



Pearson  
Edexcel

# A Level French

Paper 3: Speaking (9FR03).  
Examiner Commentaries.





## Introduction:

- The purpose of this pack is to provide teachers and students with some examples of responses to A Level French Paper 3: Speaking (9FR03).
- The responses in this pack were taken from the June 2018 summer series. The mark schemes and other materials can be found on the Pearson website.
- In this pack, you will find the examiner commentaries and marks. The Audio files can be found on the Pearson Website.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our subject advisor team on [teachinglanguages@pearson.com](mailto:teachinglanguages@pearson.com)



## 9FR03 - Examiner marks and commentary:

Candidate and task	Mark and Commentary	
<p><b>Candidate 1: Task 1</b></p>	<p><b>Stimulus Cards 12</b></p> <p><b>AO1 - interaction</b></p> <p>The candidate responds spontaneously. She is able to sustain the exchanges. There is no hesitation. She checks for understanding. She has no need for communication strategies. She responds more than she initiates.</p> <p><b>4/6 marks</b></p> <p><b>AO3 – accuracy and range of language</b></p> <p>The candidate has an impressive range of language as shown by the table. She consistently demonstrates a variety of expression, using complex and idiomatic language. Apart from one point where there is some apparent confusion, which may not be due to language misuse but rather a breakdown in sequencing of thought, her language is articulate. The message is not impeded by poor language use. She makes mistakes, but these are infrequent and inconsequential. Her pronunciation, whilst not perfect, is perfectly appropriate.</p> <p><b>11/12 marks</b></p> <p><b>AO4 – knowledge and understanding of society and culture</b></p> <p>The candidate always addresses the question. Her answers are quite full although there could have been more development on occasion. She does not really draw conclusions. Everything she says is relevant. There is no loss of focus. She consistently provides examples, information, statistics or references. She shows good knowledge of the themes/sub-themes. She shows an ability to hypothesise. She shows a little insight. She expresses opinion but there is little argument. Whilst the candidate does develop her answers, she does not always sustain this development. Because of the absence of convincing conclusions she is awarded 10 for this AO.</p> <p><b>10/12 marks</b></p> <p><b>Commentary question by question:</b></p> <table border="1" data-bbox="360 1727 1426 1854"> <tr> <td data-bbox="360 1727 1426 1854"> <p>Question 1 - compulsory</p> <p>Est-il vrai de dire que les femmes françaises ne se sont pas vraiment impliquées dans la Résistance</p> </td> </tr> </table> <p><b>Points made by student:</b> <i>They played an important role because they were suspected less – distributing tracts, providing communication, helping clothe airmen – thereby helping the Allies - and aiding the Resistance to grow.</i></p> <p>A full answer – addressing the question, providing supporting evidence and drawing an interesting conclusion.</p>	<p>Question 1 - compulsory</p> <p>Est-il vrai de dire que les femmes françaises ne se sont pas vraiment impliquées dans la Résistance</p>
<p>Question 1 - compulsory</p> <p>Est-il vrai de dire que les femmes françaises ne se sont pas vraiment impliquées dans la Résistance</p>		

