

# 2025 ASSESSMENT REPORT

## FRN315114 FRENCH

### General Comments

The French 2025 exam has continued to reflect an emerging pattern in student attainment across the differing sections of the paper. This year's cohort of students was quite exceptional in that they performed consistently well in all four macro skills with the areas of speaking and reading comprehension once again scoring very highly.

The paper had a balanced emphasis on the themes and topics as described in the syllabus whilst providing enough challenging material appropriate for students sitting a first examination. It was clear that teachers had worked extremely hard to help students manage the examination process whilst working in two languages and this was evident in the quality of the work produced.

### Oral Component

This section of the exam was quite outstanding with students largely scoring in the A-B range. The continued increase in the standard of conversation is truly inspiring as good conversational skills are what make the study of a language and its culture come alive. This is also one of the most challenging skills to have to teach a student as so many aspects of developing effective communication in a second language depend on distinguishing between oral and written grammar and the constraints of register. These candidates thoroughly enjoyed speaking French and had good pronunciation and flow. They could answer qualifying questions and employed a very good range of vocabulary. The candidates who found the conversation exam taxing were those who seemed to have underestimated the advice of their teachers when it came to being prepared. The examiners reported that the 2025 candidates were a delight to engage with and that their enthusiasm for the language was inspiring.

# Written Component

## Section A – Listening and Responding

Apart from spoken text three which proved to be the most challenging, candidates did very well in this section with grades falling mostly in the A-B range. There was a good spread of topics which the students found accessible due to a clear gradation in the level of difficulty in the vocabulary and grammar structures selected. It was interesting for examiners to note the strong correlation in results in both the speaking and listening exams over the last couple of years.

### Spoken text 1 – Question 1

This was a good opening passage as it used high frequency vocabulary with only one stand out problem vocab item. The word *tigré* threw many students who either ignored it because they could not find it in the dictionary or claimed we were dealing with tigers. Students were not penalised for this mistake, and a full mark was awarded for simply answering cats. The word *coquin* was generally well translated but alternative terms such as “cheeky” were accepted by the marking team.

### Spoken text 2 – Question 2

There were no serious issues with this passage as it was a familiar topic which would have been addressed in class throughout the year. In question f) the word *chalet* attracted a variety of translations e.g. cabin, cottage, all of which markers accepted as they were found in dictionaries markers used to check student responses. In question h) *hiking* was often translated as walking which was also accepted. In question k) alternatives to the word *sweets* e.g. lollies, candy were all accepted as correct answers. The marking team noted that the words *belle-mère* and *juillet* were problematic for some candidates.

### Spoken text 3 – Question 3

This was the most challenging text for students with some candidates recording quite low scores. The first question’s answer could be found in the actual title of the text, and some candidates gave it as their answer whilst some candidates talked about healthy eating habits. All these permutations were accepted by the marking team as they felt they were justifiable. Most candidates translated *bio* correctly and in question e) *he is careful* was accepted as part of the answer.

### Spoken text 4 – Question 4

Students had little problem with this text, even though it contained those dreaded French numbers. Question d) asked candidates to identify four cultural places and then included non-cultural places in the answers. Markers did not penalise students who included the non-cultural places and added in one other present in the text relevant to the answer. Students struggled with the number 225 but otherwise had no problems with the other numbers given.

## Section B – Reading and Responding

### Question 5

The major issue for students regarding this passage was principally vocabulary, otherwise it was well-received by candidates. The word *réveillon* was equally translatable as Christmas or New Year's Eve so both answers were accepted as some students had dictionaries that gave them a choice. Many students mistranslated *ancien* as ancient which in this context did not fit. The change in position of some French adjectives is difficult but here the translation required was *former*. Many students did not know *les feux d'artifice* and mistranslated *passionnant*. This said, students scored very well in this question.

### Question 6

The marking team noted that whilst this was a good passage for candidates, they once again had some issues with vocabulary. The word *pochette* had many variables some of which were accepted by the markers as it was clear that the word purse was not in some of their dictionaries. The word *ananas* was translated by some as *banana* and *raisin* was certainly raisin and not grape for a range of students.

### Question 7

The most problematic part of this passage was the multiple-choice question with very few students providing the correct answer. In question c) some students missed the word *araignée*. Overall, students did well in this question, and it is pleasing to see that many students are now very comfortable with questions and answers in French.

