



# GCE A Level Examiners' Report

French  
GCE Eduqas 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 component.

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	Eduqas 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.eduqas.co.uk/home/professional-learning/">https://www.eduqas.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 Eduqas subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade.  For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here:  <a href="#">Results and Grade Boundaries and PRS (eduqas.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	Eduqas 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.eduqas.co.uk/">https://resources.eduqas.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 Eduqas 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   Eduqas</a>

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## Executive Summary

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

For Component 1, examiners were once again impressed by how confidently and calmly candidates approached their tests and by how well centres had prepared their candidates for their speaking tests.

The Independent Research Project (IRP) forms an important part of the speaking assessment. The IRP allows candidates to choose an area of personal interest for independent study. This year, there were a few examples of titles that were either too vague or too restrictive, which do not allow much scope for broadening the discussion. Centres are reminded that they are able to contact Eduqas if they are unsure of the suitability of an IRP title.

Compared to the previous two series, it was noticeable that candidates performed considerably better at AO4 in task 2. Many candidates were able to gain marks in the top band for their in-depth knowledge and analysis of the sub-theme. This year, most had researched their topics thoroughly but there were still a few examples of candidates quoting research done in English or using English-medium resources, as has been a problem in previous years. Candidates should be reminded that all research should be conducted in French (page 18 of the specification).

With Components 2 and 3, candidates generally performed well and Principal Examiners were pleased that there was a general improvement on some tasks compared to previous years, such as the translation question from Component 2.

However, accuracy has been cited as a common area requiring improvement by the Principal Examiners of Components 2 and 3, paying particular attention to control of tenses, agreements of subject and verb, nouns and adjectives, possessive adjectives, verbal structures and prepositions.

In Component 3 candidates should ensure that they are able to correctly spell key features of the works they have studied such as character names and avoid anglicised spellings and structures.

Areas for improvement	Classroom resources	Brief description of resource
IRP research and title issues	Guidance on preparing learners for C1.  OER (Online Exam Review) CPD material	<a href="#">A website guide for teachers preparing candidates.</a>  Exemplar material.
Accuracy when producing French.	Past Papers Mark Schemes OER (Online Exam Review) CPD material Exam Walkthroughs	Previous responses from candidates / mark schemes found on the website. <a href="#">Resource (eduqas.co.uk)</a>

**FRENCH**  
**GCE A level**  
**Summer 2024**  
**SPEAKING**

**Overview of the Component**

The NEA speaking assessment at A Level consists of two tasks. The first task is in two parts: a presentation on the independent research project (IRP) lasting 2 minutes followed by a discussion based on the IRP for between 9 to 10 minutes. The second task is a discussion based on a stimulus card on one of the themes studied at A Level, lasting 5 to 6 minutes. Candidates are offered a choice of two cards and have 5 minutes to prepare. There are two compulsory questions, one being unseen. In total the NEA lasts between 21-23 minutes including preparation time. This component is marked out of 60 and represents 30% of the marks available at A Level. In speaking, all four assessment objectives (AO) are tested.

- AO1** Understand and respond in speech to spoken language including face-to-face interaction. It is assessed during the IRP discussion in task 1 for 5 marks and during task 2, also for 5 marks, totalling 10 marks.
- AO2** Understand and respond in speech to written language drawn from a variety of sources. This is assessed in task 1 during the presentation and again during task 2, totalling 10 marks.
- AO3** Manipulate the spoken language accurately using a range of lexis and structures. It is assessed in task 1 for 15 marks and task 2 for 5 marks, a total of 20 overall and represents a third of the marks for this component.
- AO4** Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of France and/or the French-speaking world. 15 marks are available in task 1 (5 for the presentation and 10 for the IRP discussion) and an additional 5 marks in task 2. Like AO3, this represents a third of the marks for this component.

**Task 1:**

The IRP forms an important part of the speaking assessment. It provides candidates with the opportunity to choose an area of personal interest for independent study. This component gives opportunities for candidates to select an aspect of study that interests them related to the countries or communities where French is spoken.

The IRP encourages candidates to develop research skills in French, demonstrate the ability to initiate and conduct individual research on a subject of personal interest, identify a key question or subject of interest, select relevant information in French from a range of authentic sources including the internet, use information to illustrate knowledge and understanding of the research subject, analyse research findings and elaborate on key points of interest during the presentation and discussion.

## Task 2:

The set of 12 picture stimulus cards covers the two themes and sub-themes at AS, being a young person in French-speaking society and understanding the French-speaking world but also themes of diversity & difference and France 1940-50, the occupation and post-war years. To perform well at this task, candidates need to be well informed and be able to analyse and evaluate relevant issues on all four of these themes and sub-themes about life in France or other French-speaking countries or communities across the world.

