

2023 ASSESSMENT REPORT

FRN315114 FRENCH

Oral Assessment

The standard of candidate presenting in 2023 oral exams was once again outstanding with approximately two thirds of students scoring in the A-B range. The examining teams were full of praise for teachers and students alike with a clear acknowledgement of the amount of work both parties had put in to preparing for this section of the exam. These students not only spoke with confidence and a solid mastery of basic French structures and vocabulary but the sheer joy they expressed during their conversations impressed and delighted examiners. The candidates who scored in the C range had issues with many of the recurring problems that teachers are aware of and do their very best to eliminate throughout the year. One area of challenge that stood out this year was the pronunciation of some basic features of the French language. A group of students were unsure of when to pronounce nasal sounds or if to pronounce them at all e.g., j'inviterai was pronounced like the English verb and the word "parent" had the vowel sound "a" pronounced as "e" and nasal pronounced as "on" as in "bon". Other students pronounced the "s" in words like dans. A few students were studying "la française", kept using "beaucoup des" and saying "mon famille". This said, these challenges did not block the flow of communication and this group of candidates was able to comfortably pass the examination. The marking team wished to pass on their congratulations to teachers and candidates for yet another sterling year.

Written Examination Paper

Section A: Listening and Responding

The marking team found that this section of the examination contained the greatest number of challenges for students with a range of topics which were very engaging but perhaps a little unexpected by students. Candidates found spoken texts 2 and 4 particularly challenging. This said, approximately two-thirds of candidates scored in the A-B range.

Spoken text 1-Question 1

Candidates found this passage very accessible and scored well. Two stand-out vocabulary items that students struggled with were "dès que possible" and "tous les deux". Some candidates said that the passage took place in a travel agency and this answer was accepted by examiners as the context of the passage allowed for this.

Spoken text 2-Question 2

This passage was problematic for candidates as the topic was one that they would not have generally come across in their course work. This clearly affected all candidates as overall they did not score highly with very few attaining a higher grade. In question c) the word le voisinage was translated as vicinity and this

was accepted by examiners. The expression « il n'est pas question de » was problematic and some students did not recognise “en Inde”.

Spoken text 3-Question 3

Students had no major issues with this passage and found the topic highly accessible. The major issue here seemed to be vocabulary. “Mon ami Pierre m’attend” was missed by some candidates and the abstract sense of je ne compte pas caused confusion as students did not realise that it had the same secondary meaning as in English i.e. I don’t count. Very few students could translate “à rayures” and “boucles d’oreille”.

Spoken text 4 -question 4

This passage proved to be the most challenging for students and marking examiners felt the density of academic/higher level vocabulary may have contributed to students struggling to provide the correct detail in their answers. Fortunately, many students could understand the gist of the passage but this also led to candidates putting their own spin on answers which only sometimes worked in their favour. Candidates did not understand expressions and vocabulary such as “en outre que” and “hydroponique”. The marking team felt that while this passage was very interesting and within the scope of topics prescribed in the course, the level of vocabulary knowledge required to be successful was perhaps beyond some students. This said, the lower grades in this section did not adversely affect students’ overall grades in this section.

Section B: Reading and Responding

Most candidates experienced few problems with this section with all students achieving very good grades overall. The marking team noted that certain words could not be found in a dictionary and felt that it may be time to list some words under each passage whose meanings may not be found, as was the case this year, in smaller to moderate size dictionaries. They noted that this would address the issue of equity and access for all students. Once again, the topics were engaging, varied and accessible.

Question 5:

This passage was well received by students as the topic was of high interest. Students scored well and basically had no problems with providing detailed answers to most questions. The marking team commented that the multiple-choice question was problematic with one candidate placing two ticks in the boxes provided and a small group giving the answer as “cheerful” which was not correct. In question a) the 1960s became the 16th Century or in one case, 600 years ago. However, the major issue for most candidates was numbers with some students answering question g) with 70g or 60 g instead of 170g. Certain vocab items such as “franciser” and “voire” could not be found in a small dictionary and therefore perhaps should have been given as notes under the text.

