

GCE



Chief Examiner's Report
French

Summer Series 2019



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2019 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's section on our website at www.ccea.org.uk.

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GCE FRENCH

Chief Examiner's Report

Subject Overview

Candidates responded positively to the papers and their performance showed a good degree of linguistic ability. The suite of papers was successful in discriminating between candidates of varying abilities and the full range of marks was used. The questions were such that the very best candidates were able to score very high marks. There were also sections of all questions that were accessible to all candidates, meaning that less able candidates could be credited for what they knew and could do.

There was no evidence of time pressure as candidates attempted all questions and some even had time to write rough versions of some of the questions.

At AS, candidates displayed good listening and reading skills. In Paper 2, Section C proved that lexical and grammatical skills are well taught in centres, which is a pleasing result.

At A2, the language elements in A2 1 (Speaking) and A2 2 (Reading) showed good progression from AS but the A2 3 (Extended Writing) was sometimes disappointing, especially in the AO3 element (Target Language).

Teachers and candidates are advised to acquaint themselves with past papers, mark schemes and the support material available on the CCEA website.

Assessment Unit AS 1 Speaking

Overview

Performances in the AS French oral test continue to be strong. In recent years speaking skills have shown a clear improvement, with most candidates coping well to very well with the transition from GCSE. The new format for the presentation, focusing on a French/French-speaking topic without requiring the examiner to ask questions afterwards, has had a very positive effect. Most presentations were good to very good and this positive start to the test encouraged candidates to converse readily and easily with examiners.

Conditions in Schools

Examiners were, as usual, warmly welcomed and well treated by teachers, who showed their usual courtesy and hospitality, with arrangements for tea/coffee and lunch breaks much appreciated. Schools were usually helpful in providing timetables for candidates, and e-mail communication facilitated the speed and efficiency of the administration of the test. In all schools, examination conditions were very good to excellent and created positive conditions for the examiners and candidates. Teachers continue to be helpful in informing examiners of difficult cases or sensitive issues among candidates. Special arrangements made for some candidates went smoothly.

However in some instances, examiners found it extremely difficult to arrange visits because of clashes. It should be understood that it is only a clash with another language examination or oral which is sufficient grounds for refusing a visit on a given date.

Schools should also be aware, for moderation, training and supervision purposes, the Principal Moderator, as has also been the case, may visit the oral examiner for their school in the examination room. This is a longstanding practice, commended by Ofqual. These visits are essential for quality control, the maintenance of high standards, and the smooth running of the examination. All steps are taken to ensure that the candidate(s) being examined can concentrate on their interview with the visiting examiner.

Briefing Meetings

In these meetings examiners encouraged a positive attitude to assessment and created a pleasant and sympathetic atmosphere for candidates, seeking to calm nerves. Extreme nervousness is rare, with most candidates able to give of their best, so this approach continues to prove its worth. They enabled candidates to get to know the examiner in a non-threatening setting, and develop a rapport with him/her.

Presentation

This element of the examination has proved more successful in the new format where there is no requirement to question the candidate on his/her presentation.

The quality of presentations was high, on occasions outstanding, and there were very few performances of a less than satisfactory standard. AO4 as an assessment criterion has had a positive effect. Candidates have clearly enjoyed and benefited from engaging directly with themes based on France and Francophone countries, with some interesting original choices, and provided evidence of extensive and helpful research. However, some talked more about themselves than was appropriate, and others focused on narrative or were too general and factual, failing to show any personal critical engagement.

One major problem that emerged was that there was still a disturbing number of candidates who talked well short of the three-minute requirement, often less than two minutes and thirty seconds, and so deprived themselves of accessing the scores in the higher bands. The presentation is marked on three minutes of content. Insufficient content means significantly fewer marks.

Conversation

The removal of questions on the presentation has reduced pressure on candidates, and led to a simpler transition to the conversation test. In addition, the shorter length of the test made the oral a more positive experience for both candidate and examiner.

The clearer focus of the conversation element on the themes of relationships and lifestyle made the oral more manageable and was more relevant to the experience of the candidates. It meant less of a leap from GCSE to demanding issues such as university and career, although there were candidates who wished to discuss aspects of those areas and sought to lead the conversation in that direction. It should be stressed that, while the candidate is encouraged to take opportunities to lead the conversation, the overall direction of the questioning belongs to the examiner.

It is important, however, also to underline that this is a general conversation, being undertaken in French, so that questions about what they are studying in French or about France are not off limits, but rather a natural expression of the situation in which they find themselves and cannot be considered as addressing the A2 topic of school.

Overall performances were good, with a readiness to speak without recourse to prepared speeches and an encouraging willingness to engage naturally with the examiners but there was often a clear difference in quality between a well-structured and carefully prepared presentation and the more unpredictable aspects of a conversation. Here, grammatical accuracy and knowledge of vocabulary still need to be strengthened. There is still work to be done, for instance, in developing the knowledge of tenses.

Candidates who had practised with their assistants or stayed with French families did very well. On the other hand, there were some outstanding performances by candidates who had never been to France. It was good to note that many candidates took French alongside science subjects, often achieving high marks.

Assessment Unit AS 2 Listening, Reading and Use of Language

Overview

This paper was successful in discriminating between candidates of varying abilities and there was a good range of marks. The questions were such that the very best candidates were able to score very high marks. There were also sections of all questions that were accessible to all candidates, meaning that less able candidates could be credited for what they knew and could do.

