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# **GCE A LEVEL EXAMINERS' REPORTS**

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**FRENCH  
A LEVEL**

**AUTUMN 2020**

Grade boundary information for this subject is available on the WJEC public website at:  
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### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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**FRENCH**  
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**COMPONENT 2: LISTENING, READING AND TRANSLATION**

**General Comments**

The skills assessed for this paper were AO2 for questions 1 to 9 and AO3 for question 10. The number of marks allocated for each question gives an indication of the length of the answer required, so candidates should avoid giving several answers when a question carries only one mark.

Although there were very few entries it was clear to see that the paper was accessible for all candidates and all questions were attempted by every candidate.

Vocabulary for the four A Level themes was well-known or at least familiar showing a good knowledge of the issues studied for A Level.

**Comments on individual questions/sections**

Most candidates scored well on the non-verbal responses - multiple choice, finding synonyms, selecting from a list, gap-fill, with some full marks being attained on these questions.

- Q.1 (A)** In the true/false exercise (listening to French) most candidates were able to select accurately but did not always give the correct response.
- Q.2 (A)** Summary of main points in response to listening in French. This question was very well done by a lot of candidates. They were familiar with how to respond to this question style and produce accurate responses.
- Q.3** Responses in French to a written text. The responses indicated that candidates knew the theme well and many were able to elicit the correct answers in a coherent manner.
- Q.5** Summary of main points in response a text in French. As with Question 2 (A), this question was well done, and candidates were able to use the text effectively to produce accurate responses.
- Q.6 (A)** Responses in French to a written text. There were some misinterpretations of the questions, but candidates generally answered well.
- Q.7** Translation into English. The vocabulary was well-known for this theme and some very good translations were produced.
- Q.8** Translation into French. There were some excellent translations from candidates whose knowledge of grammar is secure and who can write idiomatic French with accuracy.

## Summary of key points

- It was pleasing to see that candidates have good knowledge of the themes studied and can apply this in a range of contexts.
- As question styles become more familiar, candidates are becoming more confident and adept at selecting and forming their responses. They are becoming more skilful at not “lifting” material from the text in Section B.
- There were some good examples of good usage of French, both grammatically and idiomatically. This led to some high marks being achieved where the responses were written in French.
- Candidates must spend time reading the questions carefully and assessing their demands before forming a response.

## FRENCH

### GCE A LEVEL

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#### COMPONENT 3: CRITICAL AND ANALYTICAL RESPONSE IN WRITING

##### General Comments

In general, the candidates followed the guidelines set which is pleasing. There were examples of outstanding work which were a pleasure to read. The candidates knew their films and texts very well and engaged intelligently with the characters and themes.

There was a spread of literary works and films chosen. The choice of films was *Intouchables*, *Les Choristes* and *Au Revoir les Enfants*. The novels chosen were *L'Étranger*, *Le Silence de la mer* and *No et Moi*. The play *Antigone* proved popular also.

The questions set on each work were effective in eliciting good responses. In most cases both questions set on the film or literary text attracted responses from candidates.

##### Comments on individual questions/sections

The most successful responses shared the same characteristics. These candidates focused closely on the question set in the title chosen. The main ideas for the response to the title were used to set the critical argument and guide the structuring of the essay into paragraphs. The evidence selected to support each idea was appropriate. Structuring paragraphs in this way benefited the candidate as the analysis was clear and the logic coherent.

The language was always written with great precision and there were few errors made. The vocabulary chosen was highly suited to the work studied and being analysed. The structures and vocabulary used was complex and varied. The tone of a critical evaluation of the title was created. This clarity of reasoning and analysis led to good marks on the AO4 assessment criterion.

Referencing the social and cultural context needed thought. The most successful essays made brief, effective references to the social, cultural or historical context. Many candidates referred to the Resistance in the Second World War, the social deprivation of the *banlieues* or the current social problems, for example, to illustrate the context and the writer's or director's intent. When this material outweighed or distracted from the critical treatment of the film or literary work itself this had a negative impact on the marks awarded.

The benefits of detailed planning before writing the full essay were evident. There was evidence of detailed plans. This allowed the candidate time to reflect on and choose the best evidence to support the main ideas and to note briefly the order in which they would reinforce the main idea of the paragraph. The candidate was then free to concentrate fully on the accurate production of the French. Candidates who made few errors and offered a variety of controlled structures scored well on the AO3 assessment criterion.

The less successful candidate often knew the work chosen well. However, the organisation of the ideas into a logical argument was not effective. The evidence chosen was not always

the most appropriate. The focus was on the information itself rather than the use of the information to support an argument.

In terms of accuracy the sounds of French were frequently present, but they were not written correctly. There was confusion of how to differentiate between the infinitive, the past participle and the imperfect for example. Verbs were often misspelled or conjugated incorrectly. Time spent checking the accuracy would benefit these candidates.

### **Summary of key points**

- Make a detailed plan
- Answer the question in the title directly
- Use information critically
- Do not introduce too much social or historical detail
- Focus intently on grammatical accuracy



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