I would like to thank all our centres for their hard work and dedication in preparing their candidates and ensuring the smooth running of all the speaking tests this series. I would also like to extend my thanks to teachers, heads of department and exam officers for hosting all our visiting examiners and making them feel very welcome at what is a very busy time of the school year. Examiners appreciate the time and effort that is taken by most centres to accommodate them.

Most centres provided appropriate venues for the speaking exams to take place and were very well organised. Examiners reported that, in a very few instances, centres used either unsuitable venues, which were either very cramped or too noisy or the centre seemed unprepared for their arrival.

Most centres this year communicated very well with their examiners but there were also a very few, who failed or were very late in responding to requests, such as confirming dates, supplying IRP forms on time or sending through a copy of the MFL centre form. Centres are reminded that all relevant documentation must be sent to the examiner at least three weeks prior to the start of the examination and that they should keep examiners informed of any change or issues, such as ill health, numbers of candidates, withdrawn candidates or changes to the timetable. Centres are also reminded that within 24 hours of the examiner's departure, the MFL centre form should be uploaded to Surpass using the key code supplied by WJEC. Again, thank you to the many centres that do this each year on time.

Examiners were impressed by how candidates conducted themselves this year. Examiners came across some truly outstanding performances. Most were very well prepared and informed and approached the examination calmly, with determination and genuine enthusiasm. Despite some nerves, most were very willing and able to engage freely with the examiner and coped remarkably well throughout. There were, however, a few more instances this year of candidates seemingly more reluctant to interact with the examiner or were very nervous or anxious, which on occasions, impeded their overall performance.

Most candidates this year were very well briefed by their teachers. They knew what to expect and had prepared effectively and conscientiously for their French speaking examination and performed for the most part, to the best of their abilities. Most had researched their topics thoroughly but there were still a few examples of candidates quoting research done in English or using English-medium resources. Candidates should be reminded that all research should be conducted in French (page 18 of the specification). There were, however, far fewer references to Wikipedia.

Most candidates were able and prepared to answer a whole variety of questions based on what they had said during their presentation, the responses they gave to the examiner and the bullet points they supplied on the IRP forms. They were also able to sustain the discussion and engage proactively with the examiner answering more unpredictable and challenging questions to access grades in the top bands. Like last series, candidates at certain centres seem to be still under the impression that questions will solely be based on the bullet points supplied on the IRP form. This has never been the case and as is stated on page 13 of the specification, that all the questions are set by the examiner. The IRP form is there to give the examiner some prior information about the candidate's chosen topic and examiners may, if they wish, refer to any bullet point they feel is appropriate to sustain the discussion at any point during the discussion.

Examiners were impressed by the fantastic range of IRP titles and interesting topics this year, ranging from well-loved subjects such as football, fashion, films, gastronomy, secularism, immigration and *la Nouvelle Vague* to more topical subjects such as the Olympic games in Paris, *les gilets jaunes*, Macron, police violence and gender equality. There were equally many examples of unique and esoteric titles, which had been carefully planned and meticulously researched. It was also obvious to examiners that many candidates had really enjoyed researching their topics and that many candidates were able to discuss their chosen topic with confidence, enthusiasm and perception. Examiners commented that they had on many occasions, learnt something new and many discussions were enjoyable and memorable.

There were this year, however, a few examples of titles that were either too vague (such as *les troubles alimentaires en France*, *le racisme en France*) or too restrictive, which do not allow much scope for broadening the discussion. Centres are reminded that they are allowed to advise candidates on the choice of topics and that teachers may contact the languages department at WJEC to seek advice on specific titles. It was also clear that some topics were too challenging for weaker candidates and equally, topics which contain little of a discursive nature, do no favours for weaker candidates either. Some common topics such as football, fashion and the Paris Olympics for example, do require a lot of up-to-date and detailed information, thorough research and perceptive analysis or else the discussion can sometimes end up being too vague to warrant a high mark at AO4. This can also be the case when candidates choose their favourite hobby or a topic that mirrors their own experiences (such as racism or LGBTQ+ rights) as they can sometimes rely too heavily on personal, anecdotal or prior knowledge and understanding rather than up-to-date and in-depth research and analysis.

It was noticeable that candidates performed considerably better at AO4 in task 2 than in the previous two series. Many candidates were able to gain marks in the top band for their in-depth knowledge and analysis of the sub-theme.

## **Comments on individual questions/sections**

### **The presentation**

The speaking test starts with a two-minute presentation and marks are awarded for the quality of the candidate's research (AO2) and their knowledge and understanding of different aspects of the culture and society in French-speaking countries (AO4). Both assessment objectives are worth up to 5 marks each and this represents just over 16% of the marks available.