Question 6:

Overall, this reading was well-received, and students had no trouble navigating its content. In question b) some students missed “more than” and in question c) the verb gagner was often translated as “win” and not “earn”. Some students missed completely the multiple-choice question which led the marking team to

think that it should have perhaps been moved to the last question and not have been the first question of the passage. Once again, a candidate ticked two boxes in the multiple-choice question instead of one.

Question 7:

There were few problems with this passage. Words such as “insolite” and “cargo” were not in the smaller dictionaries and perhaps should have appeared in an appendix under the passage. Three students did not tick any boxes in the multiple-choice section and two students ticked two boxes. In question b) some students wrote “il est fou” instead of “un ami”.

Section C: Writing in French

	Q8	Q9	Q10	Q11	Q12
Number of candidates attempting the question	3	12	8	5	5

The marking team noted that students did very well in this section and that there was a good spread of ratings. The more competent writers had a strong command of the written word and had clearly consolidated their basic knowledge of French grammar. The A-B candidates wrote essays that were very clear and that had good flow. These students had very good command of the relevant vocabulary and grammatical structures required for their chosen topic. The candidates who scored in the lower range often wrote somewhat shorter pieces with the writing lacking good flow and suitable control of grammar.

Once again, this year’s distribution showed that candidates had a definite preference for one essay topic with 36 % of students opting for question (9) about taking a gap year. The next popular topic was the grandparent interview assignment which attracted 24% of candidates. The markers found that students who selected Question 10 had problems with maintaining proper register (vous VS tu). They also had trouble manipulating the verbal expression “se casser la jambe” in its various tenses. Question 11 was challenging for students as only a handful of candidates managed to write a proper fairy-tale. Question 12 left examiners curious to know how some candidates were able to stray from the notion of a genuine profile and create a hybrid form which did not really fit the task. This said, their final grades were not affected. As for specific grammatical items of concern this year, the stand outs were as follows: direct and indirect object pronouns, adjectival agreements, prepositions used with geographical term, possessive adjectives and the use of the infinitive as a conjugated verb e.g. je lire!

In conclusion, on behalf of the marking team, I would like to congratulate the setting examiner, the critics, and the teachers for another sterling year. It is incredibly reassuring to know that we all have the one aim and that is to help our students by providing them with one of the key elements used globally to recognise a 21st century learner – the study of a second language.

FRENCH (FRN315114)

2023 EXAM MARKING TOOL

Part A – Listening and Responding

Question 1

a) Where does this dialogue take place? **(1 mark)**

At a train station/travel agency

b) What does the man want? **(2 marks)**

2 (1/2) return (1/2) tickets (1/2) to Nice (1/2)

c) When does he want to leave? **(2 marks)**

As soon as possible (1) today (1)

d) What is the woman's first suggestion? **(2 marks)**

The next train (1/2) to Nice leaves in exactly (1/2) 16 minutes (1/2) from platform 14 (1/2)

e) What choice does she offer for the following Saturday? **(2 marks)**

A train at 17:45 (1) or one at 18:55 (1)

f) Which question does the woman ask next? **(1 mark)**

Do you have concession cards? Also accept What do you prefer?

g) What is the man's reply? **(2 marks)**

Yes (1/2) they both have (1/2) a Senior's (1/2) card (1/2)

h) How much does the man owe? **(1 mark)**

78€ euros

i) What is the final action the man must do? **(2 marks)**

Enter (1) his pin number (1)

Also accept "Put in the code for your credit card" "Enter your code".

