



# GCE Examiners' Report

French  
AS and A level  
Summer 2024

## Introduction

Our Principal examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.<sup>1</sup>

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

## Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	<a href="https://www.wjec.co.uk/home/professional-learning/">https://www.wjec.co.uk/home/professional-learning/</a>
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	<a href="#">Portal by WJEC</a> or on the WJEC subject page
Grade boundary information	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level.</p> <p>For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.</p>	For unitised specifications click here: <a href="#">Results, Grade Boundaries and PRS (wjec.co.uk)</a>

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<sup>1</sup> Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	<a href="#">Portal by WJEC</a>
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	<a href="https://resources.wjec.co.uk/">https://resources.wjec.co.uk/</a>
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	<a href="#">Portal by WJEC</a> or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	<a href="#">Become an Examiner   WJEC</a>

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## Executive Summary

Overall, candidates were well prepared for the 2024 suite of examinations.

Unit 1 and 3 assessments in Wales are in the second year of being teacher-examiner conducted and centres should be commended on the way they have coped with this transition. There is useful guidance for centres available on the website to aid in conducting assessments, as well as a new training resource from spring 2024 to further support centres. The Principal Examiner offers the following key observation and recommendations for improvement in the conduct of the assessment, candidates should be encouraged to engage in interactive dialogue rather than monologues to demonstrate their ability to sustain interaction throughout the conversation.

Accuracy has been cited as an area requiring improvement across all units. Principal Examiners have stated that increased accuracy, by way of competence in basic grammar, and knowledge of theme specific vocabulary are essential. Centres could use exemplar work to demonstrate the importance of accuracy and the impact it can have on overall marks by reviewing materials listed as classroom resources below.

In Unit 2, an improvement has been seen in the way the translation task has been dealt with; to further improve, candidates should be encouraged to make use of the question for context. Most candidates produced critical responses demonstrating clear planning and extensive knowledge, but a lack of accuracy impacted the quality of response as a whole. An increased tendency to use anglicised constructions was noted. Another point of note was that an increasing number of candidates referred to female groups rather than mixed gendered groups throughout their responses. For example, the French, the Germans and the Jews were talked about using the feminine plural which had a negative impact on accuracy as well as the message.

Overall, candidates did well on the listening and reading sections of Unit 4. However, there continue to be issues around candidates lifting entire segments rather than successfully manipulating an element for their responses. Translation continued to be a challenge and increased knowledge of theme-based vocabulary and grammatical structures are cited as being important in facilitating improvement in this area.

In Unit 5, candidates engaged well with their title of choice and demonstrated good knowledge of the work studied. The best answers were based on a clear plan where the points for each paragraph were identified before the writing begins. There were some outstanding responses where the French and critical analysis were of a very impressive standard. However, the Principal Examiner highlighted that in this task of sustained writing, the level of general accuracy needs attention. There were examples of errors in basic grammar, conjugation and poor grasp of the present tense. There continues to be a trend of widespread use of anglicised vocabulary and sentence structures which must be addressed.

Areas for improvement	Classroom resources	Brief description of resource
Questioning techniques for Unit 1 and Unit 3 assessments.	<p>Guidance for conducting speaking assessments.</p> <p><a href="#">OER (Online Exam Review)</a> CPD material</p> <p>On demand course from Spring 2024</p>	<p>Documents with administrative information on conducting the test and guidance on questioning technique for Units 1 &amp; 3 (<a href="#">NEA section of the website</a>)</p> <p>Exemplar material.</p> <p>In the on demand courses section of the <a href="#">Training tab of the website</a></p>
<p>Accuracy when producing French.</p> <p>Translation support.</p>	<p><a href="#">Past Papers</a> <a href="#">Mark Schemes</a></p> <p>OER (Online Exam Review) CPD material Exam Walkthroughs</p>	<p>Previous responses from candidates / mark schemes.</p> <p>Show the benefits of using the text as context for the translation task.</p>

# FRENCH AS/ADVANCED

## GCE

Summer 2024

### UNIT 1: SPEAKING

#### Overview of the Unit

The speaking examination for the French GCE Advanced Subsidiary requires candidates to undertake a 15-minute oral test, conducted by the centre's teachers. The test is divided into two tasks: the *argument* task (card A) and the *discussion* task (card B). Each task evaluates different skills and has unique requirements.

