

# GCE Examiners' Report

French

GCE

Summer 2025

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## 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	Grade boundaries are the minimum number of marks needed to achieve each grade. 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.  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.	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.
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## Executive Summary

Overall, candidates were well prepared for the 2025 suite of examinations.

Unit 1 and 3 assessments in Wales are teacher-examiner conducted and centres should be commended on the way they have delivered this for candidates. There is useful guidance for centres available on the website to aid in conducting assessments. The Principal Examiner offers the following key observation and recommendations for improvement in the conduct of the assessment of Unit 1; where teachers offered opinions or provocative statements to challenge the candidate's view, interaction flourished. In some cases, however, candidates resorted to pre-learnt monologues or vague points, limiting true discussion. In Unit 3, less scripted questioning produced better candidate responses.

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. In Unit 5, there was an increased use of anglicised vocabulary and sentence structures. Idiomatic language has been highlighted as an area for development across all units. 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 above.

**FRENCH**  
**GCE**  
**Summer 2025**  
**UNIT 1 – SPEAKING**

**Overview of the Unit**

The AS Speaking examination for the French GCE Advanced Subsidiary/Advanced level 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 test (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**

**AO1 (4/24)**

Most candidates engaged with the topic and provided viewpoints clearly. However, performance was variable depending on the teacher's approach. Where teachers offered opinions or provocative statements to challenge the candidate's view, interaction flourished. In some cases, however, candidates resorted to pre-learnt monologues or vague points, limiting true discussion. Some examiners noted repetition due to a narrow range of questions asked, or where teachers initiated general rather than focused conversations.

**AO3 (8/24)**

While stronger candidates demonstrated confident control of grammar and accurate pronunciation, many struggled with verb endings (particularly '-ent' in plural forms), with some leaving verbs in the infinitive. There was also a noticeable lack of idiomatic phrases in many performances, and adjective agreement and word order issues were frequent. In general, pronunciation of common French sounds such as '-tion' remained an area for development.

**AO4 (12/24)**

Understanding of the French or francophone context varied widely. Some candidates showed impressive knowledge of regional cultures (e.g. Béarn, Alsace) or regional languages, while others provided responses that were too generic, lacking specific reference to France or the wider francophone world. In weaker performances, some confused Quebec as a region of France or gave purely anecdotal points with no cultural grounding.

## **Card B: The discussion task**

### **AO1 (4/24)**

Candidates generally demonstrated good engagement, although in some cases, long responses to the first question reduced opportunities for spontaneous interaction. In a few instances, examiners did not ask the three required questions consecutively or moved too quickly to open conversation, leading to a less structured discussion. Nonetheless, stronger candidates developed ideas and responded thoughtfully to follow-up questions.

### **AO2 (8/24)**

Most candidates showed clear understanding of the stimulus text, referencing it directly. However, some simply lifted wording from the passage without interpretation or elaboration. Weaker candidates often needed prompting to explain or develop their responses, while stronger ones rephrased or expanded on the material with insight. For some texts, such as B2, aspects related to employment and housing were overlooked.

### **AO3 (8/24)**

Language performance varied similarly to Card A. While the vocabulary in the text helped scaffold responses, weaker candidates often relied on it heavily, leading to repetition. Grammar and pronunciation were generally stronger in pre-prepared sections, with noticeable drop-offs in spontaneity. Some lacked range, with verb endings, agreements and lack of idioms still a limiting factor.

### **AO4 (4/24)**

Many candidates gave answers that were too broad or lacked cultural specificity. Some responses mentioned data about family or marriage in France but missed opportunities to explore these in cultural depth. Examiners stressed the need for contextualisation – generic responses will not access the higher bands. Teachers who guided candidates to stay on topic and ask specific, culturally anchored questions made a noticeable difference.