## Section C – Writing

	Q8	Q9	Q10	Q11	Q12
Number of candidates attempting the question	17	1	2	0	9

This year's essay section saw a greater concentration in the choice of topics students selected to write on with the two most popular topics being Question 8 (a letter) and Question 12 (a dialogue/conversation). The letter format was managed very well by students. However, markers noted that, for future reference, students choosing the conversation option need to make sure their writing depicts an actual conversation. Despite being given examples of questions to ask, few candidates adhered to the format of a conversation. Whilst this did not detract from the assessment of their writing skills in French, it does mean that students need to take greater care when reading prompts and selecting a writing genre.

The following abridged list of structures and vocabulary represent the types of challenges the marking team noted in the student essays.

- Gender of nouns, incorrect article e.g. la français, la voyage, mon mère.
- Agreement of adjectives e.g. les yeux bleu, tout la nuit, ma sœur cadet, un nouvelle voiture.
- Accents missing from many common words e.g. l'annee, j'ecris, j'espere, déjeuner, mere.
- Incorrect use of time words e.g. premier used to mean d'abord.
- Using beaucoup des instead of beaucoup de/d'.
- Using l'anglais for L'Angleterre and Français for La France.
- Frequent misuse of object pronouns e.g. je vais monter la.
- Question formats e.g. qu'est-ce que faisais-tu, est-qui était ? m'a tu dit de ton voyage?
- Spelling or naming of monuments: L'Eiffel Tower, Les Louvres.

Despite this reoccurring list of eternal challenges, it must be noted that the standard of writing is improving every year. Students are respecting the word limit, the flow of the writing is more noticeable and their writing skills in general are much better than in previous years.

As always, the marking team and I could not end this report without acknowledging the incredible work that has been done by the setting examiner and critics. They have once again produced a paper that has allowed our students to shine. To the French teachers who work tirelessly to enthuse and motivate our students, we reserve the greatest level of praise. You understand the importance of language and culture in society and the vital role it plays in promoting intercultural understanding and producing global citizens.

## Section A – Listening and Responding

### Spoken Text 1 – Question 1

- a) What creatures are Jasper and Filou? (1 mark)  
*cats (1)*
- b) What are two (2) differences between them? (2 marks)  
*Accept a combination of any of the following for a score of 2 marks  
Jasper is bigger (1) His fur is darker (1/2) and softer (1/2) Jasper has a red collar (1/2) and Filou has a blue one (1/2) They are not (1/2) brothers (1/2)*
- c) When did Jasper arrive at Philippe's home? (1 mark)  
*About/around (1/2) 10 years ago (1/2).*
- d) What doesn't Jasper like? (1 mark)  
*Either when Philippe sings (1) or when he talks on the phone (1)*
- e) Explain the reason for this dislike. (1 mark)  
*Jasper has sensitive (1/2) ears (1/2)*
- f) Which adjectives are used to describe Filou? (1 mark)  
*adorable (1/2) and cheeky/mischievous (1/2)*
- g) With what does Filou like to play? (1 mark)  
*Philippe's glasses*
- h) When Jasper and Filou come in from the garden, what do they like to do? (2 marks)  
*Rub/brush (themselves) (1) against Philippe (1)*
- i) How does Philippe feel about Jasper and Filou? (2 marks)  
*Accept a combination of any of the following for a score of 2 marks  
He spoils them (1/2) too much (1/2) but they are very (1/2) important (1/2)  
family (1/2) members (1/2)*
- Total 12 marks**

## Spoken Text 2 – Question 2

- a) What is the weather like? **(1 mark)**  
*Accept a combination of any of the following for a score of 1 mark*  
*Fine/beautiful/good (1/2) sunny (1/2) summer isn't far away (1/2)*
- b) Explain how the weather influences the conversation **(1 mark)**  
*(It makes Charles) think about (1/2) holiday plans (1/2)*
- c) In what month will Elise depart? **(0.5 marks)**  
*July (1/2)*
- d) Where will Elise and her family be going? **(0.5 marks)**  
***Either South of France or Marseille***
- e) What is Charles' comment about hiking? **(2 marks)**  
*Accept a combination of any of the following for a score of 2 marks*  
*An excellent idea (1) always (1) pleasant/agreeable/enjoyable/nice (1)*
- f) Where did Elise and her family used to go? **(1 mark)**  
*To her grandparents' (1/2) chalet, cabin, cottage (1/2)*
- g) Why may this not be possible this year? **(1 mark)**  
*Granny, gran, nan, grandmother (1/2) is ill/sick (1/2)*
- h) What will Elise buy? **(1 mark)**  
*Hiking/walking (1/2) shoes (1/2)*
- i) Who is going to visit Charles? **(1 mark)**  
***Either his stepmother or his mother-in-law***
- j) What will Charles introduce to his visitor? **(2 marks)**  
*Accept a combination of any of the following for a score of 2 marks*  
*Discover (1/2) the cities (1/2) of Lyon (1/2) and Montpellier (1/2)*  
*Regional (of that region) (1/2) specialities (1/2)*
- k) Give an example of what may be eaten. **(1 mark)**  
*Dried sausage/salami/cabana (1) or caramel (1/2)*  
*sweets/lollies/candy/chocolates (1/2)*

