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Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel GCE
In French (9FR0)
Paper 3: Speaking

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Paper 3: Speaking

This examination tests candidates' ability to demonstrate:

- knowledge and understanding of the cultural context by giving ideas, examples and information on one of the 12 themes and on a chosen subject of interest they have researched linked to the social and cultural context of the language studied
- the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions
- the ability to interact and hold a natural and fluent discourse
- skill in manipulating language accurately
- the ability to respond to written language in speech

These aspects are assessed via two distinct tasks conducted entirely in the target language, which are carried out in consecutive order in one session.

(Summary of Pearson Edexcel Level 3 Advanced GCE in French – page 19)

4 Assessment Objectives are used to judge candidates' ability.

AO1 – Interaction (applied in Part 1 Task 1 and Task 2 Part 2) – assesses candidates' ability to initiate, develop and sustain natural discussion, using language spontaneously and fluently with minimal, or no, hesitation or prompting. **There are a possible 6 marks for this AO.**

The implications for centres are that candidates who are forthcoming, respond appropriately and fluently, develop and sustain their initial responses into related areas, thereby promoting further discussion, will prosper; as opposed to those who rely on cues from the examiner to produce rehearsed, unconnected material and will do less well. Centres who adopt this approach to the examination should be aware of this.

AO3 – Accuracy and range of language (applied in Part 1 Task 1 and Part 2 Task 2) – assesses candidates' ability to communicate effectively, demonstrating the extent of their range of the grammatical features of French and their ability to reproduce these accurately. **There are a possible 12 marks for this AO.**

The emphasis here is primarily on accurate communication, meaning that unhindered transmission of ideas is the prime goal as opposed to grammatical perfection. Clearly the two are connected. Candidates whose mastery of the grammar is poor will produce language that is difficult to understand immediately, resulting in a breakdown of meaningful communication. Correspondingly, those who manipulate the language skilfully but make mistakes will be rewarded appropriately, in line with the extent to which the level of error vitiates communication. Producing relatively error-free language alone will not be sufficient to reach the upper reaches of the mark scheme. To do this, candidates will need to produce complex language, examples of which are to be found in the A level language guidelines.

The implications for centres are that candidates must endeavour to produce correct language and demonstrate variety of structure and vocabulary but also,

and perhaps more importantly, examiners must engineer situations that allow those who can, to reveal the true extent of their knowledge. Discussion of this is more appropriate in AO4.

AO4 – Knowledge and understanding of society and culture (applied in Part 1 Task 1 and Part 2 Task 2) – assesses candidates’ knowledge and understanding of French society and culture gained through study of 4 prescribed themes, which are, in turn, divided into 12 sub-themes. Candidates are first offered a pre-determined choice between two of the 12 sub-themes, as pre-scribed by Pearson Edexcel, and then select one of two statements on different aspects of the sub-theme to prepare, in readiness for the two compulsory questions of Part 1 Task 1. The questions test opinion in the first instance and knowledge in the second.

Candidates must show detailed knowledge of socio-cultural matters which they will substantiate through relevant, apposite examples. They are rewarded for their ability to construct an argument, draw convincing conclusions and express and develop opinions.

The implications for centres are that candidates must be prepared to go beyond their initial response and develop their answer through well-chosen examples and well-made conclusions.

As alluded to earlier, it is the examiner’s role to select aspects of the topic for discussion that will provide candidates with opportunities to show their debating skills. A test that remains largely factual will limit their ability to display mastery of the higher cognitive skills and determine the level of language they may use; whereas hypothetical questions of the type “Suppose you had been living in Vichy France, how might you have reacted to some of the edicts?” / “What about the “banlieues” if Marine Le Pen becomes President?” or ones that test complex tenses “What had happened to bring about the signing of the Armistice?” or mood “To bring about wage parity between employees, what has to happen?” allow candidates to access the upper reaches of each mark scheme.

