(f) were the most challenging for candidates; the facility factor for Q3(b) was 50.3, for Q3(e), it was 52.0 and, for Q3(f), the facility factor was 46.7.

Question 4 required the candidates to answer in French to show their comprehension of a text. In this exercise, the candidate was required to show comprehension of a text about a festival by offering a targeted lift from the passage in order to answer each question. At higher tier, a small amount of manipulation was sometimes required (for example, *Quel est le problème pour les cosplayeurs aux conventions? Les bâtiments peu adaptés aux costumes larges.*)

This type of exercise challenges candidates at both tiers. Too often, a lack of comprehension is revealed when the candidate is unable to target the lift exactly, for example, in the question *Pourquoi les cosplayeurs allaient-ils au parc japonais?*, the candidate is required to offer *Pour se faire photographier*. However, if the candidate fails to offer the correctly targeted lift and gives instead *Maulévrier pour se faire photographier*, this reveals only a partial understanding and the mark is lost. Centres need to practise with their candidates how to identify exactly the right material needed to answer the question.

Overall, candidates struggled with this question and often their answers showed that they had not fully understood the text, for example, the key element to the answer for Q4(d) is the idea of outside events as, according to Franck Godineau, *il n'existait pas d'événements pour le cosplay en extérieur*. Often, this idea was omitted by candidates who said that they were no events at all for 'le cosplay'.

The ILD reflects the candidates' difficulties with this question; the most challenging question proved to be Q4(e) which had a facility factor of 21.6.

Question 5 also required candidates to give answers in French; here, they were required to identify information from the text and complete a grid. Candidates were more successful in this question with many scoring well. However, it is interesting to see that, once again, numbers cause issues, even though they are written in figures in the text. Too many candidates gave the idea that there had been 150 Internet searches for the castle.

Candidates must remember that their answers must make sense, for example, *La contribution normande au pays de Galles* can be answered with a targeted lift *Un grand nombre de châteaux* (although candidates capable of manipulation might offer *Ils ont construit un grand nombre de châteaux*). However, if part of the information is missing (such as *de châteaux*), the answer does not communicate and the mark is not scored.

Most candidates understood that the castle had become popular because of the television programme, "I'm a Celebrity", many understood that people were staying closer to home for their *visites culturelles* and that visitors were not disappointed with their visit.

To help candidates with this type of exercise, Centres are advised to practise identifying targeted lifts within a passage in response to questions; this could be tied in with practice of questioning words with which many candidates seem to struggle.

The mean mark in Q5 was 3.5 and the facility factor was 58.4.

In **Question 6**, candidates were asked to respond to questions in English on the topic of homeless people. A surprising number appeared not to understand the term *sans-abris* and many candidates again struggled to offer a succinct and accurate answer to the question 'What is this article about?' Candidates need more practice in giving an answer which sums up the article in just a few words. There was some lack of knowledge of vocabulary here (*sac de couchage*, *gants*, *vêtements chauds*) and, in Q6(c), many candidates were unable to recognise *deuxième* and offered other numbers of years for how long the campaign had been running. Centres are reminded of the importance of regular revision of numbers, both ordinal and cardinal.

Answers to Q6(d) and Q6(e) sometimes revealed a lack of understanding of the text; vocabulary causing difficulty here included *associations caritatives*, *les centres d'accueil* and *des personnes fragiles*, all of which would fall into the vocabulary related to the sub-topic of social issues (Global Sustainability).

Many candidates also struggled to offer the features of the newly-designed sleeping bag; many misunderstood *longueur* and answered that the new item was 'longer' and, although more candidates understood the idea of the interior pockets, some misinterpreted the word *poches* as 'pouches'. The most challenging question was Q6(f) with a facility factor of 41.2.

Question 7 was the second of the literary-style questions on the higher tier paper, based on an extract from *Kiffe kiffe demain* by Faïza Guène. The overall performance on this question was mixed but there were some candidates who seemed to have a good understanding of the extract which is encouraging.