The *argument* task requires candidates to defend a viewpoint on a topic relating to France or a francophone country or community. Half of the marks for this task are awarded for AO4, knowledge of the country/community. The *discussion* task contains a text (of approximately 50 words) and three starter questions on the topic being discussed. Understanding the text is an important part of this text (AO2). Both tasks evaluate candidates' ability to interact with the examiner orally (AO1) and the quality of their language (AO3).

The total mark for this test is 48. Both task A and task B are worth 24 marks each.

#### Comments on individual questions/sections

**Card A:** The argument task (white card)

##### AO1 (4/24)

Candidates engage with examiners to defend a viewpoint on a topic related to France or a francophone country/community. Strong candidates can concede points and enjoy disagreeing with the examiner. However, some candidates tend to present all their arguments in one initial monologue, leading to a lack of subsequent interaction. It is advised that teacher-examiners make statements that candidates can rebut. It is important for candidates to develop the ability to sustain the argument throughout the discussion.

##### AO3 (8/24)

The ablest candidates demonstrate grammatical accuracy and appropriate language use for arguments. They use a wide range of structures and vocabulary with good pronunciation. Weaker candidates struggle with grammar, vocabulary, and pronunciation, affecting their ability to maintain an argument. Common issues include verb endings, especially in the present tense, and the pronunciation of the "ent" in plural forms. Providing varied sets of debate-purposed structures can help candidates form and start their arguments effectively.

##### AO4 (12/24)

Half the marks for the argument task are awarded for knowledge of France or a francophone country/community. Candidates must avoid discussing the UK or personal experiences unrelated to French-speaking contexts. They need to demonstrate detailed understanding and relevance of their facts. Often, candidates lack the detailed, sustained knowledge necessary to reach the top band. Familiarity with festivals, notable landmarks, social contemporary events, or culinary specialties is recommended.

**Card B:** The discussion task (green card)

**AO1 (4/24)**

Candidates respond to examiner questions, with the ablest showing initiative. However, long answers to the three set questions can limit interaction. Examiners should ask the three questions consecutively to ensure consistency and familiarity. Candidates should be encouraged to maintain interaction rather than delivering long, pre-prepared responses.

**AO2 (8/24)**

This mark constitutes a third of the total for the task. Candidates must refer to the reading passage content and interpret its implications. Simply repeating the text does not show understanding. Candidates can demonstrate comprehension by paraphrasing or expanding on the text during discussion. They must be able to explain in detail what the text says, even when prompted, and interpret the implications for the topic under discussion.

**AO3 (8/16)**

The ablest candidates use grammatically accurate language with a variety of structures and vocabulary. Weaker candidates face issues with grammar, vocabulary, and pronunciation, which reflect written rather than spoken French. Accuracy in grammar, especially verb formation and adjective agreement, is crucial. Teaching students more idioms and complex structures will benefit their performance.

**AO4 (4/24)**

Discussions must relate to France or a French-speaking country/community. Discussions should avoid becoming generic and must focus on specific French or francophone contexts. References to French society and culture should be evident throughout the discussion.