Section A: Listening

This section was accessible to most candidates. A very small number of candidates infringed the rubric and answered some questions in the wrong language.

- Q1** Overall, this question proved accessible to most candidates. Several were able to score full marks. Some candidates managed to transcribe successfully in order to answer questions but some lifted sections of language which did not address the question and therefore did not show understanding.
- (a) This question was generally very successful. Some candidates struggled to spell *quinze* and others lost the mark for not having enough 0s after 75.
 - (b) This question was generally quite well done, although many struggled with the spelling of *aimables*.
 - (c) This question was generally well answered, although some did not understand the cliché and thought that the French were content.
 - (d) This question was very successful, although there was a variety of spellings for *fiers*.
 - (e) Another successful question, with most candidates gaining the mark, although there was a variety of spellings for *sale*.
 - (f) This question was generally very successful. Some candidates tried to transcribe without understanding and wrote incoherent answers, e.g. *il repas le temps de trouver*.
 - (g) This question was challenging for some. Some had difficulty with *chemin* and others focused on the fact that she did not speak French well.
 - (h) This question was a discriminator as most candidates understood that she had put on weight. However, many tried to transcribe what they heard but without understanding *depuis* and wrote incoherent answers, e.g. *elle a pris quelques kilos de pique/de petits pois* and as a result lost the mark.
 - (i) This question was challenging for a number of candidates who struggled with the first part of the answer. However, many scored at least 1 of the 2 marks as they understood that they wanted to return one day. Again, those who tried to transcribe what they heard often wrote incoherent answers, e.g. *ils sont pres a consayer c'est destination alors amis*.
- Q2** Although the question was well addressed, some candidates had difficulty in expressing themselves in English and lost marks for incoherence.

- (a) This opening question was challenging for most candidates. Many did not understand step-daughter and most wrote cannot support her because they heard the verb supporter. Step-sister was used on a number of occasions. Most, however, gained 1 of the 2 marks for understanding that she refuses to talk to Charlotte.
- (b) This question challenged some and a variety of incorrect answers were given, e.g. every two weeks, once every two weeks, for a week or two.
- (c) This question was generally very successful with most candidates gaining the 2 marks.
- (d) This was a challenging question for many who did not understand the verb élever. Many scored 1 of the 2 marks for referring to his new partner's children.
- (e) This question was generally well answered.
- (f) Another successful question with many candidates scoring the 2 marks. Some, however, wrote clearly rather than honestly and lost a mark.
- (g) Another successful question.
- (h) This question proved to be challenging for the majority. Many gained 1 mark for understanding that the adults had to agree on which rules were the most important. The second mark was harder to gain and many were confused about what was to be respected. There was a lot of incoherence, for example, what sanctions will be used to respect them, what actions need to be taken to be respected.
- (i) This final question was very successful.

Section B: Reading

Q1 This question was successful in discriminating between candidates of varying abilities. However, marks were typically lost for cases of unsupported lifting from the stimulus which did not answer the question posed. Candidates should be advised to ensure that the start of their response answers the question set. Whilst there is no obligation to rephrase, as AO3 is not being assessed, candidates should be aware that lifting directly from the text will not be rewarded when it does not actually answer the question. Many candidates lost marks when they indiscriminately lifted entire sections from the stimulus and failed to use the correct subject/pronoun/possessive, adjective, etc. in their answers or indeed failed to answer the question posed.

- (a) This is an example of a question where many candidates lost the mark as they simply lifted from the stimulus – Sophie a été choquée d'apprendre... The question asked Qu'est-ce que les parents de Manon ont appris ..., so the answer needed to start with either Ils or Ses parents ont appris ... or simply Que Manon n'était pas leur fille.
- (b) Most candidates gained 1 of the 2 marks for mentioning the fact that the father/partner did not have any paternal feelings for his daughter. The first part of the answer was often either missing or was lifted from the stimulus C'est ce dernier qui a demandé, which did not explain who had asked for the DNA test.
- (c) This was a successful question with many candidates gaining the 2 marks.
- (d) This was another successful question.
- (e) This question was generally well answered, although some candidates simply wrote that she refused to go to school and missed out the notion of being interne au lycée.

- (f) This question was also generally well answered. However, some candidates simply lifted from the stimulus Depuis, mère et fille ont développé une relation proche and only scored 1 of the 2 marks for correctly giving the second part of the answer about the loss of contact with the father.
- (g) This was generally a successful question, although those who lifted from the stimulus and started their answer with La mère instead of Sophie only gained 1 of the 2 marks for correctly giving the second part of the answer.
- (h) The majority gained the two marks but those who lifted La fille a subi... from the stimulus self-penalised.
- (i) This was a successful question.
- (j) Many candidates gained the mark but those who lifted Elle est tombée dans ses bras from the text did not answer the question Quel sentiment Sophie a-t-elle ressenti ...and again self-penalised.
- (k) Another successful question in general.
- (l) This was a discriminating question. Many simply lifted from the stimulus and clearly did not understand what they were writing. There were, however, some excellent answers from candidates rephrasing, e.g. Son histoire est la preuve que les liens du sang n'ont pas tout le pouvoir car le cœur est important aussi or Les sentiment sont plus importants que les liens du sang.