Candidates are encouraged to provide a list of sources on their IRP form and refer to them during the presentation and subsequent discussion. The 5 marks for AO2 are awarded for the quality of the content of the presentation and could include information, data or statistics on background, future trends and received opinions for example, from a wide as possible range of sources. To access top marks here, candidates must demonstrate a range of knowledge beyond general knowledge and what they have learnt in class. The 5 marks for AO4 marks are awarded for the candidate's ability to interpret and analyse this information and speak about it with confidence and authority.

The presentation also allows the candidate to give pointers or hooks to the examiner on where the discussion can go. It is also good technique to not give all your information away in the presentation but instead, hint at facts, ideas and theories so that they can be teased out later on. The more able candidates this year were very adept at this, and delivered carefully constructed, focused, and well-articulated presentations, which gave sufficient details to the examiners for follow-up questions. Weaker candidates often gave vaguer, unconvincing, and less well-structured presentations with often poorly organised information. These candidates often had issues delivering their presentations such as frequent pauses, lapses or they simply forgot their presentation halfway through and they did not have the ability to improvise.

Many candidates, however, scored full or nearly full marks in this section. Many presentations were very well-researched, prepared and skilfully delivered. Timings were mostly good with very few exceeding two minutes. Some, however, were a little too short at about one and a half minutes and consequently, lacked content. On occasions, accent and intonation suffered due to the speed at which some candidates spoke in their concern to say everything they had learned. On a very few occasions it was obvious, that the presentation was not drawn from a wide range of sources and it sounded more anecdotal or too personal and consequently scored poorly at AO2.

A few candidates put most if not all their material into the presentation. The bullet points from some candidates were also drawn entirely from what they had said in their presentation, which unfortunately meant they had very little new information or analysis to add. These candidates repeated themselves frequently and would often use the phrase *comme j'ai déjà dit*, which is a sure pointer to the fact they had not fully researched or prepared for their speaking test. Teachers are reminded that they may advise candidates on the content of their IRP forms.

There was a more diverse and eclectic range of titles this year and there were certainly fewer with limited subjects as in previous series, so it was much easier to extend the discussion and gain marks across the assessment objectives. It was clear that most candidates had practised their presentations thoroughly and were genuinely interested in their topics, which they were able to convey to the examiner. There were many instances of excellent presentations. However, some excellent presentations were not necessarily followed up by in-depth analysis during the discussion and it appeared that some candidates placed all their efforts on the presentation and neglected to prepare sufficiently for the discussion afterwards.

### **The discussion**

The second part of the IPR is the discussion, which can take from 9 to 10 minutes. During this time, the examiner will aim to further explore the candidate's chosen topic. Five marks are awarded for interaction (AO1), 15 marks for quality of language (AO3) and a further 10 marks for knowledge of Francophone culture and society (AO4).

Most candidates were able to expand on their presentations and on the bullet points on their IRP forms. Very few were unable or unwilling to answer questions directly with a minority diverting back to their bullet points, even if it meant repeating themselves. However, most candidates dealt very well with the line of questioning and responded equally well to expected and more unpredictable questions. Accent and intonation were very often better than in the presentation because of the more natural context of the discussion.

Many candidates scored in the top two bands for AO1 as they were able to interact naturally and spontaneously with the examiner. Many of these candidates were able to lead the discussion readily, gave detailed responses and were at ease with the natural flow of the conversation. There were more pauses and a more laboured delivery from weaker candidates, who were less able to think on their feet and felt more secure delivering pre-learned phrases even if they did not actually answer the question asked. These candidates also required more prompting from the examiner.

As at AO1, many candidates performed exceedingly well at AO3, producing some beautiful French. There were numerous examples of complex structures being used accurately and in context and there was a huge range of both technical and idiomatic vocabulary. Examiners were genuinely impressed by the quality, variety and fluency of the French used by many candidates. These candidates were able to use to good effect complex tense sequences, connectives, subordinate clauses, the subjunctive, manipulating the passive and *on* constructions, a variety of negatives, pronouns and conjunctions. Many candidates were equally competent with the basics such as numbers, dates, correct use of genders, voiced agreements and regular and irregular forms of both the present and perfect tenses. They also had good pronunciation and intonation and some with little to no L1 interference. Many of these candidates were also able to self-correct and use a variety of synonyms and avoidance techniques.

Weaker candidates often struggled to express their points of view using a variety of structures accurately or they just simply lacked the vocabulary to communicate effectively. These candidates tended to stick to the present tense with the occasional attempt at the perfect, with varying degrees of success. There were, however, fewer instances of very weak candidates this series and overall, the standard of French seemed higher, although there were still examples of highly anglicised pronunciation, which at times either slowed down communication or hindered it completely (for example, pronouncing *l'amour* as *la mort*, *les mœurs* as *les murs*) or using English word as if they were French (for example *ils ont expecté*, *c'est expensive*). There is still a tendency among some candidates to rely heavily on common set phrases such as *pour autant que je sache* or *le revers de la médaille* and although their occasional use is fine during a discussion, excessive usage has a negative effect on the natural flow of the language and often comes across as very stilted and contrived and ultimately, these candidates do not show an ability to manipulate language and vocabulary effectively.