**Total 12 marks**

### Spoken Text 3 – Question 3

- a) What is the subject of the dialogue? **(2 marks)**

*Accept a combination of any of the following for a score of 2 marks*

*To stay/be in good health (2) healthy eating (2) organic food /products (1)  
to buy or not to buy (1)*

- b) Which products does Vincent buy? **(2 marks)**

*Accept a combination of any of the following for a score of 2 marks*

*Only (1/2) organic (1/2) fruit (1/2) vegetables (1/2) meat (1/2) tea (1/2)*

- c) What is Amélie's comment in reply? **(1 mark)**

*There are a little/a bit (1/2) expensive (1/2) or 30% (1/2) more expensive (1/2)*

- d) What is Vincent's primary concern? **(1 mark)**

*(his) health*

- e) How does Vincent manage to pay for his special products. **(2 marks)**

*Accept a combination of any of the following for a score of 2 marks*

*He goes without/deprives himself (1) or other things (1) he is careful (1)*

- f) How does Amélie's children react if she doesn't buy their favourite food?

*They get angry*

**(1 mark)**

- g) Explain how both speakers reach an agreement at the end? **(2 marks)**

*Accept a combination of any of the following for a score of 2 marks*

*(We/one/) you can't (1/2) always (1/2) do what (1/2) (we/you) one wants (1/2)*

*The problem is not always the price (1)*

**Total 11 marks**

## Spoken Text 4 – Question 4

- a) What does the French Culture Pass app allow young people to do? **(2 marks)**  
*Participate in/access to (1/2) cultural (1/2) and artistic (1/2) activities (1/2)*
- b)
- i. How much do 16-17-year-olds pay? **(1 mark)**  
*45 (1/2) euros € (1/2)*
- ii. How much do 18-year-olds pay? **(1 mark)**  
*300 (1/2) euros € (1/2)*
- c) For how long is the pass valid for 18-year-olds? **(1 mark)**  
*2 (1/2) years (1/2)*
- d) Name 4 (four) of the cultural places where the pass is valid? **(2 marks)**  
*Accept a combination of any of the following for a score of 2 marks*  
*Cinema (1/2) theatre (1/2) concerts (1/2) museums (1/2) books (1/2)*  
*comics (1/2) musical instruments (1/2)*
- e) Which French-speaking country is the museum pass available? **(1 mark)**  
*Belgium*
- f) How many museums can a Museum Pass holder visit? **(1 mark)**  
*225*
- g) How much does the Museum Pass cost per annum? **(1 mark)**  
*59 (1/2) euros € (1/2)*
- h) Who can benefit from the Swiss Culture Card? **(2 marks)**  
*Families (1) with financial/money/economic difficulties (1)*
- i) As well as being able to go to museums and the cinema, what other activity does the Swiss Culture Card include? **(1 mark)**  
*Dance (1/2) classes/lessons (1/2)*

**Total 13 marks**

## Section B – Reading and Responding

### Question 5

- a) What is the initial reason the writer gives for visiting Vietnam? **(2 marks)**  
*He is very interested (1/2) in the history (1/2) of this former/old (1/2) French Colony (1/2)*
- b) Explain why the Opéra Garnier is mentioned. **(1 mark)**  
*Hanoi's local/municipal council theatre (1/2) resembles/looks like the Opéra Garnier (1/2)*
- c) Which special event is the writer looking forward to celebrating the first evening? **(1 mark)**  
*Christmas or New Year's Eve*
- d) What is the next celebration in Vietnam? **(1 mark)**  
*Lunar New Year*
- e) When will this celebration occur? **(1 mark)**  
*In a few weeks (1)*
- f) Explain why the writer is particularly pleased not to be in France at the moment. **(2 marks)**  
*It's winter (in France) (1) and fine (1/2) in Vietnam (1/2)*
- g) What woke the writer up on his first full day in Hanoi? **(1 mark)**  
*The noise/sound (1/2) of horns or motor bikes (1/2)*
- h) Describe the writer's impression of the traffic in Hanoi. Give two (2) details **(2 marks)**  
*It was mad (1/2) vehicles and pedestrians (1/2) go in all directions (1/2) day and night (1/2)*
- i) What made him feel his previous evening was magnificent? **(1 mark)**  
*Fireworks (1)*
- j) What did the writer do during the day of January 1<sup>st</sup>. **(1.5 marks)**  
*Went to/visited (1/2) three (1/2) exciting/fascinating museums (1/2)*
- k) Explain why the writer is surprised with the country's cuisine. **(2 marks)**  
*It's not as spicy (1) and he had believed, feared, thought (1)*