Q2 Most candidates coped well with the translation. Some had difficulties with tenses. A significant number lost marks through poor spelling. The Quality of Written Communication was a challenge for some. It was pleasing to note that very few candidates gave alternative translations for words that they were not sure of this year.

Section 1

This first section was generally successful for many candidates. Some wrote he was instead of he had been. Many translated chez lui with the word house instead of home and some just left it out. The word camera was frequently used instead of device. Many did not translate surveiller accurately. Spelling mistakes included burglary, theft, monitor.

Section 2

Parts of this section challenged many candidates. Les allées et venues became various things including alleys and hallways/corridors. In real time was often left out. My girlfriend became my little friend. Et moi was often translated as and me. Nous n'arrivions pas à comprendre caused difficulty for many. Spelling mistakes included apartment and a some of money.

Section 3

Many candidates did not recognise tiroir as drawer or se souvient-il but successfully translated the rest of the section. Subitement sometimes became subtly. Spelling mistakes included disappeared and suddenly.

Section 4

This section was challenging. Many did not recognise reconnaître and son champ de vision became field/circle of view. Many did not know ainsi. Quite a few candidates lost a mark for incorrect use of the apostrophe writing in it's field of vision. Spelling mistakes here included equipt.

Section 5

This section was the one section where several candidates scored full marks. Some candidates had difficulty with the tense at the beginning, e.g. wouldn't have/will not have long to wait. Many did not recognise le lendemain and some translated intrus as intrusion. Spelling mistakes included suspicions and recieved.

Section 6

This proved to be the most challenging section with many candidates using the wrong tense and very few translating assiste en direct au cambriolage correctly. Ne met que tested quite a few candidates and many used the figure 7 instead of the word seven. Arrêter was often translated as stop. Delinquent was often spelt wrong.

Section C: Use of Language

This section again proved to be a discriminator with a wide range of performances.

Candidates are advised to acquaint themselves with the grammatical terms listed in the GCE French Revised Specification and in the Fact Files on the CCEA website.

- Q1** This was generally well answered.
- (a) Lecturer was common.
 - (b) Boire was often correct.
 - (c) Oublier was often correct.
 - (d) Concluder/concluire were common; finir also appeared.
 - (e) Ennuir was common.
- Q2** Some centres had prepared their candidates well but there were some who struggled with this question. Whilst some help had been given in the rubric, there were candidates who did not know what a demonstrative adjective was.
- (a) Cet was common from candidates who did not know that école was feminine.
 - (b) Cet was often incorrect.
 - (c) Ces was often correct but there were some cettes.
 - (d) Cet was often correct.
 - (e) Ce was often correct.
- Q3** Some centres had prepared their candidates well but there were many candidates who struggled to find the correct tense.
- (a) J'ai habité was common.
 - (b) Avait was common.
 - (c) Avait besoin was often correct.
 - (d) A vu became voyait or a vue.
 - (e) Il pleuvait was often correct.
- Q4** Very few candidates scored full marks.
- (a) Qui was often correct.
 - (b) Quelle was generally correct but some candidates got the wrong gender and wrote quel.
 - (c) Qu'est-ce qu' was often incorrect with many candidates writing simply Qu'on.

- (d) Comment was often correct.
- (e) Lequel was very rare and clearly the discriminator in this question.

Q5 This section was answered well by the majority of candidates and there appears to have been an improvement in performance this year. However, candidates should be advised not to rephrase and to translate the sentence as given. A few candidates rephrased (a) and (e) and could not be awarded full marks.

- (a) Most candidates got the verb right but some put the negative pas in the wrong place. Mon beau-père was sometimes translated as demi-père. Some candidates rephrased and started the sentence with Mon beau-père et moi.
- (b) The accent in cinéma was often wrong or the article was missing. Aspect was frequently misspelt. The agreement was often missing in française.
- (c) Candidates found a variety of ways of accurately translating this sentence. La natation/nager/faire de la natation were all common. Some wrote moyenne instead of moyen. There was also a variety of phrases for rester en forme which were acceptable, e.g. garder la forme/rester en bonne forme.
- (d) Peer pressure challenged many candidates but most scored 2 of the 3 marks for getting the rest of the sentence correct, although some added a hyphen between peut and être and quite a few wrote dangereux instead of dangereuse.
- (e) Most candidates scored 2 of the 3 marks in this final question. Some had difficulty with the verb with answers such as passera/ira passer/va à passer. Some used the verb dépenser. Next year was generally accurately translated. Many candidates could not spell Allemagne and some wrote allemand.

Assessment Unit AS 3 Extended Writing

Overview

Candidates had been well prepared for this paper. The vast majority of candidates responded positively to the questions posed and engaged with the film or text. There were several instances of excellent answers written in near perfect French.

There was frequent evidence of effective teaching. Most candidates had excellent examination technique and were thoroughly prepared for this paper, both in terms of knowledge of the film/text, and what is required to access the top Assessment Objectives bands. Some candidates, however, did not follow the order of the bullet points.

In terms of length of answer, the shorter essays failed to fully develop points and longer answers tended to include irrelevant or repetitive material. Longer essays are also at risk under AO3.

The vast majority of the essays were well presented but the handwriting and general presentation of some answers was disappointing. It is in the interest of candidates to write clear, legible answers.