## Summary of key point and recommendations

Overall, candidates showed varying levels of performance across the assessment objectives. Here are the key observations and recommendations for improvement:

- AO1 (Interaction and Communication): Candidates should engage in interactive dialogue rather than monologues. Teacher-examiners could further facilitate this by making statements that prompt rebuttals rather than questions. Candidates need to respond spontaneously to examiners' points and sustain interaction throughout the conversation.
- AO2 (Understanding and Interpretation): Candidates must demonstrate a clear understanding of the reading passage by paraphrasing or providing detailed explanations. Candidates ought to be encouraged to interpret text implications rather than just repeat text content. Developing the ability to explain and analyse the text will improve performance in this area.
- AO3 (Language Quality): Candidates should aim for grammatical accuracy and a wide range of vocabulary and structures. Pronunciation practice is essential to avoid influence from their native language's intonation and sound system. Emphasising the correct use of verb forms, tense formation, and adjective agreements is crucial.
- AO4 (Knowledge of Francophone Contexts): Candidates need detailed, relevant information about France or a francophone country/community. They should ensure their arguments and discussions are specific to these contexts and avoid comparisons with the UK or personal anecdotes unrelated to francophone experiences. Ensuring candidates have access to authentic sources and encouraging engagement with French media will enhance their knowledge base.

## FRENCH

### GCE

Summer 2024

#### UNIT 2 - LISTENING, READING AND CRITICAL RESPONSE IN WRITING

##### Overview of the Unit

Unit 2 assesses Listening, Reading and Translation skills, in sections A, B and C. Section D is the Critical Response in Writing which assesses both AO3 and AO4.

Series 2024 was received well as it was accessible whilst offering a good level of challenge. Candidates responded well to the topics and managed the requirements of each type of question very well. Very few candidates left items incomplete or not attempted.

##### Comments on individual questions/sections

**Question 1:** Multiple choice.

- Most candidates coped well with the task. No active use of French was required.
- Theme, context and lexis were accessible.
- The second half of the task proved challenging for some candidates.
- The most common incorrect answers were (1) and (6):
- Unknown or misunderstood vocabulary: *prudente/se casse*

**Question 2A:** True or false/correction of incorrect statement.

- Most candidates coped well with the task. Some active use of French was required.
- Theme, context and lexis were accessible.
- Successful responses used the statement provided to very good effect, having to change one or two words:  
(b)- *La famille a évolué à cause des changements **sociaux**.*
- The most common incorrect answers were:  
(c) - *un quart* was not corrected  
(e) - *que des adultes* was not understood.

**Question 2B:** Gap fill.

- Most candidates coped well with the task.
- The most common incorrect answers were 5 and 6.

## Section B: Reading

### Question 3: Summary task.

- Most candidates coped well with the task. No active use of French was required.
- Theme and most of the lexis were familiar. The context and some lexis presented a challenge.
- The most common incorrect answers were 1 and 5:
- Unknown or misunderstood vocabulary: “riz”/ “récolte”

### Question 4: Gap-fill.

- This was completed fairly well, however most candidates did not make sufficient use of the translation paragraph for context.
- Answer 3 was incorrect for a number of candidates. There was confusion between “apprendre /enseigner”.

## Section C

### Question 5: Translation.

- Although this is traditionally the most challenging task it was done fairly well.
- There were some spelling errors, some lack of vocabulary knowledge and some errors in sentence construction.
- Some candidates did not take sufficient care when translating and most failed to use Q4 for context.
- The most common issues were as follows:

PART	ORIGINAL TEXT	INCORRECT TRANSLATION
1	<ul style="list-style-type: none"><li>• par trimestre</li></ul>	<ul style="list-style-type: none"><li>• <i>each semestre</i></li></ul>
2	<ul style="list-style-type: none"><li>• les cours</li><li>• exposé</li></ul>	<ul style="list-style-type: none"><li>• <i>the course</i></li><li>• <i>expose/exposed</i></li></ul>
3	<ul style="list-style-type: none"><li>• les frais de scolarité</li><li>• enfants</li></ul>	<ul style="list-style-type: none"><li>• <i>the school system</i></li><li>• <i>students/pupils</i></li></ul>
4	<ul style="list-style-type: none"><li>• il y a un an</li><li>• une centaine de</li><li>• collégiens</li></ul>	<ul style="list-style-type: none"><li>• <i>there is a year</i></li><li>• <i>one hundred</i></li><li>• <i>children</i></li></ul>
5	<ul style="list-style-type: none"><li>• nos attentes</li><li>• on va devoir</li><li>• les locaux</li></ul>	<ul style="list-style-type: none"><li>• <i>attendance</i></li><li>• <i>issue with incorrect tense</i></li><li>• <i>the locals/ the locality/locale</i></li></ul>

## Section D

For this section, the assessment objectives are AO3 (manipulating the language accurately, using a range of lexis and structure) and AO4 (showing knowledge and understanding of, and responding critically to the film). The question is marked out of 36. AO3 carries twice as many marks (24) as AO4 (12).