AO2 – (applied only to Part 2 Task 1) – presentation of an Independent Research Project – assesses candidates’ ability to present their findings on a topic freely chosen by themselves and for which they will have consulted at least 2 target language written works, the content of which they must summarise and evaluate within a 2-minute uninterrupted period. It is important to recognise that this task does not assess knowledge and understanding, nor accuracy of language. The mark reflects the candidate’s ability to meet the requirements of the test. **There are 12 possible marks for this task.**

There are 3 criteria to be met in this task. Candidates must: -

- clearly identify the sources they have used.
- summarise each of these effectively
- make a critical assessment of the relative usefulness of the sources in terms of their understanding of their chosen topic

It is hoped that this explanation of the Assessment Objectives shows how they reflect the objectives of Paper 3 in that they encourage effective inter-personal

and presentational skills, through positive communication on important socio-cultural matters at an advanced level, in language that is immediately comprehensible, despite grammatical inaccuracies.

The exam format

The exam period for each candidate, overall, is 23 minutes.

This consists of a 5-minute preparation period, followed by an 18-minute examination divided into 3 sections. Examiners should adhere to the timings for each section as closely as possible:

Task 1 – 7/8 minutes IRP – 2 minutes Task 2 Part 2 – 8/9 minutes

The test is recorded. The most important person in the procedure is the candidate. The recording should primarily convey what the candidate says and incidentally the examiner's contribution. All extraneous noises should be avoided as they interfere with the listening process and in extreme cases make assessment impossible.

Too many recordings are difficult to listen to because the microphone is too close to the examiner, picking up their voice to the relative detriment of the candidate's. Often the room's acoustics are problematic, performing like an echo chamber and producing a "hollow" sound that distorts the candidate's response. Markers may not hear correctly what candidates say and this may have repercussions on the mark awarded.

The exam process

In the preparation stage, the Invigilator offers candidates a choice between 2 sub-themes. The order in which cards are presented is set down by Pearson Edexcel and must be adhered to.

Having chosen the sub-theme, candidates are then given a card on which appear two statements. They must now choose which of these they will choose to be examined on. Each statement is accompanied by 2 bullet points. These will give them a steer as to the nature of the questions they will encounter. They will have 5 minutes to prepare their answers.

i.e.:

Stimulus FR 12

Thème : L'Occupation et la Résistance

Task 1

La Résistance

A Le traitement des femmes françaises « amies d'allemands » à la fin de la guerre était injuste.

Vous devez considérer :

- *Les raisons qui expliquent le traitement que les femmes françaises ont subi.*
- *Les punitions infligées aux femmes.*

B Le General de Gaulle n'était pas un vrai résistant.

Vous devez considérer :

- *La description du général de Gaulle comme « résistant ».*
- *Les plus grandes contributions du général de Gaulle à la lutte contre l'envahisseur allemand.*

For illustrative purposes, the following questions were asked in **FR12B**

Q 1 Jusqu'à quel point peut-on décrire le général de Gaulle comme un résistant ?

Q2 Quelles ont été les plus grandes contributions du général de Gaulle à la lutte contre l'envahisseur allemand ?

Once in the examination room, the examiner will check candidates' names and numbers and verify that the stimulus card they have prepared from is, in fact, the correct one. They will then be asked to say which of the statements – A or B – they have chosen to explore.

The examiner will read the chosen declaration, followed by the first compulsory question. The exam timing starts at this point.

Once candidates have finished the first response the examiner will, without comment, move to the second question. When the initial response to the 2 compulsory questions is complete, the examiner will spend a little more time exploring aspects of the same sub-theme before moving on to one or both of the remaining sub-themes within the overall sub- theme. For **FR12**, for example, that would be **le Régime de Vichy** and **La France Occupée**.

At the 7/8-minute mark, the examiner will declare that the first part of the exam has come to an end and retrieve the candidates' cards and notes.

The examiner will then announce that the exam is moving on to **Part 2 Task 1** and invite candidates to give their **IRP** presentation, making clear that they have only 2 minutes in which to complete the task and warning that they will be interrupted if they go beyond that point.

Once candidates have concluded their presentation, the examiner will initiate discussion on the bullet points provided by candidates on their **RP3** form, indicating which areas they are prepared to answer questions on.

After a further 8/9 minutes, The examiner will declare that the exam is over and invite the candidate to leave the room.

Advice to centres

Part 1 Task 1

5-minute preparation time

Candidates should study the bullet points on the Candidate Card very carefully. As shown in the example given above, these will provide obvious clues as to the direction the compulsory questions will take and, consequently, help candidates prepare relevant, focused answers.

Compulsory questions

Examiners must identify the candidate by name and number; confirm the stimulus card number and candidate choice. They should read the designated declaration and proceed to the first of the compulsory questions. This is not always done.