<p>Question 2 - compulsory</p> <p>Laquelle des résistantes que vous avez étudiées vous semble avoir apporté la plus grande contribution ?</p>
<p><b>Points made by student:</b> <i>Lucy Albrach – la Dernière Colonne –La Libération – freed her husband when he was being transferred to Germany – Croix d’Honneur 1997</i></p> <p>A full answer with some development showing range of Albrach’s activities</p>
<p>Question 3</p> <p>Jean Moulin pour parler d’un autre aspect de la Résistance, quelle a été son importance ?</p>
<p><b>Points made by student:</b> <i>Very important – arrested 1940 for suspected communism – courageous – slit throat to avoid collaborating – to London in 1941 – unified Résistance in 1943 when he united different movements and created Le Conseil National de la Résistance</i></p> <p>A full answer with good detail despite some loss of clarity over the Moulin incident</p>
<p>Question 4</p> <p>Quelle réaction vous inspire l’action des résistants – l’admiration ou la surprise?</p>
<p><b>Points made by student:</b> <i>Both – they were very courageous to do those things but I’m surprised I would not have done such things had I been there</i></p> <p>Expressing opinion - speculative high-level complex language</p>
<p>Question 5</p> <p>Bien – parlons maintenant de l’Occupation; pour vous quel est l’aspect le plus choquant de l’Occupation ?</p>
<p><b>Points made by student:</b> <i>Vichy introducing laws against Jews without being asked to. This was the French government oppressing French public Jews suffered greatly. 1942 “raffles” intensified – Vel d’Hiv – thousands suffered.</i></p> <p>Answers question with justifying remark/opinion</p> <p>Develops to talk about “raffles”</p>
<p>Question 6</p> <p>Pourquoi Vichy a fait souffrir les Juifs?</p>
<p><b>Points made by student:</b> <i>Vichy had antisemitic philosophy – was in their interest to oppress the Jews – Laval – they all thought Jews were inferior</i></p> <p>Answers question giving inferiority of Jews as an explanation – could have been expanded – do you follow me?</p>

	<p>Question 7</p> <p>Dans quelle mesure est-ce que les Français se sont bien comportés envers les Juifs ?</p> <p><b>Points made by student:</b> <i>Many French helped the Jews. 75% of 300,000 were saved thanks to tip-offs - but militias were hostile</i></p> <p>Answers the question – some detail but could have given more about acts of ordinary French people – hiding – helping to escape etc</p> <p><b>Total for Task 1: 25/30</b></p>
<p><b>Candidate 1: Task 2</b></p>	<p><b>Title : Madame Bovary – objet de scandale</b></p> <p><b>Part 1 – Independent research presentation.</b></p> <p><b>AO2 – responding to spoken language in speech</b></p> <p>States her intent and contextualises her project – refers to the two most interesting sources giving precise details about one but not about the other – gives main point of first source and supporting material – provides more detail about second source linking it to the first – summarises author’s viewpoints – states her personal preference and draws a valid conclusion.</p> <p>Candidates are required to refer to two written sources, summarise the main points and provide a personal response to the sources. The candidate has done all this and more.</p> <p><b>12/12 marks</b></p> <p><b>Part 2 – Discussion of Independent research</b></p> <p><b>AO4 – Knowledge and understanding of society and culture</b></p> <p>The candidate always addresses the question. Everything she says is relevant. There is no loss of focus even if one or two answers are a little adrift. Her answers are full and complete. She draws some convincing conclusions.</p> <p>She demonstrates very good knowledge of the text, the author and the society. She consistently provides examples to substantiate her initial response. She shows insight, understanding and an ability to analyse.</p> <p><b>11/12 marks</b></p> <p><b>Commentary question by question:</b></p> <p>Question 1</p> <p>La religion et la moralité – est-ce qu’il y a un vrai rapport entre la religion et la moralité à cette époque ?</p> <p><b>Points made by student:</b> <i>Yes - society was ruled by religion and morality was based on religious belief – e.g. Emma’s adultery was against both religious and bourgeois morality.</i></p>