### Un long dimanche de fiançailles :

Very few candidates answered questions on this film. Candidates opted for title (b) and provided successful responses on all aspects of the theme of love.

### **Le Havre:**

Options (a) and (b) resulted in successful responses dealing with the representation of France and the theme of courage.

### **La Classe:**

Candidates responded to both titles. Responses demonstrated a thorough understanding of the themes in the questions set.

Successful answers focused on various pupils' socio-economic and learning challenges for question (a) and the many aspects of Francois Marin's character for question (b).

### **La Rafle:**

Candidates usually chose option (a). Candidates knew the film very well and responded by analysing the exclusion and isolation of the Jews in their daily lives as well as in the Velodrome/ camp. A candidate responding to title (b) made a strong case for *la joie* being used in times of oppression as a coping mechanism, a type of resistance, a means of protecting loved ones. This was a particularly poignant and moving response, worthy of note.

- Most candidates manipulated persuasive literary language well and showcased extensive knowledge of their chosen film.
- Most candidates endeavoured to produce a critical response; there was evidence of planning. These aspects are firmly embedded.
- Generally, a lack of accuracy meant that the knowledge of the film was impaired and this impacted the quality of the response as a whole.

Issues were as follows:

- common grammatical errors, specifically structures involving the infinitive:  
*il veut montre que...*
- anglicised constructions: sentences ending with *avec* or *faire*
- spelling of basic vocabulary, notably essays dealing with *les juives* or *les Francaises* (effectively excluding men and impacting clarity of argumentation)
- spelling of characters/ places/ themes
- basic punctuation and neatness (a script only contained commas by way of punctuation which impaired clarity)
- overuse / lack of accents
- use of *cette* for *cela/ ça*

Overall, candidates were well prepared to deal with the challenges of this paper. For future series, increased accuracy is essential to improve overall performance.

# FRENCH AS/ADVANCED

## GCE

Summer 2024

### UNIT 3: SPEAKING

#### Overview of the Unit

The 2024 A Level French Unit 3 Speaking Exam demonstrated a high level of engagement from candidates in the Independent Research Project (IRP) task. This task continues to offer students a valuable opportunity to explore topics related to France or French-speaking countries and communities that interest them, often resulting in high-quality presentations and discussions.

The tests were conducted efficiently across most centres, adhering closely to the time guidelines.

#### Comments on individual questions/sections

##### Questioning Techniques

Teacher examiners are reminded to use questioning to allow candidates to demonstrate their skills in the following assessment objectives:

##### **AO1:**

Understand and respond in speech to spoken language, including face-to-face interaction. This involves asking appropriate questions, listening actively, rephrasing if necessary, and ensuring the candidate stays on topic.

##### **AO2:**

Understand and respond in speech to written language from various sources. Questions should enable candidates to showcase their understanding of their research topic.

##### **AO3:**

Manipulate the language accurately in spoken form, using a range of lexis and structures. Questions should encourage the use of diverse grammatical structures, vocabulary, idioms, and constructions.

##### **AO4:**

Demonstrate knowledge and understanding of, and respond critically to, different aspects of culture and society where the language is spoken. Candidates should be encouraged to reference cultural and societal contexts relevant to their topics.

#### **Presentation (20 marks)**

The presentation is assessed on three objectives: AO2 (4 marks), AO3 (8 marks), and AO4 (8 marks).

##### **AO2:**

Candidates generally showed extensive research from diverse sources, strengthening their presentations. However, explicit references to sources were less important than the content quality.