Examiners must observe the instruction not to re-phrase or re-word the compulsory questions. They may repeat if requested to do so but only once, generally. They should not prompt for further comment from candidates. Material produced in this way is disregarded.

Candidates should avoid pre-prepared all-purpose answers that make only passing reference to the questions being asked, as these will inevitably fail to meet the requirement for relevance and focus. Too many candidates do this. The result is a response that is not an answer to a precise question and, therefore, may receive only partial reward.

Further questions

Examiners should prepare questions to test candidates' knowledge and understanding of at least one other sub-theme. Failure to move on to these areas will result in candidates not being rewarded properly. Too often too much time is spent on the first section.

At all times, **examiners** should ensure that they do not lead **candidates** into reminiscences of personal experience or comparisons with the situation in the home country. The object of the paper is to demonstrate knowledge and understanding of socio-cultural matters in France.

The IRP

The Presentation lasts for 2 minutes only. **Examiners** must halt the proceedings at the most appropriate point after this time-limit. Any material produced beyond the 2 minutes will not be taken into consideration. Examiners should not intervene to encourage or prompt. In cases of obvious distress, a decision must be made as to whether this part of the test should be stopped, to be re-started once the candidate has recovered their composure and a move to Part 2 made or whether this part of the test should be abandoned. This will, of course, have implications for the overall mark.

Candidates should ensure that they meet the 3 necessary requirements – clear identification of sources / effective summary of both / a personal reaction to the sources and their relative usefulness.

Use of non-French sources renders the test void, as does the use of non-written sources; referring to only one source limits the total mark to 3; giving a personal reaction to the topic, as opposed to the sources, will adversely affect the final mark as only two of the three requirements will have been fulfilled. The Presentation offers candidates a relatively easy way of recording a good score. Many full marks are awarded for this task. It is all the more

disappointing, therefore, to see marks being lost through non-observance of the rules.

The major failings of **candidates** in this exercise are:

- not referencing the sources – partially or completely
- not summarising the sources
- concluding with a personal opinion on the topic and not their reaction to the sources
- running out of time and not making a conclusion
- failing to make a conclusion

The Discussion

Although this part of the task is described as a discussion, in fact this is not quite true. It is more like an interview, where one person, the **examiner**, seeks to encourage the other, the **candidate**, to talk, whilst remaining in the background. **Candidates** should be aware that this is a discussion that they should seek to dominate, by offering appropriate ideas and opinions unprompted. Providing the correct answer is only part of it. The oral examination is a test of the extent of a person's knowledge and views and the ease with which they can impart this knowledge. Holding back for fear of making a mistake is not the right tactic. Too many tests are spoiled by **examiners** interrupting candidates before they have had time to formulate their responses adequately.

The bullet points

Examiners should exploit the bullet points on candidates' **RP3** forms creatively. They are an indication of the areas that candidates have researched and are happy to answer questions about. However, this does not mean that associated areas cannot be explored. The danger with this task is that it becomes a "cue and response" exercise with candidates producing rehearsed material in response to expected questions. Such lack of spontaneity will impact adversely on the marks. **Examiners** should develop "follow-up techniques" to test candidates' ability to create language spontaneously. These need not be questions. Indeed, a simple request for more information on a precise aspect, or for clarification of a certain point, or for re-phrasing of an idea on the grounds that it has not been understood, or challenging an assumption, does not require the same effort as devising a series of questions and has the added advantage of promoting true discussion.

Candidates should be aware that regurgitation is to be avoided. Naturally, having studied the themes, they will have learned what to say in answer to the initial question on a given topic but they must also show that they are capable of responding to further questions on other aspects of the sub-theme or on things they may have said, by adapting their resources to fit the new situation. At all times, **candidates** should endeavour to answer the question as put and not be content to produce material that is only vaguely related to it.

Candidate performance

AO4 – Knowledge and understanding of society and culture

The combination of stimulus material and the order in which they were presented, compounded by the relatively small numbers of candidates per centre meant that Themes 3 and 4 were the ones most often encountered. This was a happy coincidence as these themes appeal to candidates and their performances, in the main, reflected this fact.