- l) What are the principal ingredients used? **(1.5 marks)**  
*lime (1/2) garlic (1/2) and parsley (1/2)*
- m) Explain why the writer's plans for January 2nd were not realised. **(2 marks)**  
*he was jostled by/pushed around by/crushed by/knocked into by (1) the unbelievable/incredible (1/2) crowd (1/2)*
- n) This passage is written in the form of: **(2 marks)**  
o A personal travel blog

**Total 21 marks**

### Question 6

- a) What has Elsa Ritter created? **(2 marks)**  
*(A line/range of) handbags (1/2) and purses/pouches/clutch bags (1/2) made from grape (1/2) skin (1/2)*
- b) By what percentage do her products lower the carbon footprint compared to similar products? **(1 mark)**  
*67% (1)*
- c) What was her previous career? **(1 mark)**  
*In hospitality/restaurants/catering*
- d) Which 3 principles guided her choice of product? **(3 marks)**  
*Ecologically produced/manufactured (1) low carbon (1) vegan (1)*
- e) Which four (4) vegetable sources have other firms experimented with? **(1 mark)**  
*Accept a combination of any of the following for a score of 1 mark  
Mushrooms (1/2) pineapple (1/2) apples (1/2) cactus (1/2)*
- f) What is she passionate about? **(1 mark)**  
*Fashion (1) or Fast Fashion (1/2)*
- g) Which major disaster had a huge effect on her? **(3 marks)**  
*The collapse (1) of a factory (1/2) in Bangladesh (1/2) in 2013 (1/2).  
More than 1,000 workers died (1/2)*

- h) From what material is the lining of her products made? **(2 marks)**  
*Recycled (1/2) marine (1/2) plastic (1/2) waste (1/2)*
- i) Why is Normandy mentioned? **(1 mark)**  
*The packaging (1/2) comes from there (1/2)*
- j) Explain how the media has helped consumers turn against leather products. **(2 marks)**  
*The media has warned/helped to raise awareness (1/2) of animal cruelty (1/2) and the human impact (1/2) on product making (1/2)*
- k) Which of the following slogans could NOT apply to Elsa's products? **(2 marks)**  
*leather goods*

**Total 19 marks**

### Question 7

- a) Quel bâtiment est le sujet de cet article? **(2 marks)**  
*La cathédrale (1) de Strasbourg (1)*
- b) L'histoire se passe en quelle saison de l'année? **(2 marks)**  
*L'été*
- c) Quel arachnide se trouvait sur le costume des jeunes hommes? **(1 mark)**  
*Une araignée*
- d) Comment les policiers ont-ils été alertés? **(3 marks)**  
*Une habitante (1) a vu de la lumière (1) sur la cathédrale (1)*
- e) Est-ce que les hommes étaient tous majeurs? **(1 mark)**  
*oui*
- f) Comment les hommes ont-ils grimpés ce bâtiment? **(1 mark)**  
*Ils ont utilisé leurs mains nues*
- g) Quels groupes ont accompagné les policiers sur les lieux? **(2 marks)**  
*Les pompiers (1) un groupe GRIMP (1)*
- h) Comment s'est passé la redescente? **(1 mark)**  
*Sans incident supplémentaire*

- i) Pourquoi les hommes ont-ils voulu escalader le bâtiment? **(2 marks)**  
*Ils ont voulu faire des photos (1/2) pour prouver (1/2) qu'ils avaient réussi (1/2) à escalader la cathédrale (1/2)*
- j) Pourquoi le passage qu'ils ont pris est-il maintenant fermé **(1 mark)**  
*Il est dangereux*
- k) Quelle est la profession de Romuald Schell? **(2marks)**  
*C'est le chargé de la sécurité (1/2) de la sûreté (1/2) et de l'entretien (1/2) de la cathédrale de Strasbourg (1/2)*
- l) Cet article sert... **(2 marks)**  
*d'avertissement*

**Total 20 marks**