In Q7(a), many candidates missed the explanation that Doria's mother was on holiday until the following week and offered the incorrect idea that they were on holiday in Paris. However, there was more success in Q7(b) (although there was some confusion here over *vingt* and *une demi-heure*), (c) and (d). Candidates struggled a little more with Q7(e) and the idea of the tower being two or three times the height of their own building and also Q7(g) which relied on the understanding of *laide*, with many candidates guessing and offering 'beautiful' or 'expensive'. Some candidates did get confused with references to *la tour* (thinking it implied a 'tour') and also *notre bâtiment* (thinking it was a reference to Notre Dame). Q7(h) also proved challenging for many who did not understand *posée sur la télé*. The most challenging question was Q7(g) with a facility factor of 8.9.

In **Question 8**, based on an interview with a French singer, candidates were required to give some quite detailed explanations of Zaz's thoughts and reactions and many candidates coped well with this. Questions 8(a) and (b) were generally well-answered with candidates recognising that Zaz has been organising a festival and that this created jobs. Q8 (c), (d) and (e) all required good comprehension to be able to convey the correct answers which many candidates were able to do, describing what happened to Zaz at school, her reactions to when she started singing on stage and her conflicting emotions when she releases a new record. Language here that sometimes caused difficulties was *j'avais très peur*, *je tournais même le dos*, *tu trouves ça nul* and *j'essaie de prendre un peu de distance*. It was the final two questions which offered the most challenge here; Q8(d) had a facility factor of 33.6 and, for Q8(e), it was 33.3.

Question 9 is the translation exercise from French into English; this skill continues to challenge even higher tier candidates. Candidates should be reminded that they must translate verb tenses accurately and that they should consider every word in the sentence, including qualifiers, pronouns and conjunctions, as any omission will mean that the mark cannot be scored.

- (a) In the first box, some candidates struggled to translate *compétences* and *stage*.
- (b) In the second half of the first sentence, some candidates lost the mark for the use of the direct article (the) instead of the indirect article (a) and others found it difficult to translate *les grandes vacances*. Although a variety of translations were accepted (the summer holidays, the long holidays), it is not appropriate for the candidate to introduce a possessive here ('my long holidays') as there is no possessive in the French text.
- (c) In box (iii), candidates were required to use two past tenses and they sometimes lost marks due to the use of 'I passed' rather than 'I spent' and also the omission or mis-translation of the adverb *vraiment*.
- (d) In the next box, some candidates lost the mark by not focusing on the subject of the sentence (*ils étaient*) and offering the translation 'I was very satisfied...'.
- (e) In box (v), the candidate was required to offer a past tense and a present tense and to translate the indirect object pronoun. There was frequent confusion over tenses here and the pronoun was sometimes forgotten. In addition, some candidates lost the mark for this box by offering 'I am very happy'; as there is no qualifier in this sentence, this is not an accurate translation and the mark is lost.
- (f) In the final box, the verb *pouvoir* is given in the future tense; this was mistranslated by the majority of candidates and *plus de choses* was often given as 'a lot of things' rather than 'a lot more (things)'.

Once again this year, some candidates left gaps in their translation and this inevitably causes them to lose marks; the whole box must be correct for the mark to be awarded. Candidates should offer a continuous piece of prose with all elements attempted. In addition, it is important to remember that there should be no attempt to paraphrase or to add into the translation elements which are not there in the original text. The mean mark in Q9 was 2.0 and the facility factor was 32.9, showing that candidates continue to be challenged by the skill of translation.

It is evident that Centres work hard to prepare their candidates for the demands of these papers but candidates' performance could be further improved by:

- a good knowledge of basic areas of vocabulary (days, months, seasons, weather, numbers, time expressions)
- a wider and more secure knowledge of GCSE topic-specific vocabulary
- a good understanding of grammar and sentence structure
- a clear understanding of the meaning of questioning words
- a sound knowledge of verb tenses and endings to help identify past/present/future events and to produce accurate translation
- practice in answering questions by using targeted lifts
- wider exposure to literary-style texts and understanding of inference
- more practice of translation skills based on passages focused on sub-theme areas.

EDUQAS FRENCH

GCSE

Summer 2024

COMPONENT 4: WRITING

Overview of the Component

Candidates were assessed on their ability to communicate effectively in writing for a variety of purposes across a range of specified contexts.

Candidates were assessed in their ability to write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information.

Candidates were required to produce a clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings.

Candidates were also required to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present, and future events.