## **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): Teachers should encourage candidates to engage in active discussion rather than deliver rehearsed speeches. Prompting students with challenging opinions or counterarguments, rather than open questions, supports stronger AO1 performance.
- AO2 (Understanding and Interpretation): Candidates should be trained not only to recognise information in the stimulus text but to interpret and engage with it critically. Centres should support students in developing the skills to paraphrase and expand upon ideas, rather than lifting phrases directly from the text. Where candidates relied too heavily on the source material or gave surface-level responses, performance was limited. Instead, students should be encouraged to explain what the text suggests, infer implications, and connect these to the wider topic.

- AO3 (Language Quality): Candidates should aim for grammatical accuracy and a wide range of vocabulary and structures. Centres should place greater focus on present tense formation (especially common irregular verbs like *aller*), adjective agreement, and correct pronunciation of plural endings. To reach the top bands of AO3, candidates should be taught a broader repertoire of idiomatic phrases and advanced syntactic structures.
- AO4 (Knowledge of Francophone Contexts): Candidates should be equipped with detailed, specific knowledge of the French-speaking world – festivals, historical figures, social issues, regions, and traditions – not just personal or generic anecdotes.

## FRENCH

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## UNIT 2 – LISTENING, READING, TRANSLATION 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 2025 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.

### Comments on individual questions/sections

#### Section A: Listening

**Question 1:** Choose 5 correct statements.

- Most candidates coped well with the task. No active use of French was required.
- Theme, context and lexis were accessible.
- Some statements proved challenging for some candidates.
- The most common incorrect answers were (b) and (i).
- Unknown or misunderstood vocabulary by a few candidates: *avant/stage de formation*.

**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:  
E.g. (d) - *Avec l'aide des plateformes sociales, le rap a connu **une augmentation***.
- The most common incorrect answers were:  
(b) – Idea of *moins diffusée* was not understood nor conveyed by some candidates.  
(f) - *dans le passé* was not corrected. Some candidates inferred correctly and produced answers as follows : *l'aspect dansant est nouveau*.

**Question 2B:** Gap fill.

- Most candidates coped well with the task.
- The most common incorrect answers were 3 and 5.

## Section B: Reading

### Question 3: Summary task

- Most candidates coped well with the task. No active use of French was required.
- The theme and most of the lexis were familiar. The context presented a challenge.
- The most common incorrect answers were 1 and 5:  
Unknown or misunderstood vocabulary/concept: *fête nationale/morceaux grossier/unité nationale*.

### Question 4: Gap-fill

- This was completed fairly well; however, some candidates did not make sufficient use of the translation paragraph for context.
- Answer 3 was most commonly incorrect. There was confusion between *provoquant/risquant*.

## Section C

### Question 5: Translation

- Although this is traditionally the most challenging task it was completed 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 some failed to use question 4 for context.
- The most common issues were as follows:

PART	ORIGINAL TEXT	INCORRECT TRANSLATION
1	<ul style="list-style-type: none"><li>• nocif</li></ul>	<ul style="list-style-type: none"><li>• <i>dangerous</i></li></ul>
2	<ul style="list-style-type: none"><li>• depuis peu</li><li>• connaissait</li></ul>	<ul style="list-style-type: none"><li>• <i>incorrect sentence constructions</i></li><li>• <i>incorrect tense</i></li></ul>
3	<ul style="list-style-type: none"><li>• contrôle</li><li>• ce que l'on respire</li></ul>	<ul style="list-style-type: none"><li>• <i>the lack of control</i></li><li>• <i>unclear sentence constructions</i></li></ul>
4	<ul style="list-style-type: none"><li>• surtout</li><li>• pourrait</li><li>• forte dépendance</li></ul>	<ul style="list-style-type: none"><li>• <i>especially/particularly</i></li><li>• <i>incorrect tense</i></li><li>• <i>idiomatically incorrect</i></li></ul>
5	<ul style="list-style-type: none"><li>• cherchera à</li><li>• abandon</li></ul>	<ul style="list-style-type: none"><li>• <i>search/look for/incorrect tense</i></li><li>• <i>banning</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 (a) and provided successful responses on how the main characters experience suffering.

**Le Havre:**

Both questions produced successful responses.