It is not necessary for candidates to double space lines as some answers are overlong, with extra booklets being used. It is, however, advisable to leave a space between paragraphs as it helps the examiner to see the structure of the essay.

Candidates are assessed for AO2, AO4 and AO3. For further clarification of the requirements of this question, refer to the Mark Scheme grids for the three assessment objectives, the Suggested Lines of Development and Resources in Appendix 3 of the Scheme of Work and the relevant Fact Files on the CCEA website.

A02: Understanding

Candidates are expected to demonstrate their understanding of the requirements of the question by following the three bullet points given in the question. The majority of candidates had been prepared well for this component and adhered to the format of the exam by following the prescribed bullet points in the given order.

An introduction and conclusion help to give coherence to the essay but they should both be short. There is no need to repeat the exact wording of the three bullet points in the introduction or to repeat the main points of the essay in the conclusion.

Candidates should be encouraged to aim for three sub-points for each bullet point and for a good balance between the three bullet points. They should also be encouraged to plan their answers before they start writing to avoid unbalanced answers and/or repetition. Lack of planning also leads to some messy answers.

Each sub-point should have good development but material has to relate well to the task. Candidates need to focus on key aspects of the question and avoid over-narration of plots. Storytelling which does not address the question directly will not give access to the top two bands.

A04: Knowledge

Most candidates scored well in AO4 and were able to get into the top two bands. Knowledge needs to focus on the specific question and be relevant. Quotations are desirable but not essential. A few appropriate quotations will enhance a response, but they need to be both relevant and accurate. Candidates need to refer to specific events in the film/text to gain access to the top two bands.

A03: Target Language

The range of language used by the candidates was hugely varied, meaning that the less able candidates are finding this exercise challenging. There were also examples of nearly flawless language, which was very impressive at this level. Some candidates successfully included essay-type language, which gave their essay a coherent dimension and a sense of progression.

Some essays were too long and candidates penalised themselves under AO3 by failing to correct basic mistakes. Frequent grammar mistakes included lack of agreements, mixing up genders and incorrectly conjugating verbs. Some candidates resorted to using anglicisms or English words.

Q1 Berri: Manon des sources This was a very popular option, with similar numbers choosing both (a) and (b). Overall, both questions were very successful. However, many candidates tended to include irrelevant material in an effort to display their knowledge of the film.

- (a) Candidates wrote well on the first bullet point, although a couple of candidates did not seem to understand *rencontre*. Most candidates mentioned Bernard's kindness to the animals and his interest in the geology of the region. The answers on the second bullet point, the contrast between Ugolin and Bernard, were often superficial, with candidates focusing on Ugolin and losing sight of the contrast, writing at length about his love for Manon and his suicide. The third bullet point was very well addressed, with most candidates writing about the spring and the procession. Several wrote about Bernard's role as a catalyst, his wedding and how he helped reconcile Manon and the villagers.

- (b) The answers to the first bullet point were sometimes superficial. Some candidates failed to focus on the relationship between Manon and her father in *Manon des Sources* and instead described at length their hardship in *Jean de Florette*. The second bullet point was very successful, with candidates displaying a thorough knowledge of this aspect of the question. The answers to the third bullet point, *les révélations de Delphine*, were sometimes disappointing. Some candidates talked at length about Jean, Manon's son, a detail which was not credited as it does not appear in the film by Berri.
- Q2 Truffaut: Les 400 coups** This was the least popular option. Nearly all candidates answered on (b).
- (b) The first bullet point was generally well done, although a couple of candidates misunderstood *les fugues* as *les mensonges*. Most candidates wrote about Antoine running away from home on two occasions, after the lie about his mother's death and after *Petite Feuille's* accusation of plagiarism. The second bullet point was also well done as candidates developed the theme of theft escalating from the Michelin guide to money and the typewriter. In the third bullet point, many candidates blamed Antoine's parents for his problems. His mother in particular was severely criticised for her attitude towards her son.
- Q3 Camus: L'Étranger** *L'Étranger* is still a popular text but some candidates find it most challenging. Some attempt to analyse Meursault instead of describing events and facts. A significant number also wrote at length about existentialism.
- (a) Candidates wrote quite well on the first two bullet points. The section on *Raymond et sa maîtresse* was the most successful, with candidates displaying good knowledge of this aspect of the question. Most mentioned the letter written by Meursault and how he refused to call the police when Raymond turned violent towards his mistress. Some answers on the third bullet point, *Raymond et les Arabes*, were rather superficial. Although nearly all candidates mentioned Raymond's gun, some failed to link it to Meursault's reaction to violence when he asked Raymond to give him the gun. Some then lost the focus of the question and went on to recount the murder of the Arab by Meursault.
- (b) This question was less popular and candidates found it more challenging, although it produced some very good answers. Several candidates focused on the trial instead of on the question, *la vie de Meursault en prison*. For the first bullet point, most candidates wrote about his desire for a cigarette and a woman and how he passed the time remembering and sleeping. Some mentioned how Meursault got used to his new routine. Several candidates failed to develop the second bullet point. Surprisingly few candidates mentioned Meursault's thoughts on the guillotine. However, they mentioned his thoughts about the inevitability of death. The third bullet point was very well answered, candidates displaying a thorough knowledge of the chaplain's visit to Meursault.
- Q4 Vigan: No et moi** This is a very popular option which produced some excellent answers. It is clear that candidates relate well to this text and find it accessible in terms of ideas and language.
- (a) This was the least popular option. Candidates often resorted to storytelling instead of focusing on the three bullet points. There was also some imbalance as candidates focused on the last two bullet points.