Candidates were required to translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Candidates were assessed on all three themes: Identity and culture, Local, national international and global areas of interest and Current and future study and employment.

At both Foundation and Higher tier, candidates appeared to have found the examination accessible and most were entered at the correct tier for their ability level. In both tiers, most candidates attempted every question. In accordance with the specification, each broad theme was covered. Candidates who had covered the specification should have been equipped to deal with the thematic content of each question. There was a progression of difficulty through both Foundation and Higher papers.

In the Foundation tier paper, the first question, requiring short answers, had the highest facility factor. This was predictably followed by question 2, the 60-word answer using the present tense. Question 3 was a challenge with a lower facility factor while the translation was the greatest challenge of all.

At the Higher tier, question 1, the overlap question, was the most accessible, as would be expected. This was followed by question 2, the long essay, while the most difficult question was the translation.

There were several papers of excellent quality, although quite a few students had not attempted some of the questions at Foundation tier. Most candidates had been entered at the correct level, but there were some students who had been entered at the Higher tier who had clearly been entered at the wrong level.

Comments on individual questions/sections

Foundation Tier

Question 1

Attempt rate was 98.5% with a facility factor of 64.9%.

This was based on the theme of Identity and culture, sub-theme: Self and relationships. A short answer was sufficient to gain the maximum of two marks in each section, provided that the sentence contained a verb.

The main reason candidates failed to gain the full 2 marks in each of the six sections was the absence of a correct verb. Some candidates attempted much more detailed answers which contained many more linguistic errors and, as a result, they often failed to gain the full two marks.

- **Ton âge.** Many candidates gained one mark due to an incorrect or absent verb.
- **Ton anniversaire.** Most candidates answered this question correctly.
- **Ta famille.** Most candidates were able to answer this question.
- **Ton/Ta Meilleur(e) ami(e).** This was answered very well by the majority of candidates. Some candidates failed to gain the full 2 marks due to the omission of a correct verb.
- **Ton sport préféré.** The majority of candidates were able to produce a correct or near correct answer.
- **Ta personnalité.** This was answered well by some candidates. Many candidates failed to gain the full 2 marks due to the omission of a correct verb.

Characteristics of a successful response

- A simple, direct answer which does not contain unnecessary detail will maximise chances of scoring 2 points.
- The prompt phrase has been read carefully to ensure that the answer is relevant.
- Each answer contains a correct verb: the present tense alone is required in this question.

Areas for improvement in Question 1

- Length: Candidates should be discouraged from writing long answers in this question.
- Inattention to detail: requirements of prompt are sometimes not met.

Question 2

Attempt rate was 96% with a facility factor of 46.9%.

This was based on the theme of Current and future study and employment, sub-theme: Work experience and part-time jobs.

Candidates were required to write a blog of approximately 60 words about a part-time job, **incorporating the information contained in the three bullet points**. The use of the present tense throughout was acceptable. The rubric asked for *des informations et des opinions*.

Characteristics of successful responses

- **les heures de travail.** Almost all candidates were able to say something relevant about the hours they work.
- **le travail que tu fais.** Some candidates were able to talk about the work that they do.
- **l'argent que tu gagnes.** Most candidates were able to say something about the money that they earn.
- Verbs were correct in the present tense.

Overall, candidates gained a reasonable mark in this question for Linguistic knowledge and accuracy, but frequently lost marks for Content and Communication for not addressing all three bullet points.

Areas for improvement in Question 2

- Candidates must ensure that they mention **all** bullet points otherwise, they will lose marks for Content and Communication. Some candidates neglected to mention *le travail que tu fais*.

Question 3 FT

At Foundation Tier, the attempt rate was 95% with a facility factor of 44.5%.

There were three options covering all three broad themes. There was an equal divide between both choices with no obvious preferred sub-theme.

Option (a) was based on the theme of Local, national, international and global areas of interest, sub-theme: Home and Locality.

- **vos opinions de votre ville.** Almost all candidates were able to say something relevant about their town.
- **ce que vous avez fait dans votre ville le weekend dernier.** Some candidates were able to say something relevant about what they did last weekend, but often the tense used was incorrect or the verb incorrectly formed.
- **votre ville idéale.** Some candidates were able to say something relevant about their ideal town.