	<p>Answers the question, providing an example to illustrate the point. Some limited development.</p>	
	<p><b>Question</b> A votre avis, est-ce que les bourgeois pratiquaient une vraie moralité ou est-ce qu'ils étaient aussi un peu hypocrites?</p>	
	<p><b>Points made by student:</b> <i>The fact that the novel went before the bench shows it was a true representation of bourgeois life – Flaubert draws attention to this by giving the novel the title "Moeurs de Province". I think this shows that the book reflects everyday events in the life of the "bourgeois"</i> Answer does not really address the question of hypocrisy</p>	
	<p><b>Question 3</b> Est-ce que la conclusion ne serait pas que les bourgeois ne pratiquaient pas une vraie moralité ?</p>	
	<p><b>Points made by student:</b> <i>I think there were "bourgeois" who were moral but there were also others who were immoral. Flaubert saw the "bourgeois" as vulgar, bigoted and self-satisfied. So for him they were not moral.</i> Competent answer expressing personal opinion but off-setting that by referring to Flaubert's views. More detail / examples needed.</p>	
	<p><b>Question 4</b> Est-ce que vous pouvez me donner un exemple tiré du roman d'un bourgeois complaisant envers lui-même ?</p>	
	<p><b>Points made by student:</b> <i>The most shameful scene for me must be the one where Maitre Guillaumin approaches Emma who is in her bathrobe and tells her he loves her. I find this is shameful because a lawyer should not stoop to trying seduce a woman. This is an example of a "bourgeois" going against morality.</i> A competent answer that provides an example of a "bourgeois" behaving badly but does not exactly address the question of "smugness / self satisfaction"</p>	
	<p><b>Question 5</b> Bien, si on parle du rôle de femme de Madame Bovary – est-ce que son personnage aurait été aussi scandaleux si elle n'avait pas été mariée à un bourgeois ?</p>	
	<p><b>Points made by student:</b> <i>She wouldn't have been so scandalous if she had been married to Charles because one of the more important accusations was that she rejected and detested her husband – example of scene of rejection – it was shocking that she should have rejected her husband in such a manner, so I think the scandal would have been less serious don't you agree?</i></p>	

Fair response showing good knowledge and some insight and drawing a conclusion without really linking the rejection scene to fact of being a bourgeois – so not so convincing.

Question 6

Quelle est l'image que Flaubert vous donne de l'église catholique ?

**Points made by student:** *Although he tries not to be visible in his novel, his hatred of religion is visible and he ridicules it throughout the novel – i.e. champagne baptism / medal of the Virgin – is ironic. So the novel was disgraceful for Catholics because it was a rejection of all their values.*

Another well-constructed response, with a convincing conclusion but there is a sense that she hasn't really answered the question as to how Flaubert depicted the Church, as opposed to how he hated it and the bourgeois failed to respect the Church.

Question 7

Vous avez parlé de l'impersonnalité de Flaubert – qu'est-ce que ça veut dire ?

**Points made by student:** *Cites Flaubert's comments in a letter "est-ce que le Bon Dieu n'a jamais dit son opinion ?" I think the letter shows that he feels one should not give one's opinion in one's works and in Madame Bovary the crime of adultery is never judged by Flaubert because he does not want his readers (auteurs) to receive his opinion but to form their own.*

A good answer: addresses the question, shows evidence of wider reading, expands on quotation referring to the novel and draws a valid conclusion showing some insight.

Question 8

Est-ce que la mort triste d'Emma Bovary – est-ce que ce n'est pas une forme de jugement de la part de Flaubert ?

**Points made by student:** *In a way. I don't think Flaubert is promoting adultery as claimed by the lawyer. He thinks it is an awful thing by showing the horrible fate of those who commit adultery. So in a way he is counselling against adultery. So, despite what he says, it can be seen that he is present in his book from the way he presents religion and describes the fate of those who commit adultery.*

Answers the question. Displays knowledge. Interprets Flaubert's views. Gives her opinion on the question, by agreeing that he does express his views.

Question 9

Est-ce que la conclusion qu'on devrait tirer de votre argument ne serait donc pas qu'à la fin c'est bien un roman moral ?