- (b) There were many very good answers. A few candidates strayed from the question and wrote at length about Lou and No's life rather than focusing on solitude. Candidates displayed an impressive knowledge of the text on all three sections. On occasions there were candidates who mentioned a point in a sentence but didn't develop it (e.g. Lucas lives alone - without directly mentioning that his mother lives with her new boyfriend or that his father lives in Brazil), thus losing marks for AO4. Overall, this was a very successful question.

Assessment Unit A2 1 Speaking

Overview

Oral performance has been, for some time, the strongest element of the A2 French examination. This successful trend has been maintained, with very few less able candidates and many performing at a very good or excellent level. Candidates are well prepared for this exercise across all centres, and can continue their academic careers with the confidence that they are able to speak French to a high level. The discussion in its new format has allowed candidates to focus effectively in their interactions with the examiners, and the focus on French/French-speaking topics has further strengthened the outcomes of the examination.

Conditions in Schools

Examiners were, as usual, warmly welcomed and well treated by teachers, who showed their usual courtesy and hospitality, with arrangements for tea/coffee and lunch breaks much appreciated. Schools were usually helpful in providing timetables for candidates, and e-mail communication facilitated the speed and efficiency of the administration of the test.

In some instances, given recent changes in timetabling, examiners found it extremely difficult to arrange visits because of clashes with examinations in other subjects. It should be understood that only a clash with another language examination constitutes sufficient grounds for refusing a visit on a given date.

Examination conditions were very good to excellent and created positive conditions for examiners and candidates. However in some cases the rooms chosen were rather small, and therefore not suitable for an examination of this kind.

Teachers continue to be helpful in letting examiners know of any difficult cases or sensitive issues among the candidates being examined. Special arrangements were made for some candidates, which went smoothly.

Schools should also be aware, for moderation, training and supervision purposes, the Principal Moderator, as has always been the case, may moderate the oral examiner for their school in the examination room. This is a longstanding practice, commended by Ofqual. These visits are essential for quality control, the maintenance of high standards, and the smooth running of the examination. Teachers are reminded that all efforts should be made to facilitate such visits. All steps are taken to ensure that the candidate being examined can concentrate on his/her interview with the visiting examiner.

Briefing Meetings

Examiners are required to foster a positive attitude to assessment and create a pleasant atmosphere for candidates. Extreme nervousness is rare, with most candidates able to give of their best, so this approach continues to prove its worth. Briefing meetings were successful in enabling candidates to get to know the examiner in a non-threatening setting, and develop a rapport with them, without the presence of the teacher. The experience of the AS oral meant that candidates were at home with this experience.

Discussion

The one-minute introduction from the candidate before engaging in a five-minute discussion on the area chosen, is not given a separate mark, but becomes part of the overall assessment of this element. Candidates found this a helpful beginning, allowing them to ease their way into the oral without worrying about the first question and overall performed well.

The introduction of AO4 has been a great success, with many original and interesting choices of discussion topic. Performances were mostly good to outstanding, with many examples of personal engagement and a critical approach. There were fewer examples of centres with all candidates producing largely the same discussion, but it still exists. This is to be discouraged, as it fails to achieve the required level of engagement and originality required for the higher bands.

The choice of topic is, of course, important, and it should be underlined that it needs to be well focused, but broadly conceived. Discussions should be on a general theme and should not focus on a single film, text or individual. However, candidates may refer to a text or a film which is not on the prescribed list, provided it relates to their chosen option. It should be noted that candidates must not choose a topic for their introduction and discussion that relates to the AS 1 topic or the set works studied for AS 3 and A2 3. This has to be authenticated on the Summary Sheet.

A large variety of interesting and innovative topics were presented. The regions and the Occupation and Resistance during the Second World War were very popular. The problem with these topics is that candidates tend to concentrate on facts rather than opinions and evaluation.

While most candidates understand that the discussion is not a presentation in disguise, and that interaction is the key, not all centres have resisted the temptation to prepare mini speeches which the candidate then seeks to deliver, come what may, in response to a question on that topic. The list of points sent in beforehand merely indicates to the examiner the candidate's focus, and the parameters of the discussion. Candidates should realise that examiners are trained not to facilitate the use of prepared material recited in order. In any case not all areas indicated may be dealt with within the time allotted.

The marks for the Discussion are greater than for the General Conversation, so strong performances are vital. The emphasis is on the candidates' capacity to respond to questions about their subject clearly, logically and confidently, in reaction to the examiner, and to make judgements on the question asked, not the one that they would like to have been asked and have prepared earlier. Most candidates have taken these points on board and have performed well.

Conversation

Examiners commented on many outstanding performances. Most candidates were keen to speak in a positive, confident way and were well prepared. There were few weak performances, with most reaching band three of the mark scheme. However this exercise remains a discriminator. Once this open-ended exercise begins, some cannot sustain the level they achieved in the discussion, especially as regards grammatical accuracy, the range of idiom and vocabulary employed, and the capacity to move between different tenses. In some cases there is a tendency for candidates to try to drop in quaint French idiomatic phrases which are wholly inappropriate for this exercise and foreign to normal conversational speech.