**AO3:**

Language quality was high, with good grammatical accuracy and appropriate use of vocabulary and idioms. Some candidates delivered their presentations at a fast pace, which occasionally hindered comprehension.

**AO4:**

Presentations often demonstrated deep understanding and critical analysis of cultural and societal aspects relevant to the chosen topics.

**Discussion (52 marks)**

The discussion, lasting 9-10 minutes, evaluates all four assessment objectives:

**AO1 (12 marks):** Candidates effectively responded to questions, showing good comprehension and interaction.

**AO2 (8 marks):** Candidates provided detailed insights from their research, although some responses lacked depth.

**AO3 (16 marks):** Spontaneous responses affected grammatical accuracy but were generally comprehensible. Common errors included verb forms, tense use, and agreement issues.

**AO4 (16 marks):** High marks were awarded to candidates who provided relevant, well-analysed, and evaluated information.

**Summary of key points:**

- Candidates showed strong personal opinions, sustained conversations well, and demonstrated good knowledge of French society. Many used complex structures and idioms effectively.
- Common issues included verb and tense errors, adjective agreements, and reliance on English pronunciation.

**Recommendations:**

- Accuracy in grammar: candidates should focus on learning accurate verb and tense usage, noun-adjective agreements, and complex sentence formations.
- Argumentative language: candidates ought to be equipped with a range of expressions for agreement, disagreement, and general argumentation.
- Cultural knowledge: candidates should be able to understand and discuss regional, national, and international contexts.
- Research skills: candidates must remember the importance of primary French sources and the need for critical analysis and evaluation in research findings.
- Presentation skills: candidates should be encouraged to use a natural and paced delivery, avoiding over-reliance on memorised scripts.

**Conclusion:**

Overall, the 2024 cohort demonstrated solid preparation and engagement with the IRP task. Teacher examiners are encouraged to continue supporting candidates with their questioning techniques and may find the training materials on the website (with links in the executive summary) useful. With continued emphasis on grammatical accuracy, cultural understanding, and effective research skills, future candidates can achieve even higher levels of performance.

## FRENCH

### GCE

#### Summer 2024

#### UNIT 4-LISTENING, READING AND TRANSLATION

The 2024 paper was received well as it was accessible whilst offering a good level of challenge. Candidates responded well to the topics and managed the requirements of each type of question very well.

More traditional questions that demanded active production of continuous French proved more challenging and were adversely impacted by timing issues.

#### Section A – Listening

**Question 1** :Multiple choice.

Theme, lexis and context were accessible.

Many candidates scored highly, some a full mark.

Incorrect answers were as follows:

- 9. Some candidates inferred racism/discrimination as an answer
- 10. Some candidates did not make the link between *utile* and *utilité*

**Question 2:** Summary task.

Theme, lexis and context presented some challenge.

Many candidates scored highly, some a full mark.

Incorrect answers were as follows: 1, 8 and 7.

**Question 3:** Question and answer.

Many candidates did well on this question however some found this question challenging as a response in the language of study was required. The assessment objective used for marking this question is AO2 (understanding) rather than accuracy, though the French must be accurate enough to give a correct, understandable answer. Some candidates provided more than the number of details required for (d) and (e).

- Q.3**
- (a) answered well.
  - (b) answered well, however verbal agreements were an issue for some eg: *Marcel étaient juif..*
  - (c) the name change was understood but some candidates used *urnom* for surname.
  - (d) answered fairly well. A lot of candidates failed to communicate the idea of orphans being killed
  - (e) answered well by some candidates. Correct manipulation of language was an issue as well as wholesale lift
  - (f) answered fairly well however most candidates did not understand/ failed to communicate Marcel's ability to be funny.