Stimulus FR1

Les changements dans les structures familiales

This theme was generally well done. Most candidates were aware that although marriage rates are in decline, it is still the preferred initial mode of living together majority. They agreed with the idea that the majority of French people adhered to the traditional definition of the family even if they were not confident about its long-term future. They also knew that the divorce rate in France is rising and that the causes of this are many; greater opportunities for women without men through education and changing societal attitudes, loss of stigma attached to relationship failure, fall in the influence of the Church.

They were well informed on the other forms of joint living despite some uncertainty over what PACS homosexual couples are allowed to do in terms of adoption and the appeal of PACS after the Taubira law, which most of them knew about in some detail.

They were less well informed about the ways in which domestic and parental responsibilities are divided up, with the younger generation seemingly sharing these more evenly.

FR2 Education

In the main, candidates were quite knowledgeable of the changes in the BAC and generally approved of a move to a more student-centred approach. Some had views on how parents, teachers and students felt about the changes but few commented on the idea of a lengthy oral.

The notion that French education is elitist was widely accepted but less because of its competitive nature than for the cost of the Grandes Écoles. The ideas that class sizes needed to be smaller, teachers should be paid more and there should be more of them were often advanced, as was the thought that more attention should be paid to the "banlieues" to make education less elitist.

FR3 The world of work.

Candidates did well on "télétravail", displaying knowledge and insight regarding the advantages of working from home, which they saw mostly as being less stressful and therefore more productive and better for families, as opposed to

the disadvantages for employers who might not be able to trust their employees and would perhaps prefer to have them in the office, although many of them thought there was a real productivity gain to be had from the more relaxed working conditions.

The 35-hour week is a complex subject and this was reflected in the responses of many candidates who found it easy to understand the reasons for introducing it – tackling unemployment by creating more jobs or making life easier for workers – but less easy to explain the discussion around the loss of earnings and the role of overtime in making up the shortfall in the face of employer resistance.

FR4 Music

True to tradition, very few candidates actually addressed remarks to countries other than France. In the main they agreed with the statement that Anglo-Saxon music was a sort of threat, in that it forced Francophone artists to record in English if they wanted to reach wider audiences and meant that these artists were under pressure to produce similar sounding music in French, which they did not, in the main, approve of. They were very well informed on the “loi Toubon” and had interesting things to say about the efficacy of this attempt to shore up French music, suggesting it was observed more in the breach than anything else. They were less sure of their music festivals and “La Fete de la Musique” was a somewhat vague concept for many of them who failed to see that it is a government backed project which is enacted, free, all over France

Opinions were divided on whether young people paid more attention to their headphones than their megaphones. Most agreed that politics is carried on by boring old patriarchs, who ignore their preoccupations, and fail to capture the imagination of youth. They were much better informed on the types of music listened to by French youth but it is a little disconcerting to learn that Edith Piaf and Johnny Halliday represent traditional music when the question sought to ascertain whether they were aware of a resurgence of traditional regional music, amongst other things.

FR5 Medias

The statement sought to see whether candidates agreed that the only role for television was to entertain, or whether they felt that it had a role to play in areas such as education, politics or current affairs. Most of them were alert to the different contributions television makes to a modern society. They were less aware of the types of programme available over the TNT networks.

Candidates were much better informed about the usage of the internet, largely, one suspects, because they transposed their own situation to a French one. So, improved communication between family and friends, greater informational opportunities, greater educational ones too, not to mention on-line shopping and entertainment, all featured prominently as the benefits of the internet. The dangers of fake news, trolling, cyber bullying, tampering with the political process were also fully appreciated.

FR6

Festivals and traditions

Candidates were well prepared for this theme. Varying questions is problematic and the same ideas appear more often than with other themes, so this should come as no surprise. They believe that festivals are good for society because they unite communities, provide income, promote culture and causes and preserve heritage, amongst other things. Their knowledge of festivals is limited to the major national, religious ones and so they miss the important contribution made by the regional ones.

Interesting, mature views emerged when discussing the benefits and disadvantages of traditions. Whilst they saw the argument that traditions could stultify a country, they felt that a society without a sense of history would be a diminished one.

FR7

The positive impact of immigration on French society

Candidates performed very well in the main on this theme. They knew the importance of immigrants to the construction, agriculture, food and drink and health sectors but they also knew that many of the latest arrivals were highly educated and skilled in areas like computing and business.