TOTAL 15

Question 2

a) When does the man attend his club? **(1 mark)**

Monday (1/2) evenings (1/2)

b) What is this club called? **(1 mark)**

A laughter club

c) Where do the club's meetings take place? **(2 marks)**

In a small (1/2) room (1/2) in the neighbourhood (1)

d) What is the man's job? **(1 mark)**

Director/ Head (1/2) of Administration (1/2)

e) Who introduced the man to the club? **(1 mark)**

A family member

f) For how long has he been going to the meetings? **(1 mark)**

More than (1/2) a year (1/2)

g) What is the main benefit for him? **(2 marks)**

He can really relax (1) and get more energy (1)

Or helps him to better start (1) his working week (1)

h) What do the club members NOT do? **(1 mark)**

Tell jokes

i) Where did the techniques he learns originate? **(1 mark)**

India

j) What two (2) elements does the method combine? **(2 marks)**

Laughter without reason (1)

Respiratory exercises (1)

Clapping hands while laughing (1)

k) Upon which scientific fact is this club based? **(2 marks)**

The brain (1/2) cannot tell the difference (1/2) between forced (1/2) and natural laughter (1/2)

TOTAL 15

Question 3

a) What does Lionel want Carole to do? (1 mark)

Help him with his Maths (exercise)

b) What is Carole's reply? (1 mark)

She doesn't have time / no time

c) Why does she reply in this way? (1 mark)

Her friend, Pierre/ Peter is waiting for her

d) Explain why Lionel is unhappy with her reply? (2 marks)

Lionel feels the friend is important (1) while he doesn't count (1)

e) Explain why Lionel's reply annoys Carole. (3 marks)

He always wants her to help him (1)

Yesterday it was Philosophy (1/2) today Maths (1/2) tomorrow French (1/2) and the day after tomorrow probably History (1/2)

f) What is the age difference between the siblings? (1 mark)

One year

g) How does their father help Carole? (2 marks)

(Dad) helps her (1/2) with her English (1/2) and German (1/2) exercises / homework (1/2)

h) What comment does Lionel make about Carole's appearance? (1 mark)

She is well dressed (this afternoon)

i) How does Lionel blackmail Carole? (4 marks)

If she doesn't help him, he'll tell Mum that Carole has taken (1) Mum's blue (1/2) skirt (1/2) with white (1/2) stripes (1/2) and her new (1/2) earrings (1/2)

TOTAL 16

Question 4

- a) Which world-wide organisation is mentioned here? (1 mark)

The World Bank

- b) When was the report published? (2 marks)

The 8th (1/2) December(1/2) 2021 (1)

- c) What is the report about? (3 marks)

Breeding insects (1) for human (1/2) and animal (1/2) consumption (1/2)

In Africa (1/2)

- d) How many farms exist on this continent? (1 mark)

About (1/2) 850 (1/2)

- e) What does the world-wide organisation estimate to be the result of these farms. (2 marks)

They can reinforce (1/2) food security (1) in the world (1/2)

- f) Explain how these breeding grounds can help limit climate change. (3 marks)

They limit (1/2) the pressure on land (1/2) by reducing (1/2) green-house gases (1) from agriculture (1/2)

Also accept: could reduce the dependence on food importation.

- g) What is the final question asked in the article? (2 marks)

One wonders if people (1/2) in the developed (1/2) countries of Europe (1/2) will accept eating insects (1/2) or any approximation e.g. will people accept eating insects?

TOTAL 14

Part B – Reading and Responding

Question 5

- a) When were hamburgers introduced into France? **(1 mark)**

In the 60s.

- b) According to the article, where do tourists congregate? **(3 marks)**

Cafés on the Blvd St. Germain (1) places frequented by fashionable people (1) 3-star (1/2) restaurants (1/2)

- c) How are hamburgers described in the first paragraph? **(3 marks)**

Juicy minced steak (1), invariably served between two slices of bread (1) with sesame seeds (1)

- d) Explain why hamburgers were formerly not at all popular to the French **(3 marks)**

It was prepared (1/2) and eaten (1/2) quickly (1/2), of foreign origin (1/2) 0 and impossible (1/2) to eat cleanly (1/2)

- e) What comment did H el ene Samuel make? **(3 marks)**

To eat with one’s fingers (1) is pure regression (1) not elegant (1)

- f) Explain how French chefs adapted the typically American hamburger to suit French tastes. **(2 marks)**