**Section B – Reading**

**Question 4 (a):** Gap-fill.

- Q.4**
- (a) Fairly well done. Most vocabulary was familiar however context proved challenging for some. Gap 2 was most often incorrect.
  - (b) Summary. Answered fairly well by most candidates. Most frequent errors were 1 and 8.
- Q.5**
- (a) Synonyms. Mostly well done. Some candidates lifted more than the answer required. This was most frequent with items (a) and (e).
  - (b) Multiple choice. Completed well by most with answer 2 and 5 being the most common errors.
  - (c) Identify correct statements. Completed well by most candidates with (e) and (j) being the most common error.
- Q.6** In this exercise, reading comprehension was tested by means of a traditional question and answer task. Although AO2 rather than AO3 was the assessment objective applied for assessing this question, the French had to be clear enough to be understandable. Some candidates did not attempt this question; time might have been a factor. Some candidates lifted whole sentences.

Issues were as follows:

- Q.6**
- (a) answered well by most candidates although a few answered *il s'est moqué de lui*
  - (b) lifting was an issue however some candidates manipulated the language of the text to good effect, for example: *ils ont condamné.../ils ont demandé une loi...*
  - (c) answered well by some candidates
  - (d) understood by most candidates however communicating the correct answer without whole lift proved a challenge
  - (e) proved a challenge. Most candidates copied from the text or failed to communicate *entre...*
  - (f) proved a challenge. Candidates tended to lift from the text or list specific professions
  - (g) answered fairly well. Some candidates provided the same idea twice.
  - (h) answered fairly well however proved challenging for some. *Cultivation* for culture was used by many.
  - (i) Answered fairly well however some candidates used *exclusés/exclués*
  - (j) Answered fairly well. Some candidates did not communicate their answer clearly.

## Section C – Translation

For question 7, accuracy (AO3) is the key assessment objective used in evaluating this task. Only a few candidates scored high marks. There were the usual problems of vocabulary, incorrect use of verb forms/tenses, pronouns and possessive adjectives, genders, adjective agreements and so on.

Issues were as follows:

<b>PART</b>	<b>ORIGINAL TEXT</b>	<b>INCORRECT TRANSLATION</b>
<b>1</b>	<ul style="list-style-type: none"><li>• censorship</li><li>• the press</li><li>• suppressed</li></ul>	<ul style="list-style-type: none"><li>• <i>la censorship/la censorisation</i></li><li>• <i>la press/la media/la pressée</i></li><li>• <i>suppressés</i></li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• newspapers</li><li>• typewriters</li><li>• vente</li><li>• authorities</li></ul>	<ul style="list-style-type: none"><li>• <i>les papiers/les journals</i></li><li>• <i>le écrit de type</i></li><li>• <i>le vend/vendre</i></li><li>• <i>les autorités</i></li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• handwritten</li><li>• arrested</li><li>• anonymity</li><li>• discretion</li></ul>	<ul style="list-style-type: none"><li>• <i>écrive/ écrite/écrire de/par main</i></li><li>• <i>arrêt</i></li><li>• <i>animité</i></li><li>• <i>la caution</i></li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• from the start</li><li>• transport</li><li>• bicycle</li><li>• best</li></ul>	<ul style="list-style-type: none"><li>• <i>au début/ au commence</i></li><li>• <i>la transportation</i></li><li>• <i>le bicycle</i></li><li>• <i>mieux</i></li></ul>

### Summary of key points:

Overall, candidates were well prepared to deal with the demands of this paper though time proved a challenge for some, especially in relation to more productive tasks.

In order to address issues relating to productive questions such as questions 3, 4, 6 and 7, increased accuracy, by way of competence in basic grammar, and knowledge of theme specific vocabulary are essential.

## FRENCH

### GCE

Summer 2024

#### UNIT 5-CRITICAL AND ANALYTICAL RESPONSE IN WRITING

##### Overview of the Unit

This paper offered four texts for analysis and a choice of two titles per text. The most popular choice was *Un Secret*. Second in popularity were *Kiffe Kiffe demain* and *Le Bal*. There were no responses for *Les Amants d'Avignon*.