	<p><b>Points made by student:</b> <i>No, I wouldn't say so because Emma is at the top of a range of immoral people, there are only a few moral people ie. Charles's mother. It is a cynical, pessimistic work because there are too many immoral people.</i></p> <p>Answers the question. Provides example of character who stands out. Makes a convincing conclusion.</p>	
	<p>Question 10</p> <p>Est-ce qu'on termine en ayant de la sympathie pour Emma Bovary ?</p> <p><b>Points made by student:</b> <i>However much I try not to feel some sympathy for her. She was a victim of her convent education that failed to prepare her for life outside, so I blame religion for her failings and she was very young and inexperienced. It was not her fault. She got the wrong education</i></p> <p>Agrees with the question – justifies her opinion, showing some insight.</p>	
	<p><b>A03 – Accuracy and range of language</b></p> <p>The candidate has an impressive range of language.</p> <p>She consistently demonstrates a variety of expression, using complex and idiomatic language. Her language is articulate and accurate throughout with no real loss of message despite one instance of a lack of clarity. There are some really complex sentences, expressing subtle ideas. It is rare to hear a candidate with such a range. Her control is very good. There are pronunciation errors and grammar mistakes but these are minor. Her pronunciation is accurate.</p> <p><b>11/12 marks</b></p> <p><b>A01 – Interaction</b></p> <p>The candidate responds spontaneously. There is no undue hesitation. She is able to sustain the exchanges but does not seek to dominate. Her answers are generally full. She has no need of communication strategies. She checks for understanding appropriately. She offers subjects for further discussion that are not always taken up.</p> <p><b>5/6 marks</b></p> <p><b>Total for Task 2 part 1: 12/12</b></p> <p><b>Total for Task 2 part 2: 27/30</b></p> <p><b>Total for Task 2: 39/42</b></p>	
<p><b>Candidate 2: Task 1</b></p>	<p><b>Stimulus Cards 12</b></p> <p><b>A01 – interaction</b></p> <p>The candidate responded spontaneously throughout. She is able to sustain the conversation after a fashion but some answers are ambiguous. The examiner has to return to the same subject more than once to obtain an answer which is often the same one. This is not strictly prompting but very similar.</p>	

The candidate adopts a policy of asking whether the examiner agrees or has understood after almost every response. This seems contrived. She does not initiate or take the lead although she does attempt some development.

**3/6 marks**

**A03 – accuracy and range of language**

The candidate demonstrates knowledge of a good range of structures and vocabulary which she attempts to use with varying degrees of success. There is complex language and some limited idiom. There are also some good articulate passages. There are sequences of accurate language but these are overshadowed by a level of error which is at times intrusive. Misuse of language is not always the cause of loss of coherence. It is sometimes not clear what she really means, so there is also some loss of message.

Pronunciation and intonation are intelligible and mostly accurate.

**7/12 marks**

**A04 – knowledge and understanding of society and culture**

The candidate seems to be fixated on the idea that French women had relationships with German officers and returns to it on several occasions. – not always appropriately. Though she does show knowledge of other things that went on during the Occupation concerning the Resistance and Collaboration, she leaves gaps. She is consistently focused on the social and cultural context but only parts of it. She avoids one question. Her contributions are not always convincing. There is insight in her reply about Petain’s motivations and her conclusion that his values are not French values. Her examples are not always pertinent.

**6/12 marks**

**Commentary question by question:**

Question 1 - compulsory  
 Est-il vrai de dire que les femmes françaises ne se sont pas vraiment impliquées dans la Résistance ?

**Points made by student:** *No that's wrong – women played a key role in the war – they had affairs with German officers to gather information – they tricked them*

An unusual answer – omitting the standard roles women carried out in the Resistance, so not entirely convincing

Question 2 – compulsory  
 Laquelle des résistantes françaises que vous avez étudiées vous semble avoir apporté la plus grande contribution ?

**Points made by student:** *Lucie Aubrach – saved resistance fighters arrested by the Gestapo – saved her husband – wonderful she survived knowing that she played such an important and dangerous role – interesting that women played the "innocent woman and victim " card –*

*e.g. if they were out at night they would have said "Sorry I'm cold". - do you agree?*

An intriguing response – some knowledge of Albrach's contribution although a little limited – with a puzzling example. Less than convincing.

Je suis absolument d'accord et c'est un super observation mademoiselle et donc ils ont joué la carte forte et donc c'est très bien ...

AO4

**Points made by student:** *I think it is awful that only 10% of resistance fighters decorated after the 2<sup>nd</sup> World War were women. Isn't it right to think that women played a key role in the Resistance?*

Shows initiative. Offers a possible subject for discussion together with pertinent information.

C'est absolument vrai qu'elles ont joué un rôle clé

Question 3

Pourquoi est-ce que vous pensez qu'il y a eu une telle discrimination entre les résistants et les résistantes en termes de décoration ?