They felt that there was progress still to be made in the area of integration and gave well-documented examples of cases of institutionalised discrimination at work, in education and the wider society. Laïcité is frequently quoted as a problem involving freedom of expression and this suggests that this topic has not been fully understood – unsurprisingly, as it is complex.

FR8

Meeting the challenges of immigration and integration in France

This is not an easy topic but candidates showed good knowledge of what the French government has tried to do. Notions such as “assimilation”, “integration”, “communitarianism” “living side by side” are sophisticated and only the best show a real understanding of the various approaches. That did not stop most of them from pointing to the unrest in the “banlieues” and claiming that clearly these policies are not working.

They showed some awareness of the measures taken by the French government to find a solution, such as language and culture classes, anti-discrimination laws, special educational provision, improved housing stock and cultural facilities but this was patchy and they were not sure how successful they were.

FR9

The Far Right

For most candidates, the Far Right is Marine Le Pen, ignoring Eric Zemmour and others even further to the right of her. It was very interesting to see that many candidates had taken a keen interest in the 2022 elections and many, if not all,

were not convinced that M Le Pen was sincere in her “sanctifying/sanitising” of the RN. They were consequently not convinced that the Far Right was in favour of a multi-cultural society and more inclined to think that such was not the case. They believed that France is not a multi-cultural society and that a sizeable section of French society is racist, quoting recent opinion polls to back up their arguments. A decent majority went so far as to state that an RN female President was a distinct possibility in the future.

This theme is obviously popular with candidates and many displayed deep and mature understanding of the situation in France.

10 Occupied France

There was considerable uncertainty as to the extent to which the French collaborated. On the other hand, knowledge of the different forms of collaboration – governmental, commercial and personal, was pleasingly extensive.

Statement B may have been a little cryptic as candidates appeared to lack detail about everyday life during the Occupation – the privations, fear, the various threats, the treachery, the loss of liberty and civic rights to name but a few. Equally, they were not aware of the ingenuity of the French – le système D, barter, fictitious country cousins, underground networks etc – to circumvent these problems.

FR11 The Vichy government

The best candidates were able to show that the French were misled as to the real intentions of the Vichy Regime and Petain in particular and point to the areas where Republican values were brushed aside and how this caused initial enthusiasm for the “hero of Verdun” to decline steeply, whilst at the same time identifying initiatives in the world of work and the organisation of society brought in by the regime that persist today – public holidays and Mothers’ Day being frequently mentioned.

In the main, candidates did not know many of the leaders of the Vichy government nor their fates, apart from Petain, and therefore found the question about whether they deserved their punishments difficult. On the other hand, they were knowledgeable on how the regime imposed its will on the French through the militia and the police.

FR12 The Resistance

Candidates showed good knowledge of this theme, describing the ambivalence of the population to the movement due to the reprisals exacted by the Nazis for their activities. The early disorganisation and lack of unity due to conflicting political allegiances was well understood as was the contribution of Jean Moulin. Their general assessment of the contribution of the Resistance through its well documented activities was sober and well-judged in the main.

This is a popular theme and candidates displayed both good knowledge and mature judgment in discussing it.

Language skills

As explained above, AO3 assesses the degree to which candidates can communicate effectively. Broadly speaking, there are two features that define effective communication. Primarily, clear transmission of ideas; secondly the resources available to enhance this transmission. Expressing thoughts in a more nuanced way requires more nuanced structures and refined vocabulary. Thus, a distinction is created between basic and complex language. A list of expected Advanced level grammatical items is set out in the syllabus specifications, available on line.

Roughly speaking, basic language is what would be expected from a good GCSE candidate and complex language is what they would have learnt in years 12 and 13. Interestingly enough, subordination is considered as complex language. The consequences of this are that candidates who use a limited range of structures will not score highly even if the language produced is accurate. To access the upper reaches of the mark scheme, candidates must show knowledge of complex tenses, mood, voice, relative pronouns other than "qui" and "que" and idiom. In addition, they should show an ability to sustain their contribution to the discussion with no drop in performance levels. Most candidates fall into the category of performance expressed in the mark range 5 – 8. That means they are generally able to communicate what they want to say; the harder it is to express the idea, the more the performance is flawed.

Colleagues report that the effects of a disrupted few years are still to be seen in the overall level of accuracy.

Many candidates have not come to terms with notions such as gender, number, agreement, concord and conjugation.