They added French embellishments (1/2) e.g., gherkins, (1/2) sea salt (1/2) and fresh thyme (1/2)

- g) In the final paragraph, how are the original hamburgers described? **(3 marks)**

170g of beef, (1) grilled for too long (1) a gastronomic dish (1)

- h) How are hamburgers eaten today in France? **(1 mark)**

With knife (1/2) and fork (1/2)

- i) What is the tone of this article? **(2 marks)**

Either answer highlighted below was considered acceptable:

- cheerful
- informative
- pessimistic
- persuasive

TOTAL 21

Question 6

- a) This article deals with a study of which group of people? **(2 marks)**
- People who love to travel.
 - People who have lots of money.
 - People who love France.
 - **People who choose to live abroad.**

- b) How many people took part in the survey? **(1 mark)**

More than (1/2) 3,000 people (1/2)

- c) Why are the Middle East and Asia mentioned? **(2 marks)**

They are the countries where one can earn (1) the most money (1)

- d) Explain why Thailand is the number 1 choice. **(3 marks)**

It offers a good balance (1) between work and leisure (1) People want to stay there (1)

- e) Why is Australia mentioned? **(1 mark)**

It came 6th in the survey (1) or like Canada and South Africa, Australia is considered a good place to live

- f) Explain why France is not so popular as a destination. **(3 marks)**

The financial aspect is a problem (1)

If you take into account disposable income after tax (1) France is 30th out of 32 countries (1)

- g) Which three (3) reasons are given for families. **(3 marks)**

Quality of life (1)

Security(1) and education for their children (1)

- h) List four positive attributes of France that are mentioned in the final paragraph. **(4 marks)**

Any four of the following:

Its culture (1)

Its food (1)

Integration into the community (1)

Its social system (1)

The French language (1)

TOTAL 19

Question 7

- a) Sous quel site Web trouveriez-vous cet article ? **(2 marks)**
- www://France-volontaires.org
 - www://Le Monde- Entreprises
 - www://Destinations maritimes
 - www://Franceinfo.fr
- b) Comment l'auteure a-t-elle eu l'idée de faire ce voyage ? **(1 mark)**
- Un ami (lui a conseillé de faire ça)*
- c) Selon l'auteure, quels sont les voyages classiques ? **(1.5 marks)**
- En car (1/2) en train (1/2) en avion (1/2)*
- d) L'auteure a traversé quelles régions francophones ? **(1 mark)**
- La Normandie (1/2) et la Martinique (1/2)*
- e) Paragraphe 2 évoque des images à faire couper le souffle de l'auteure. Donnez des exemples. **(3 marks)**
- Les couchers et les levers du soleil étaient magnifiques (1)*
- Les baleines, les dauphins ont suivi le bateau (1)*
- Les poissons volants (1)*
- f) Quelle est la longueur du bateau en chiffres ? **(0.5 mark)**
- 391 metres long*
- g) Il est défendu aux passagers d'entrer dans quel lieu ? **(1 mark)**
- La salle des machines*
- h) Comment est-ce qu'on peut se relaxer sur le bateau ? **(2 marks)**
- Il y a une petite piscine (1/2) une salle de sport (1/2), une salle de repos (1/2) avec une bibliothèque (1/2)*
- i) L'auteure s'habitue au son des moteurs. Comment le savons-nous? **(2 marks)**
- Elle dit qu'après quelques jours (1/2) on oublie (1/2) le bruit (1/2) des machines. (1/2)*
- j) Comment l'auteure a-t-elle fait la connaissance de l'équipage? **(2 marks)**
- On servait les repas dans la salle à manger (1) avec l'équipage (1)*
- k) Les membres de l'équipage étaient tous **(2 marks)**
- intéressants
 - des étrangers
 - assez vieux
 - des Français

I) L'auteure se montre comme

(2 marks)

- une femme qui a peur
- une femme stupéfiante
- une femme folle
- une femme aventureuse

TOTAL 20