Most candidates realised that they would not be quizzed on the A2 topics, although they might arise naturally, and would be able to talk about themselves, their interests and their plans, moving beyond basic information to talking at a high level, although few took the initiative to lead the conversation. There was no misunderstanding that candidates could more or less dictate the kind of topic to the examiner and spend the majority of time on that. Examiners are instructed to be wide-ranging in their questions and deal with a range of issues.

Those who have not scored highly have contented themselves with very short, undeveloped answers to questions, or merely deployed memorised biographical information delivered in a pedestrian manner, or were unprepared to reflect on their interests beyond stating what they do. Candidates should be encouraged to evaluate, criticise and react emotionally to the topics raised and to develop their answers. Only complex responses gain the highest marks.

Candidates who had practised with their assistants or stayed with French families did very well. On the other hand there were, as ever, some outstanding performances by candidates who had never been to France. It was also good to note that many candidates took French alongside science subjects, often achieving high marks.

Assessment Unit A2 2 Listening and Reading

Overview

This paper was accessible to most candidates and was successful in allowing candidates of differing abilities to respond positively to the questions posed.

The marks were quite high, especially in Section A. In Section B, centres were familiar with the requirements of the new specification and many candidates had good examination technique. Questions 1, 2 and 3 were well done but Question 4, Translation into French, proved challenging for some candidates.

Section A: Listening

- Q1** This question was accessible to most candidates and marks were quite high.
- (a)** This question was generally very successful for most candidates despite some poor spelling of respect. Ouverture was generally correct but d'esprit proved difficult for some, which resulted in some incoherent answers.
 - (b)** Many understood Lilian Thuram was an ex-defender, despite frequent misspellings of défenseur. For the second part of the answer, many candidates however failed to put the plural for des bleus but several rephrased and were credited for l'équipe de France.
 - (c)** This question was quite successful with many understanding that the remark was about his family or that Lilian Thuram had lost a member of this family.
 - (d)** This question was a discriminator. A number of candidates simply tried to transcribe and included the Portuguese and Spanish. Some did not understand ceux d'origine nord-africaine.
 - (e)** This question was very successful and most candidates got the mark even if the spelling was questionable.
 - (f)** This question proved to be quite a good discriminator. Some candidates wrote neuf ans but many candidates heard dix ans and wrote it down instead of avant d'avoir dix ans.

(g) The final question was generally well done.

Q2 This question proved to be accessible to most candidates.

(a) Most candidates scored the mark for understanding the idea of leaving his CV in the shops but some failed to mention early or in March.

(b) The vast majority of candidates managed to get the mark although a number failed to understand the idea of selling clothes. A few mentioned the fashion industry or the clothing sector.

(c) The vast majority of candidates did understand the idea of using the people you know although a number misunderstood it as asking the people you know.

(d) This question was generally very successful although a number of candidates used the past tense when she was a student and lost 1 of the 2 marks.

(e) This question proved to be relatively successful.

(f) The majority of candidates understood the idea of how he expected an individual interview for the first mark. However, the idea of a group interview was frequently missing for the second mark.

(g) This question proved to be very successful overall.

(h) This question was well done by most candidates.

(i) Most candidates understood that he had been cycling for several/many years and most got the idea that he could work well on bikes.

(j) This last question was a discriminator. Despite understanding an increase in bike sales, most candidates failed to get the mark because they made no reference to the good weather.

Section B: Reading

Q1 The full range of marks was used. Some candidates still have difficulty in recognising the grammatically correct option that needs to be used to fill the gap, proving that the exercise is not as easy as it looks.

(a) Was generally very successful for the candidates. A few used participais.

(b) Was very well done.

(c) Was generally very successful although occuper was sometimes used instead of survivre.

(d) Was very successful.

(e) Assister was sometimes used instead of débiter.

(f) Was generally well done.

(g) Was generally well done.

(h) Was very well done.

(i) Was very well done.

(j) Fuir was frequently replaced with partir. Knowing verb structures would have avoided confusion.

- Q2** Most candidates achieved high marks in this question. In some cases, there was a lot of lifting from the text which did not answer the question appropriately. Some candidates copied whole paragraphs instead of answering the question set and lost marks for lifting without selection. A small number of candidates are still trying to adapt the vocabulary as if they were being marked for AO3 as in the previous AS specification.
- (a) Generally very successful with most candidates getting the mark.
 - (b) This question was generally very successful. Some candidates had difficulty spelling Afrique or Sénégal.
 - (c) This question was well done. Most candidates managed to get the two marks.
 - (d) This question was generally successful.
 - (e) This question was well done overall.
 - (f) This question was a discriminator as candidates had to manipulate the language used in the stimulus in order to answer the question coherently. Many did not get the two marks because they used the wrong pronouns; they could not change me to lui for example.
 - (g) Most candidates achieved the mark for this question.
 - (h) This question was also successful, although some candidates failed to mention respecter la loi.
 - (i) This question was successful.
 - (j) Generally quite successful although several candidates had problems with the pronouns again and wrote ils se parlaient instead of ils lui parlaient. A number of candidates also wrote les femmes lui parlaient.
 - (k) The final question was successful for most candidates who just stated she did not change her name. However, a few lifted the whole paragraph from the text with two or three possibilities noted instead of the relevant answer.