The assessment objectives AO3 and AO4 carry an equal weighting of 20 marks each. AO3 assesses linguistic accuracy and the quality of the language in relation to the title set. AO4 assesses the knowledge of the text studied in the context of the question set. It also evaluates the essay as an evidence based analytical and critical response.

Candidates engaged well with their title of choice and demonstrated good knowledge of the text. Although the manipulation of the language as assessed in the AO3 element was a challenge for many candidates, there were some outstanding responses where the French and critical analysis were of a very impressive standard. They were a pleasure to read.

##### Comments on individual questions/sections

**Q.1 Le Bal** Candidates tended to opt for title (b) and elicited good responses. It is pleasing to see how well candidates understand context, themes and characterisation in this novel.

- (a) In this question a few candidates were able to analyse a range of events and behaviours to respond to the question set, supporting their augmentation convincingly.
- (b) In this question the best candidates were able to analyse and express opinions on the social values presented in the text, with knowledge and conviction.

**Q.2 Kiffe Kiffe demain** Candidates responded to both titles and showcased an in-depth understanding of the themes and issues raised by the author.

- (a) Candidates were able to examine the impact of Doria's cultural background. Responses were generally critical and well supported. Some candidates however did not fully understand the question and focused on racism and discrimination, indicating some reuse of pre-learnt material.
- (b) Better candidates were able to analyse fully Hamoudi's evolution. Responses were generally critical and well supported, demonstrating a clear understanding of his importance in the work and providing a personal viewpoint.

**Q.3 Un Secret** This was the most popular choice. Candidates responded equally to both titles and demonstrated knowledge and insight.

- (a) This question elicited some good responses analysing Hannah's character and death.
- (b) Candidates focused on various relationships to produce pertinent essays. Some candidates focused too much on Maxime's relationships and did not enough on the narrator's relationships.

**Q.4 Les Amants d'Avignon** No answers submitted.

**Issues were as follows:**

- Very few essays exceeded the recommended length or were poorly presented
- Misspelling of characters/places/themes
- Lack of basic punctuation which hindered clarity
- Basic grammar and conjugation/poor grasp of the present tense
- Use of accents (missing where they are needed and appearing on consonants); candidates from one centre spelt *la relation*

**Widespread misspelling and misuse of language:**

- *Ce / celle montre - cela montre que*
- *De / à / pour + infinitive*
- *Car / parce que - because of / thanks to*
- *Grace à - followed by a negative concept e.g.: grace au racisme...*
- *Sentir used for se sentir/ ressentir*
- *Le change for le changement*
- Widespread misspelling of : *premièrement/ deuxièmement...pour conclure*
- *Dans la façon/ manière used for d'une façon...*
- Question inversion reprised throughout the essay

**Widespread use of anglicised vocabulary and sentence structures:**

- *Experiercer / expected / facer / provider used as verbs*
- Sentences ending with *avec*
- Overuse of *faire (rendre) / une part/ une partie* in typically anglicised structures
- Widespread use of *juives/ francaises* e.g. *les juives etaient tués*

**Summary of key points:**

- The best answers are based on a clear plan where the points for each paragraph are identified before the writing begins.
- Candidates would benefit from learning the vocabulary specific to their text and to the expression of the themes and issues within it. There is too much intrusion from English.
- Most importantly, the level of general accuracy in this task of sustained writing needs attention. All aspects of grammar are involved: control of tenses, agreements of subject and verb, nouns and adjectives, possessive adjectives, verbal structures and prepositions.
- Fewer errors will improve the mark for the AO3 element and therefore impact AO4. Careful consideration of both assessment objectives could be useful to guide teaching and learning. Candidates who can sustain a balance of both AO3 and AO4 within this task write successful answers.

## Supporting you

### Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 029 2240 4295

Email: [languages@wjec.co.uk](mailto:languages@wjec.co.uk)

Qualification webpage: <https://www.wjec.co.uk/qualifications/french-as-a-level>

See other useful contacts here: [Useful Contacts | WJEC](#)

### CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

### WJEC Qualifications

As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

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