Title (a) was very well received and understood. Candidates argued that Idrissa's journey, Arletty's recovery and Monet's behaviour at the end were clearly miraculous.

Title (b) produced responses where candidates focused on the many values developed within the storyline.

**La Classe:**

Candidates responded to both titles.

Title (a) produced responses focusing on the many values that Monsieur Marin endeavours to instil in his pupils.

For title (b), successful answers argued that the classroom environment becomes a place of expression because of the different types of interactions.

**La Rafle:**

Title (a) elicited successful responses focusing on aspects of violence experienced by a number of characters.

Title (b) produced detailed responses on the behaviours of French people: the Jewish community, the government, the police, the medical staff etc. This title produced some responses containing pre-learnt content or material relating to WWII. Although interesting, such material proved to be irrelevant to the question set.

- 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...ce montre que*
  - *Après que il va...*
- anglicised constructions:
  - sentences ending with *avec* or *faire*/overuse of *avec*, translating directly from English
  - incursion of English: *providé/starvé/experienché/preventé/c'est evidé que...*
- essays dealing with *les juives* or *les Françaises*, effectively excluding men and impacting AO4. Sentences such as the following impaired argumentation:  
*Le gouvernement a raflé les juives en France*
- spelling of basic vocabulary/characters/places/ themes
- overuse/lack of accents
- basic punctuation and neatness:
  - scripts only containing commas by way of punctuation which impacted AO4
  - scripts containing sentences of over 50 words.

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

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## UNIT 3 – SPEAKING

### Overview of the Unit

The 2025 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

Teachers/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:**

Most candidates demonstrated good to excellent knowledge of their chosen topic, often supported by well-structured presentations. However, some lacked critical engagement with their material. Where research was clear, explicit reference to sources was sometimes missing, which limited marks in AO2. Examiners noted that a minority of candidates chose narrow, hobby-based topics which constrained depth and analysis.

### **AO3:**

In many cases, candidates delivered accurate and fluent language, with evidence of complex structures. Nonetheless, idiomatic language was underused across a number of centres. In some instances, pre-learned material was delivered at speed, which affected clarity and pronunciation. Frequent grammatical weaknesses included agreement errors and incorrect verb conjugations, particularly in the present and past tenses.

### **AO4:**

Many candidates succeeded in embedding relevant cultural context into their presentations. Particularly strong were projects that explored lesser-known figures or regional identities, such as Sophie Germain and Francophone communities outside France. However, some candidates lacked specificity, referencing general global themes without linking clearly to a French-speaking country.

## **Discussion (52 marks)**

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

### **AO1 (12 marks):**

Interaction was generally good, with candidates responding confidently and sustaining conversation. Spontaneity was a key strength. A small number of candidates struggled to understand more targeted or abstract questions. Centres are reminded to guide discussions to allow candidates to expand and demonstrate initiative, rather than follow a list of set prompts.

### **AO2 (8 marks):**

Where research was thorough, candidates were able to elaborate and interpret their findings effectively. The strongest candidates showed evidence of critical analysis and evaluation. In weaker cases, discussion remained superficial or overly reliant on memorised facts. Some candidates were unable to expand beyond the information given in their presentations, missing opportunities to engage with their research findings in depth.

### **AO3 (16 marks):**

There was a noticeable disparity between the language used in presentations and that in spontaneous discussion. Many candidates showed a good range of vocabulary and structure, though recurrent issues included verb agreement, incorrect tense usage, and inconsistent adjective agreement. Centres should continue to emphasise idiomatic and high-register structures in oral work.

**AO4 (16 marks):**

Candidates who scored well were able to link their topic to the wider francophone world and demonstrated cultural insight through thoughtful analysis. Others gave responses which, while factually accurate, lacked interpretive depth. Teachers are encouraged to push candidates to consider cause, effect, and cultural relevance when preparing for this component.

**Recommendations:****AO1:**

Ensure candidates are prepared to respond to probing questions and develop spontaneous, extended replies. Teachers should avoid overly scripted questioning and be confident in rephrasing for clarity.