**Points made by student:** *Tricky question – women are traditionally seen as weaker / less than men. The question could be asked whether women did more than men but rightly or wrongly this is not accepted opinion.*

Possible beginnings of an answer but clearly surprised by the question and flounders somewhat, making a suggestion that is not tenable. Unconvincing.

Question 4

Vous avez parlé des relations avec les soldats allemands, est-ce que ce sont des relations amoureuses ?

**Points made by student:** *Yes - but often relationships were not an act of resistance but a type of collaboration.*

The answer avoids the implication of the question and introduces an interesting idea which is not developed. Unconvincing.

Question 5

Parfait – et maintenant je vais passer de l'autre côté de la médaille. Est-ce que vous pouvez me parler un petit peu de la collaboration et ce que faisaient les collaborateurs ?

**Points made by student:** *Of course there were collaborators who were also women who used this method of having relationships with German officers but in a different way. Isn't that right?*

The candidate has not picked up that the discussion has moved on to other forms of collaboration. The answer is again incomplete in that the "other way" is not explained. Unconvincing

	<p>Question 6</p> <p>Oui c'est vrai mais quels ont été les objectifs des collaborateurs?</p> <p><b>Points made by student:</b> <i>They wanted to help the Germans and the Vichy government by finding out information to help the Vichy government. Do you understand?</i></p> <p>A rather weak response suggesting that she hasn't done much work in this area. Unconvincing</p> <hr/> <p>Question 7</p> <p>Oui je comprends bien et quel était l'objectif du gouvernement de Vichy à cette époque-là, à partir de '41 ? Qu'est-ce qu'il voulait réussir ?</p> <p><b>Points made by student:</b> <i>Pétain signed the Armistice with Hitler in 1940. He said it was to help the cause of the French people but I don't think that was the real reason because he wanted to collaborate to be able to promote his anti-Semitic ideas etc which are not true French values. Do you agree?</i></p> <p>Oui je suis d'accord parce que pas tous les français étaient antisémites Suite à la fin de la guerre.</p> <hr/> <p>Question 8</p> <p>Qu'est-ce qui est advenu du maréchal Pétain ? Est-ce que vous savez parce que pour moi c'est un peu mystérieux.</p> <p><b>Points made by student:</b> <i>It's very mysterious</i></p> <p>Avoids question.</p> <hr/> <p>Question 9</p> <p>Et pour les collaborateurs – qu'est-ce qu'ils ont fait exactement pour gagner la confiance des Allemands?</p> <p><b>Points made by student:</b> <i>Women had affairs with German officers, provided information for example about Jews</i></p> <p><b>Total for Task 1: 16/30</b></p>	
<p><b>Candidate 2: Task 2</b></p>	<p><b>Title :</b> Coco Chanel</p> <p><b>Part 1 – Independent research presentation.</b></p> <p><b>AO2 – responding to spoken language in speech</b></p> <p>Sets out her research project – provides personal view on Chanel – cites the title only of the first article and gives 2 ideas – cites second article with author's name, giving 2 of its ideas – refers to a 3<sup>rd</sup> article with author's name and giving the main idea (she liberated women) with some additional information about men's clothing.</p> <p>The presentation lasts 1'48". The candidate refers to three sources (only two are required). She clearly provides at least two ideas from each of these articles. This element is done well, although she could perhaps have included more detail.</p>	

However, there is no personal response to the sources showing how they influenced her and affected her attitude towards the subject.

**4/12 marks**

**Part 2 – Discussion of Independent research**

**AO4 – Knowledge and understanding of society and culture**

The candidate has done some research into her subject but by her own admission decided not to bother with certain other things, so there is a sense of incomplete knowledge. It is interesting, for example, that she fails to mention that Coco Chanel started out as a hatter. She has 3 or 4 straightforward ideas that she plays with to answer different questions.

There is no loss of focus in the analysis of the cultural and social context. This is sometimes developed and justified. She has opinions and her conclusions, when they appear, are more straightforward than they are convincing

**8/12 marks**

**Commentary question by question:**

Question 1

... Elle a passé sa jeunesse dans un abbaye cistercienne avec des religieuses cisterciennes – comment est-ce que cela a influencé ses idées ?