Option (b) was based on the theme of Identity and culture, sub-theme: Customs and Traditions.

- **vos opinions du festival.** Almost all candidates were able to say something relevant about the festival.
- **qui est allé avec vous.** Some candidates were able to say something relevant about the festival, but often the tense used was incorrect or the verb incorrectly formed.
- **un autre festival que vous voudriez visiter.** Some candidates were able to say something relevant about a festival they would like to visit, but often the tense used was incorrect or the verb incorrectly formed.

Option (c) was based on the theme of Current and future study and employment, sub-theme: Current Study.

- **vos opinions de votre lycée.** Almost all candidates were able to say something relevant about their school.
- **ce que vous avez fait au lycée la semaine dernière.** Some candidates were able to say something relevant about what they did in school last week, but often the tense used was incorrect or the verb incorrectly formed.
- **votre lycée idéal.** Some candidates were able to say something relevant about their ideal school.

It was important to read each bullet point carefully to identify the tenses required. Many good candidates lost marks by failing to address this requirement.

Characteristics of a successful response

- All three bullet points were addressed.
- Tenses used were appropriate, as required by the prompts.
- Candidates adhered to the length recommendation.

Areas for improvement in Foundation Tier Question 3

- As the rubric states, additional information may be given in response to the bullet points, but the information requested in the bullet point **must** be provided to satisfy the requirements of the question under Content and Communication.
- Each bullet point must be read carefully to identify and recognise the tense required.
- Again, it is important to take note of the recommended word count. As mentioned above, additional material is acceptable but not at the expense of the specified content. Some candidates wrote answers of significant length and while they were not penalised for this alone, the additional errors and the lack of focus usually had a detrimental effect upon their mark.
- Idioms can add flavour and interest to the answer but should not be overused, especially if their appropriateness is unclear.

Question 4 Foundation Tier

Attempt rate was 99.3% with a facility factor of 45.6%.

The translation question returned to broad theme 2, Local, national, international and global areas of interest, sub-theme: France and French speaking countries.

The translation question was a challenge to most candidates. Predictably, vocabulary and verbs were the main stumbling blocks.

- (a) **I love holidays with my family.** This sentence was well attempted by most candidates.
- (b) **It is fun but also tiring.** This sentence was usually well attempted. Most candidates were able to express *It is fun*. Where there were issues, it was due to candidates not translating *also* or/and translating *tiring* as *fatigué* rather than *fatigant*.
- (c) **My favourite activity is swimming.** This sentence was well attempted by most candidates.

- (d) **Last year, I stayed in a hotel in France.** This sentence was usually well attempted. Some candidates were able to express *last year*. Where there were issues, it was due to an inability to express the past tense.
- (e) **In the summer, we are going to visit a museum.** This sentence was challenging for many candidates. Most candidates were not able to express the future tense, and *museum* was an item of vocabulary commonly misspelt.

Characteristics of a successful response

- All elements of text were translated.
- Tenses were correct.
- There were no gaps.

Areas for improvement in Question 4

Candidates should:

- Look carefully at each individual sentence. Identify the tense required.
- Make sure that the translation contains all the information in the original.
- Make an attempt rather than leave a gap.
- Finally, check that everything has been included in the translation and that it is clear and legible.

Question 1 Higher Tier

Attempt rate was 100% with a facility factor of 74.3%.

Option 1 was based on the theme of Local, national, international and global areas of interest, sub-theme: Home and Locality.

- **vos opinions de votre ville.** Almost all candidates were able to say something relevant about their town.
- **ce que vous avez fait dans votre ville le weekend dernier.** Almost all candidates were able to say something relevant about what they did last weekend, but sometimes the tense used was incorrect or the verb incorrectly formed.
- **votre ville idéale.** Almost all candidates were able to say something relevant about their ideal town.

There was a refreshing spontaneity about the quality of work from the best candidates and there were some excellent accounts. Facts and opinions were frequently well expressed and justified.

Characteristics of a successful response

- All three bullet points were addressed.
- Tenses used were appropriate, as required by the prompts.
- Candidates adhered to the length recommendation.

