

AS
French
7651/3

Report on the examination

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Administration

Some teacher-examiners introduced the tests in an unnecessarily lengthy way, giving all kinds of details about the content of the cards chosen by the student. The tests should be introduced as briefly and concisely as possible giving the student's name, number, the letter of each of the 2 cards chosen and the letter of the card for the first discussion. This done, the first printed question should then be asked.

There was some confusion over the timings of each discussion and so centres are reminded that the discussion of each sub-theme must last between 6 and 7 minutes and it should be noted that marking will stop 14 minutes after the first printed question for the first discussion has been asked. Students are required to ask one question of the examiner in each discussion, and this must be asked within the maximum time allowed of 7 minutes. Where questions were asked after the 7 minutes had elapsed, a penalty of a loss of 1 mark was applied to Assessment Objective 2.

Assessment Objective 2

Opportunities for students to achieve a high score for this AO were either limited or missed because brief responses to the first printed question that were left unchallenged meant that students were demonstrating only very limited or limited understanding of the material on the card. Supplementary questions were sometimes targeted at the meaning of individual words and this is a practice that should be avoided. Familiarity with the cards and questions ahead of conducting the tests should ensure that teacher-examiners have appropriate supplementary questions to ask of students, so allowing them to increase their mark for AO2.

Assessment Objective 4

There were still many examples of questions being asked that did not elicit knowledge and understanding of the sub-theme under discussion in the context of France and/or the French-speaking world. This focus should be sustained throughout the entire discussion. Where this was successfully achieved, students were given ample opportunities to demonstrate what was, in many cases, a detailed knowledge and understanding of their chosen two sub-themes within a French and/or francophone context. There was evidence again this year of students having been encouraged to go beyond the content of course books and gain some meaningful insights into the sub-themes studied in the course through mini research projects. Where this was the case, the knowledge and understanding gained and demonstrated were rewarded with high marks for AO4.

Individual Stimulus Cards and related Sub-themes

Cards A and B

Examiners are reminded that the discussion should not be restricted to the specific focus of the card but rather to the sub-theme to which the card is related. Some examiners concentrated for the entire discussion of Card A on the role of grandparents instead of broadening the discussion to the changing nature of the family. Card B was better handled

than Card A and this was due to the generally wider-ranging discussion that the demise of the traditional family in Mali led into. Where opinions and views about the changing nature of the family could be supported by detailed and specific knowledge of recent trends and developments, students achieved good scores for AO4.

Cards C and D

The sub-theme of the cyber-society tended to be dealt with in a very general and somewhat generic way with knowledge and understanding that was not specifically related to France and/or the French-speaking world. Where such knowledge did not go beyond statements such as students in France use technology to do their homework or communicate with friends and family, the knowledge had to be judged to be, at best, reasonable. This is the one sub-theme where consistently there was a shortage of detailed knowledge.

Cards E and F

There was a quite surprising lack of understanding of the nature of the voluntary work promoted in Card E. The heading *On sous propose une sorte de bénévolat tout à fait différente* had been overlooked by some and so these students thought that the Monaco Grand Prix was a form of voluntary organisation. Card F, on the other hand, was well understood with many students understanding the dual benefits of the work involved.

Cards G and H

The sub-theme here produced some very good discussions with evidence of knowledge and understanding that were clearly the results of individual research, although Lascaux 2 and the Mont St Michel were still referenced regularly in the context of *surfréquentation*.

Cards I and J

Again, this year, both of these cards allowed for well-informed discussions about current or recent trends in contemporary francophone music. Sadly, in some cases, where students mentioned known artists and musicians, they were not encouraged or allowed to give more detailed knowledge, and so “name-dropping” responses were left unexplored.

Cards K and L

The same point often applied in discussions about French cinema where students had seen films beyond the one studied for their examination but were not encouraged to talk about them in any depth or detail. Likewise, familiarity with particular francophone actors was an area that was often overlooked in discussions.

Assessment Objective 3

As in previous series, many students showed a reasonable grasp of grammar and in some cases demonstrated an impressively wide range of vocabulary and complex language. However, the application of grammar was sometimes quite inaccurate and uneven, with familiar common and sometimes serious errors being much in evidence. Examples given below are not exhaustive, but they could usefully be taken as areas on which to focus attention in preparing students.

- Conjugation of verbs – *ils promouvoir ils sont écouter je appris ils a devenu ils vont reçoit*
- Confusion with – *parce que/à cause de choquant/choqué surprenant/surpris*
bénévole/bénévolat penser à/de connaître/savoir jeunes/gens temps/fois/heure
chose/choix assez/aussi très/trop/plus/beaucoup
- Subjunctive (or not) – *bien qu'ils sont il faut que je dis il pense que la musique soit*
- Passive – *elle est transmettre ils ont développés je n'ai surpris pas*
- Pronouns – *vous s'amusez ils...ses chez leur les films qui ils regardent quelque*
chose qu'on doit être fier de
- Mispronunciation that caused confusion and lapses: *personnes/pourcent*
- Adjectives and adverbs – *les mals acteurs la seulement option c'est vite*
- Negatives – *je ne vois pas rien c'est ne intéressant pas*
- Verb + infinitive – *ils voulaient de voir il peut devient j'aime peuve je préfère de parle*
- Comparisons – *si important comme plus bien les plus bons films*
- Anglicisms – *ils ont un bon temps ; le texte est autour si ; ils ne pensent pas sur comment*
sérieux c'est
- Invented words – *protecter provider promoter admitter restreicter reconniser*
expérencier especialement
- Faux amis – *effectif éventuellement sensible assister*

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.