**AO2:**

Encourage candidates to critically engage with their research material and avoid over-reliance on memorised scripts. Stronger discussions emerged from topics with wide scope and strong cultural links.

**AO3:**

Grammar teaching should focus on core verb forms and agreements. Centres are urged to expose students to a broader range of idiomatic phrases and encourage confident use of complex syntax.

**AO4:**

Projects must remain rooted in francophone contexts. Generic discussions or international topics with tenuous links to France or the wider francophone world often limited achievement in this area.

**Summary of key points:**

The 2025 cohort showed real engagement with the IRP, and many produced articulate, thoughtful work. Centres are encouraged to continue fostering deep cultural understanding, grammatical confidence, and effective research. With more consistent attention to idiomatic expression, spontaneity, and critical evaluation, future candidates will continue to thrive.

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### GCE

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## UNIT 4 – LISTENING, READING AND TRANSLATION

### Overview of the Unit

Unit 4 assesses Listening, Reading and Translation skills, in sections A, B and C.

Series 2025 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 well. Some candidates failed to attempt all tasks.

### Comments on individual questions/sections

#### 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:

4 -some candidates heard secret in the item and selected option (b).

8- some candidates selected option (a).

##### 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 and 4.

##### Question 3: Question and answer

Many candidates coped well with this question however some found it 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.

- (a) answered fairly well though *méfiants* was a challenge for some
- (b) answered well
- (c) answered correctly by only a few candidates.
- (d) answered well despite some whole sentence lifts
- (e) answered well by some candidates. Correct manipulation of language was an issue as well as wholesale lifts. Some candidates provided more than the number of answers required
- (f) answered fairly well however some candidates misspelt *l'accès*
- (g) few candidates managed to manipulate the language to responded correctly
- (h) proved very challenging. *Les atouts/le bilinguisme* misspelt by a number of candidates.

## Section B – Reading

- Q.4** (a) Gap-fill: Fairly well done. Most vocabulary was familiar, however context proved challenging for some. Gap 6 and 8 were most often incorrect.  
(b) Summary: Answered fairly well by most candidates. Most frequent errors were 4 and 5.
- Q.5** (a) Synonyms: Mostly well done. Some candidates lifted more than the answer required. This was most frequent with items (c) and (e).  
(b) Multiple choice: Completed well by most with answers 1 and 5 being the most common errors.  
(c) 5 correct statements: Completed well by most candidates with (b) and (f) 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:

- (a) answered well by most candidates although the idea of *retraite* was not articulated by some  
(b) answered fairly well however spelling was an issue  
(c) proved a challenge for most. Answers mostly lifted. *L'évidence du séjour* was a common error  
(d) understood and conveyed by most candidates  
(e) answered well. Some candidates provided more than 3 answers  
(f) proved a challenge. Some candidates repeated answers from the previous question or gave the same idea using different vocabulary  
(g) answered fairly well. Some candidates provided the same idea twice or incomplete answers  
(h) answered fairly well however *les handicapés* was a common error  
(i) proved very challenging for most candidates and led to whole sentence lift  
(j) answered fairly well. *Faire une action* was a common error.

## Section C – Translation

### 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:

PART	ORIGINAL TEXT	INCORRECT TRANSLATION
1	<ul style="list-style-type: none"><li>• significant</li><li>• access</li><li>• satisfy</li><li>• secondary</li><li>• desires</li></ul>	<ul style="list-style-type: none"><li>• <i>significante/signifiante</i></li><li>• <i>accès/access</i></li><li>• <i>satisfier</i></li><li>• <i>deuxième</i></li><li>• <i>desirés</i></li></ul>
2	<ul style="list-style-type: none"><li>• At the end</li><li>• consumer</li><li>• target</li><li>• USA</li></ul>	<ul style="list-style-type: none"><li>• <i>au fin</i></li><li>• <i>consommeur/consommateur...</i></li><li>• <i>targer/targetter/butter</i></li><li>• <i>many incorrect spelling variations</i></li></ul>
3	<ul style="list-style-type: none"><li>• European</li><li>• rebuilt</li><li>• shortages</li></ul>	<ul style="list-style-type: none"><li>• <i>europeans/européens...</i></li><li>• <i>construire</i></li><li>• <i>les shortages</i></li></ul>
4	<ul style="list-style-type: none"><li>• determination</li><li>• financial</li><li>• provided by</li><li>• Marshall plan</li><li>• lead</li><li>• unprecedented</li></ul>	<ul style="list-style-type: none"><li>• <i>determination</i></li><li>• <i>financielle/financier/financiale</i></li><li>• <i>providé/provisé</i></li><li>• <i>du Maréchal(Pétain))</i></li><li>• <i>incorrect tense/agreement</i></li><li>• <i>unprecedentedé</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 a few, 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