- Q3** Candidates were very well prepared for this task and teachers can be congratulated on the training they give their candidates, who were clearly familiar with the requirements to summarise the text in five balanced paragraphs. The marks were generally quite high.

A small number of candidates infringed the rubric and wrote their summary in the wrong language.

The vast majority of candidates respected the word limit and the sequencing of the five paragraphs. The majority wrote five separate paragraphs although a few candidates wrote one continuous piece. Candidates should be encouraged to reproduce the layout of the original stimulus and skip a line between paragraphs.

QWC is assessed in this question. The quality of English was satisfactory overall but there were many spelling mistakes, suggesting that candidates had not checked their work.

Section 1

A small number of candidates thought that only 34% of young people had voted in the presidential elections as opposed to 34% abstaining. The spelling of abstaining caused a few issues.

Section 2

This section was generally successful although there was some misunderstanding of and incoherence with the republican values.

Section 3

This section proved challenging for some candidates who thought that young people were just pessimistic with no mention of changing the world. However, the figures and statistics were frequently used to illustrate the point.

Section 4

This was well done although a number of candidates missed the idea of making a difference.

Section 5

The last section was probably the most challenging for the candidates. Most did not understand Civic Service or failed to express it in English and translated it as Civil Service. Many did not get the idea of gaining skills for those with no qualifications and only a few mentioned candidates finding it an obstacle to their studies.

Q4 This passage was accessible to all candidates but proved challenging for some and there was a wide range of marks.

Some translations lacked precision and offered vocabulary and phrases which were an approximation instead of a faithful translation of the original. Candidates should be advised not to rephrase and to translate the sentence as given. Many struggled with idiomatic language but, as in previous years, it was the more basic GCSE vocabulary they often did not know.

Section 1

A relatively successful section since most candidates, in theory, should have covered most of this vocabulary. Everyone spelt *sœur* correctly and only a few missed the pluperfect tense. *Littérature* was frequently incorrect and many missed the adjectival agreement. Surprisingly, most candidates missed the correct spelling of *une offre*.

Section 2

This section proved difficult for most candidates. Many did not get the reflexive pronoun in *elle se préparait*. Few candidates got *elle l'attendait avec impatience* and several left out *aussi*. There was a range of options for *inquiète*, although many used *appréhensive*.

Section 3

There were some good translations although some of the basic vocabulary proved difficult for some candidates. Many did not know the gender of *maison*, the spelling of *quatre* or used *femmes* instead of *filles*. Several did not get *partager*. The phrase *qu'elle n'avait pas encore rencontrées* proved difficult for the majority of candidates. Most did not get the future tense for *je m'entendrai bien*, which was mainly done in the present tense.

Section 4

This section was quite successful in parts. Many candidates got the inversion at the beginning, which is very pleasing indeed. There were careless errors, such as using *notre* instead of *mon* in *mon école*. There were some successful versions of *à y aller* although the negative in *je ne connaîtrai personne* proved too difficult for several candidates. Only a couple of candidates managed to get *Tu te feras*, with most leaving out the *te*. Some candidates didn't know *bientôt* or left it out.

Section 5

This section was generally quite well done by many despite not getting the inversion, *lui a promis mon père*, at the start. The indirect object pronoun was a problem for some, as was the past participle of *promettre*. A couple of candidates left out *De toute façon* at the start of the next sentence but many used various other possibilities which were credited. Some candidates missed the conditional tense and used *tu dois* instead and most left out the *te* in *te concentrer*. A couple of candidates used the *vous* form but *ta vie sociale* was generally very well done.

Section 6

This section proved manageable at the beginning with most candidates getting the future tense *tu trouveras* although many omitted *beaucoup* before *plus dur*. *Cela n'a pas rassuré* Laura was difficult for many candidates. Few candidates knew *grondé* but some did get *réprimandé*. Many candidates did not know the word for mum.

Section 7

There were some very good attempts at this part of the translation. However, the imperative proved challenging for many candidates. A few candidates also used the *vous* form. Word order proved difficult, with *déjà* and *assez* in various positions in the sentence. There were some good attempts at *Je lui fais confiance* and despite a few *je connais* most candidates managed to get *je sais*. Many candidates were unable to get *de son mieux* despite getting "*elle fera*".

Assessment Unit A2 3 Extended Writing

Overview

There was a wide range of marks, with some excellent performances, which were a genuine pleasure to mark, showing a clear understanding of the requirements of the question and a very good knowledge of the text and clear language. There were, however, some scripts of a less than satisfactory level, with illegible handwriting, lacking good presentation with additions all over the place, proof of a lack of planning.

As in recent years, there were a lot of pre-learned essays. Teachers should encourage candidates to read the question carefully and to apply their knowledge to the question given. In several cases, knowledge was vague and answers lacked focus and addressed the question very generally. The majority of candidates were able to adapt the material to fit the question well but others were less successful and included irrelevant material or failed to answer the question.

Some essays were overlong. Two or even three additional booklets were sometimes used. These essays are at risk under AO2 as they may lack focus, include irrelevant material or repetition. They may also be at risk under AO3 as candidates fail to correct basic mistakes.

In a few answers, it was not clear which question number was addressed. A clear introduction and a short conclusion add coherence to the response.

It is not necessary for candidates to double space lines as some answers are overlong, with extra booklets being used. It is, however, advisable to leave a space between paragraphs as it helps the examiner to see the structure of the essay.