Areas for improvement in Higher Tier Question 1

- As the rubric states, additional information may be given in response to the bullet points, but the information requested in the bullet point **must** be provided to satisfy the requirements of the question under Content and Communication.
- Each bullet point must be read carefully to identify and recognise the tense required.
- Again, it is important to take note of the recommended word count. As mentioned above, additional material is acceptable but not at the expense of the specified content. Some candidates wrote answers of significant length and while they were not penalised for this alone, the additional errors and the lack of focus usually had a detrimental effect upon their mark.
- Idioms can add flavour and interest to the answer but should not be overused, especially if their appropriateness is unclear.

Question 2 Higher Tier

The attempt rate was 99.8% with a facility factor of 56.2%.

There were three options covering all three broad themes. **There was a clear preference for options (a) or (b) with very few candidates attempting option (c).**

(a) Les jeunes et l'éducation

In general, this was done well in terms of Content and Communication. Most candidates were successful in discussing the importance of education and some candidates managed the conditional to describe their ideal school.

(b) La technologie

In general, this was done very well in terms of Content and Communication. Most candidates were successful in discussing the positives and negatives of technology. Some candidates were not able to successfully discuss how they would improve technology in their school.

(c) La pauvreté

In general, this was done quite well in terms of Content and Communication. Most candidates were able to talk about poverty in their region. The majority of candidates were not able to successfully discuss what they would do to reduce the problem of poverty in their region.

Characteristics of a successful response

- Candidates had read the bullet points carefully to produce answers which addressed the question in all its parts.
- Candidates had used the appropriate tenses as required by the bullet points.
- Candidates had adhered to the recommended word count.
- Candidates had justified their opinions.

Areas for improvement in Question 2

Candidates should:

- Read the rubric carefully and identify the tense required in each bullet point.
- Pay attention to the word count: it is there to help focus on the answer and maintain relevance.
- Remember to justify ideas and points of view.
- Take care to write the number of the question which is being addressed.

Question 3 Higher Tier: Translation

Attempt rate was 100% with a facility factor of 70.2%.

This addressed the theme of Identity and culture, sub-theme: Identity and culture, sub-theme: Customs and Traditions.

Totally correct or almost correct answers were rare.

I celebrated my birthday with my friends. (2 marks)

The majority were able to give a correct response. Some candidates could not successfully form the past tense.

We like to go to the cinema to watch a good film. (2 marks)

Most candidates were able to give a correct response. Some candidates could not correctly translate *on aime/nous aimons* or the infinitive *regarder*.

What do you normally do for your birthday? (2 marks)

Many candidates were unable to construct the question. Most candidates were able to translate *for your birthday*.

Last year, we went to a little restaurant to eat a pizza. (3 marks)

The majority were able to give correct responses to the second half of the sentence, but many could not successfully express *we went*.

Next year, I would like to go to the theatre because I think that it is interesting. (3 marks)

It was surprising to see that many candidates could not successfully translate *next year*. Most candidates successfully translated *I would like to go*. The majority were able to give correct a correct translation to the second half of the sentence

Characteristics of a successful response

- All elements of translation were present.
- Tenses were correct.
- If a word or phrase was not known, an acceptable alternative was used.

Areas for improvement in Question 3

- Tenses must be correctly identified at outset.
- Vocabulary, and possible grammatical pitfalls, should be identified before translation begins. If a word is not known an alternative should be sought.
- Care should be taken with spelling, especially with cognates.
- Every element of the original must be included in the translation. Paraphrases are perfectly acceptable if they convey the meaning.
- No gaps should be left.

Summary of key points

Conclusion

There are two ways in which candidates can immediately increase their chances of a good mark in the exam overall:

1. Rubric

Candidates must read the rubric carefully to ensure that their answer satisfies the requirement of the question. This applies to content and, in particular, to tenses. They should look for the tense used in each bullet point.

2. Spelling and in particular, confusion with English words.

Candidates should be alert to cognates which occur in the themes and familiarise themselves with the French spelling.

In addition:

3. Excessive length

Too many candidates wrote excessively, and this did not add to the quality of their answer. They should be trained to accept that the word count is there to guide them in the planning of their answers, and sticking to the word count will assist them in producing a relevant answer. Excessive length invariably results in straying from the point into irrelevance and additional errors.

It should be impressed upon candidates that at this level, they are not expected to do more than that which is stated in the rubric, in terms of content and word count.

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