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#### 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*. It was pleasing to read responses for *Les Amants d'Avignon* this year.

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

###### Question 1: Le Bal

Candidates tended to opt for title (b) and elicited good responses. Interestingly, this text produced relatively balanced scores between AO3 and AO4.

- (a) In this question candidates were able to analyse a range of events, characters and behaviours to analyse the theme of humiliation, supporting their argumentation pertinently.
- (b) In this question the best candidates were able to analyse and express opinions on Antoinette's difficulties with knowledge and conviction.

###### Question 2: Kiffe kiffe demain

Candidates responded to both titles and showcased a good understanding of the themes and issues raised by the author.

- (a) Candidates were able to examine the importance of the *banlieue* in the lives of its inhabitants. Responses were generally critical and well supported. Some candidates however did not fully exploit the question and focused solely on the negative aspects, reusing some generic material about issues in the banlieues.

- (b) Better candidates were able to analyse fully the idea of hope being at the centre of the storyline. Responses were generally critical and well supported, demonstrating a clear understanding of this theme.

### Question 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 the importance and impact of the past on the lives of various characters.
- (b) Candidates focused on various aspects of identity, Maxime's, the narrator's, Simon's... to produce pertinent responses. Some insightful and inspired responses argued that Hannah's and Tania's respective female identities had been reduced and sacrificed by Maxime.

### Question 4: Les Amants d'Avignon

This work produced very few answers on title (a). Responses focused on the German presence in France and its impact.

#### Issues were as follows:

- Essay length/overuse of asterisks/lack of basic punctuation hindering clarity
- Misspelling of characters/places/themes
- Basic grammar and conjugation/ past participle ending in *é* (accent missing).

#### Widespread misspelling and misuse of language:

- Confusion between *a/à* and *et/est*
- *Ce/ cette montre que - cela montre que*
- *De/à/pour+* infinitive
- *Grace à* followed by a negative concept - e.g. *grace à la pauvreté...*
- *Dans la façon/ manière* used for *d'une façon...*
- Possessive pronouns, especially 3<sup>rd</sup> person singular/plural used indiscriminately
- Widespread use of *les juives/ Françaises* for *les juifs/ les Français*
- *L'étoile jeune/ le passe/la passe/ Maxime est honté/hauté* (Un secret).

#### Widespread and increased use of anglicised vocabulary and sentence structures:

- Sentences ending with *avec* - e.g. *les problèmes elle fait face avec*
- Incorrect use and overuse of *faire* - e.g.: *elle la fait triste*
- Use of *l'évidence* to mean proof- e.g. *cette évidence montre que...*
- *Il aussi...*

### **Summary of key points:**

- Candidates would benefit from learning the vocabulary specific to their text and to the expression of the themes and issues within it.
- Candidates should refrain from using anglicised lexis and sentence structures.
- Candidates should be encouraged to produce a response of around 400 words. Longer essays tend to be repetitive, descriptive and lacking in focus. Consequently, the mark for AO4 will be impacted.
- Most importantly in this task of sustained writing, accuracy needs attention. All aspects of grammar are involved: tenses, all agreements, pronouns, 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 produce successful responses.

## 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: [AS/A Level French](#)

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.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



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