**Points made by student:** *Mother died when she was 12 – father sent her to the Abbey with her sisters – here she learnt to sew – do you understand?*

Question 2

Comment est-ce qu'elle a trouvé de l'inspiration pour une maison de haute couture dans un abbaye ?

**Points made by student:** *Interesting – nuns wear sober garments in black and white and her creations reflect this simplicity spreading the idea that women should wear simple sober clothes. She used the colours of the nuns' habits. Do you understand?*

Question 3

C'est frappant qu'elle ait pris ses idées d'une source si inattendue. Comment étaient les créations de Coco Chanel ? Quelle était la réaction du grand public à ses idées ?

**Points made by student:** *Her most significant creation was the little black dress – made from "maillot" material previously used to make male undergarments – amazing she should have used it for something so feminine and elegant as a dress – she also created the quilted handbag -*

Question 4  
 Pourquoi les couleurs noir et blanc et beige sont reflétées toujours dans les créations de Coco Chanel ? Quelle est l'importance de ces couleurs ?

**Points made by student:** *Black is the most important colour – before Chanel black symbolized mourning only worn during a period of mourning but she broke with this by wearing black at all times of day and this was revolutionary for lots of people. Do you understand me?*

Question 5  
 Quels étaient les principes du style de Coco Chanel? Quelles ont été les idées de base ?

**Points made by student:** *Principles were that women can / must be simple and elegant*

Question 6  
 Les femmes ou les tenues?

**Points made by student:** *The clothes but women feel elegant - ??? – at the end of the 19<sup>th</sup> C women wore very restricting clothes ie. corsets and "frous-frous" – she overturned this idea and wanted women to wear clothes in "maillot" material to feel at ease with themselves like a fish in water*

Question 7  
 Vous avez constaté ici qu'elle a libéré les femmes – comment est-ce qu'elle les a libérées et de quoi est-ce qu'elle les a libérées ?

**Points made by student:** *As I have already said she freed women by creating clothes in comfortable material – first woman to wear trousers – others found that strange – do you understand me? – also she smoked which was very odd because smoking was for men only at that time*

Question 8  
 Vous avez mentionné ici qu'elle a créé beaucoup de choses – uniquement des vêtements ou est-ce qu'il y a d'autres produits de la marque Chanel ?

**Points made by student:** *Also created perfume but this is not as important as the clothes so I concentrated my research on the clothes – do you understand me?*

Question 9  
 Est-ce que les vêtements Chanel portent toujours un prix élevé ?

**Points made by student:** *Very expensive – there are lots of stories surrounding Chanel*

**Question 10**

Comment est-ce qu'elle est arrivée à monter sa propre entreprise ? ... donc elle avait le soutien de beaucoup de personnes ou est-ce qu'il y avait de l'opposition à ses idées?

**Points made by student:** *There was opposition because she wore revolutionary clothes and women who liked wearing restricting garments didn't like her ideas. She was helped by Boy Caplan her lover to open her first workshop in 1910 which marked the real beginning of her career. Do you agree?*

**Question 11**

... Contre qui est-ce qu'elle a fait de la concurrence à cette époque-là ? Est-ce qu'elle avait des concurrents ou est-ce qu'elle était la seule à créer des vêtements comme

**Points made by student:** *There was Yves St Laurent but Coco Chanel was the most important one of that period and her most important idea was .....18.30*

**AO3 – accuracy and range of language**

The candidate shows a very good range of structures and vocabulary. There is frequent variation. Most responses are articulate and coherent. Accuracy is much improved from Task 1 and there are several sections where there are no mistakes. Errors do not generally hinder clarity of communication except for one point where the message is lost.

**9/12 marks**

**AO1 – Interaction**

The candidate responds spontaneously throughout. She is assured in most of what she says. She is able to sustain the conversation and offers lines for further development on occasions. There is minimal hesitation.

She does not initiate communication by consistently taking the lead. There is some development at times but not sustained.

Her checking for understanding is automatic.

**4/6 marks**

**Total for Task 2 part 1: 4/12**

**Total for Task 2 part 2: 21/30**

**Total for Task 2: 25/42**