Attribution of gender is often both inaccurate and erratic, with the same noun being given different genders in the same sentence.

Agreement of noun and adjective is more successful when the qualifier is next to the noun. Intervening words appear to wipe out gender memory.

Adjectives are usually put in their right place but candidates routinely revert to mother-tongue preference.

Whilst the comparative use of adjectives is quite well understood, the superlative is rare; but this may just be the nature of the type of exchanges encountered in oral examinations where comparing multiple items is not common.

Adverbs, when they are used, often follow the English pattern of splitting subject pronoun and verb

– *il souvent allait en France*

With the **Article**, there are two major problems for candidates. The first is whether there should be one:

- Les maires demandent argent de gouvernement
- L'année dernière je suis allée à le Paris

and the second is contraction. Examples of "à les" "de le" etc. occur all too frequently.

The use of **personal pronouns** is an area that would benefit from greater attention.

Personal pronouns, when used as part of the verb group, are nearly always correctly used.

Object personal pronouns are very rarely used and when they are, create confusion. **Disjunctive personal pronouns** are frequently replaced by subject pronouns:

Ils ont discuté de ça avec il

The relative pronouns "qui" and "que", when used, are often interchangeable. "Celui etc", "lequel etc" and "dont" are very rarely encountered – "en" almost never.

The personal adjective is frequently given the gender of the owner of the item rather than the correct one:

Il a pris son bicyclette pour aller voir son mère

The place of the pronoun within the verb group, especially when a negative or an auxiliary verb are involved is an area that would benefit from greater attention.

Verb manipulation is problematic. The infinitive is frequently used with a personal subject pronoun. Pronoun and verb endings frequently do not agree. This is particularly the case after an attempt at subordination has been made, when the subordinate verb often appears in the infinitive.

Candidates use the Present, Perfect and Imperfect tenses competently, if erratically. Uncertainty over which of the past tenses to use is common. The tendency to use the Present when talking about the past, for instance, is widespread, again particularly where subordination is involved.

The **Future** is much rarer but, as recorded in previous reports this may be the result of the topics being discussed and the type of questions being used. Candidates generally talk about what is happening or what did happen. They may know the Future and other tenses but if they are not given the opportunity to demonstrate this knowledge, they can earn no reward.

The art of good examining is to provide opportunities for candidates to display, not just knowledge and opinion, but also the extent of their mastery of the language. Examiners should bear this in mind when deciding how they will expand discussion into areas that will allow candidates to display their linguistic range.

Other tenses appear rarely. Again, this is often the result of candidates not being invited to show what they can do in more speculative, hypothetical or philosophical areas.

Correct use of Mood is the reserve of the best candidates. Many candidates use the phrases "autant que je sache" and "je ne crois pas que ce soit ..." with aplomb but whether they are aware that they are using the subjunctive is often called into doubt by their subsequent failure to use it when required. The Subjunctive remains a mystery to the majority and this compromises the authenticity of their performance.

Voice continues to mystify both candidates and examiners. Fundamentally, the construction of the **Passive** is the same in both languages and so should not be a cause of error – but correct construction is rare.

Subordination is considered a complex language skill and partially explains why most candidates achieve a creditable mark for this AO. Most candidates will, at some point, use phrases such as "je pense que ..." or "il est vrai que ..." and this will allow them to access the "use of complex language ..." section of the mark scheme. Nevertheless, it is clear that many candidates do not understand that French is a "linked language" and as such, the various clauses and phrases require the use of a linking device, such as a relative pronoun, for example, and that English syntax cannot be adopted blindly. Utterances such as:

Ils veulent le gouvernement arrêter les immigrés venir en France
are common. To reach the upper ranges of the mark scheme, candidates need to show that they have a sound grasp of French syntax.

Conclusions

This year, candidates showed good knowledge and reasonable understanding of the themes. Laïcité remains the most problematic area for all but the very best. The referential/pronominal aspects of French are not well understood and would profit from more attention.

Subordination is a function that, because it works in such a different way from English, requires greater attention if candidates are to produce authentic French. The role of the examiner needs reviewing. Intelligent preparation, not only of which areas to develop but how to do that whilst offering candidates opportunities to demonstrate mastery of high-level complex language structures, is perhaps the greatest contribution teachers and examiners can make to improving a candidate's mark.