Candidates are assessed for AO2, AO4 and AO3. For further clarification of the requirements of this question, refer to the Mark Scheme grids for the three assessment objectives, the Suggested Lines of Development and Resources in Appendix 6 of the Scheme of Work and the relevant Fact Files on the CCEA website.

A02: Understanding

Planning is important at A2 as candidates are not given bullet points. Several essays showed a clear structure, with minimum repetition and no irrelevant material. Others, however, used pre-learned answers, which did not answer the question directly. Candidates should be reminded that these answers cannot gain access to the top two bands.

A04: Knowledge

Many candidates scored well in AO4 and were able to get into the top two bands. Knowledge needs to focus on the specific question and be relevant. Quotations are desirable but not essential. A few appropriate quotations will enhance a response, but they need to be both relevant and accurate. However, because of the nature of the option studied, quotations are an inherent part of a response on poetry or the response will be of a general nature.

A03: Target Language

Overall, the standard was disappointing. There were, however, some impressive answers, with candidates displaying an excellent command of language, with frequent examples of idiomatic language and complex structures.

Some essays were too long and candidates penalised themselves under AO3 by failing to correct basic mistakes.

Q1 Mauriac: Thérèse Desqueyroux

- (a) Candidates who chose this question generally did quite well. They applied their knowledge of the text to the question, with little irrelevant material. They described M. Larroque's lack of interest in Thérèse during her childhood, sending her away during the holidays, although few mentioned how Thérèse shared his anticlericalism. They also described his attitude in the first chapter when Thérèse leaves the magistrates' court and his siding with Bernard and his family against his own daughter. The majority also explained his rejection of Thérèse by mentioning his political ambitions, his desire to avoid a scandal at all costs and his relief in that she no longer shared his name.
- (b) This was a popular question and produced a range of responses. The best responses came from candidates who were able to select the relevant information and disregard irrelevance. Some answers were excellent and focused, others were too general or were over-reliant on pre-prepared answers which did not address the question posed. Several candidates failed to focus on jealousy and wrote about the differences between Thérèse and Anne in general. Some wrote at length about their childhood or their attitude towards maternity.

All candidates understood that Thérèse was jealous of Anne's passion and love for Jean Azévédo, something that she had never experienced with Bernard, but surprisingly, some answered this question without mentioning Anne's letters. Several mentioned Thérèse's reaction to the photograph of Jean. Candidates also understood that Thérèse worked with the family against Anne and mentioned her meeting with Jean but few mentioned the letter sent to Anne. Several mentioned Thérèse's cruelty towards Anne in her destruction of her happiness and the end of their friendship.

Q2 Pagnol: La Gloire de mon père

Overall there were some good answers but candidates sometimes reverted to story telling or prepared essays. Some candidates introduced the character of Lili and others used abbreviations such as LGDMP for La Gloire de mon père, l'OJ for l'oncle Jules and August for Augustine.

- (a) This question produced some excellent answers. Candidates who chose this question were able to show a good understanding of the role of Augustine in the book. They all understood her role as a mother and homemaker. They also understood Marcel's need to protect his mother and many quoted the scene where he encouraged her to change her shoes. Some candidates, however, wrote about her role as a mother and the role of women in general at the start of the 20th century, with little reference to the text.
- (b) A number of candidates who chose this question wrote about Marcel's education or his personality rather than his evolution. The majority of candidates understood the effect of Uncle Jules' lies on the young Marcel and how he felt about his father's inferiority to Jules when it came to preparing for the hunt. Nearly all wrote about Joseph's vanity and the change in attitude towards the priest and were able to accurately quote 'mon cher surhomme en flagrant délit d'humanité'.

Q3 Prévert: A Selection of poems

- (a) This question was the least popular and less successful than (b). Candidates tended to lose the focus on la société capitaliste and wrote about society in general or daily routine. They were, however, able to write about Prévert's sympathy for the poor and the working class, as illustrated by La grasse matinée, Chanson des sardinières or Le cauchemar du chauffeur de taxi.
- (b) There were several excellent answers and most candidates who chose this question did very well. They wrote about the positive and negative aspects of love, as illustrated by Le Jardin and Pour toi mon amour. Many described the duality of love in Le tendre et dangereux visage de l'amour. They also described the absence of the loved one in On frappe and the uncertainty caused by war in Barbara.

Q4 Sartre: Les Mains sales

- (a) This was the most popular question and was in general very well answered. Almost all candidates understood the importance of the three different political parties but some did not mention the need to collaborate in order to gain power. Almost all candidates wrote about the physical/visible differences between Hugo and the other party members and the better candidates wrote well about the contrast between Jessica and Olga. Surprisingly few candidates mentioned Louis' mistrust of Hugo but all understood why Georges and Slick found it hard to accept him.

Several candidates also mentioned the different attitudes of Karsky and Hoederer.

- (b)** This question was less well answered as some candidates wrote about the differences between Hugo and Hoederer. However, the majority mentioned that Hoederer was like a father figure to Hugo. They wrote about how Hoederer respected Hugo and wanted to protect and help him to mature. Several also mentioned how he turned his back on him, giving him a chance to shoot him. Some candidates wrote about Hoederer's understanding of Hugo's problems and how he defended Hugo in front of his bodyguards.

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