Many candidates scored in the top two bands for AO4 this year. Many candidates were very well informed and were able to communicate that knowledge to the examiner with ease. These candidates were also able to analyse and interpret that information effectively and convincingly too. Candidates who scored in the middle band or below were generally unable to argue their points of view or were unable to supply specific or relevant evidence relating to France or a French-speaking community. Only a very small minority of candidates seemed to have done little research and the majority of candidates this year, were obviously well informed and were able to express themselves effectively throughout the discussion.

## The cards

Candidates are given a choice of two topic-related cards containing a short stimulus text and image in French. Candidates then have five minutes to make notes on a separate piece of paper and prepare the card with the examiner present. Up to five marks are available for all four assessment objectives, making the card worth 20 marks out of a possible 60 marks. The discussion lasts between five to six minutes during which, the candidate has to ask the examiner two relevant questions. The examiner is allowed to prompt the candidate, but this does not affect the marks the examiner can award. The candidate must in turn answer two compulsory questions, one of which is unseen.

Candidates performed better at AO4 this series than in previous years but overall, the performance in this task was far more mixed than in the two sections of task one. However, many stronger candidates performed well across the assessment objectives and examiners felt that candidates' knowledge and understanding of the sub-themes was more robust overall. Most candidates had questions ready for the examiner, which were predominantly relevant. Candidates should be advised, however, that if they ask an examiner a question in this task, it is likely that they will be asked in turn their opinion so they should have a response ready other than *je suis/je ne suis pas d'accord (avec toi/vous)*.

It was felt by several examiners that not all topics in all centres were equally understood or that some themes or sub-themes had been prepared in less detail by candidates and it also seemed that some centres favoured certain themes. This was particularly true for the theme France 1940-50, which tended to be avoided but mostly done well when chosen.

Overall, interaction with the examiner was generally very good and many candidates scored well at AO1. This was less so at AO2, as still a significant number of candidates are reluctant to refer to the (whole of the) stimulus text or avoid answering direct questions referencing the text. To gain top marks at AO2, candidates must demonstrate a full understanding of the stimulus material. On the whole, it was felt that candidates this series had a generally better grasp of AO4 but despite that, it was obvious that certain sub-themes proved to be more problematic. Several examiners commented that they felt that in some centres, candidates had obviously spent significantly more time and effort preparing for task one than they had for task two and this was reflected in the marks awarded. Some candidates performed significantly better at AO3 and AO4 in the IRP discussion than they did during the card discussion.

AO4 could be improved if candidates knew more facts and ideas such as for example, names of fashion labels favoured by young people, popular Francophone musicians, names of festivals in French-speaking countries, famous monuments other than the most obvious ones, wartime actors and producers, names of French charities or NGOs, etc. A lot of this information is contained in the texts and transcripts of past papers for component 2 and in knowledge organisers on the Eduqas website.

### Card 1 –

This card was very well answered and was also a very popular choice. Most candidates spoke confidently and were able to widen the discussion. Some candidates were, however, a bit confused about what exactly are the differences between *le Pacs* and *le mariage* and a few did not know the verb *se pacser*.

### Card 2 –

This was also a very popular choice and equally well answered. Candidates had a lot to say and were able to speak with authority quoting many relevant examples. This card tended to be very well answered. Many candidates explored the influence of social media, celebrities and peer pressure.

#### Card 3 –

This was also quite popular and many candidates had lots to say but some candidates were unable to give concrete examples and struggled to extend the discussion beyond the initial points in the text or learning a new language. The topic was generally not as well explored compared to cards 1 and 2.

#### Card 4 –

This was also quite popular and, overall, was very well answered with lots of good ideas about young people and museums. Many candidates quoted the Louvre as an additional example of a museum in France, but it made for a more interesting discussion, when candidates mentioned examples of other museums they knew. However, some candidates did not go beyond saying that museums are boring for young people. The *si peu* in the unseen question was not always initially understood.

#### Card 5 –

This was another card that was discussed thoughtfully and was generally very successful. Most candidates made valid points and were able to quote other monuments or historical events, which made for an interesting discussion. Candidates, who were genuinely interested in history seemed to have chosen this card but avoided by others who were not.

#### Card 6 –

This card was quite a popular choice for many candidates, who made valid points about popularising French music more widely. Many discussed *la loi Toubon* and the quotas on the radio in Quebec. Many were also able to discuss contemporary singers and groups other than just Stromae. Some candidates had issues with the number of participants on the card.

#### Card 7 –

As a topic, this was generally well discussed and many candidates opted for this card. Not all candidates read the text carefully enough and therefore scored poorly on AO2 as they did not understand the significance of the figures quoted. Many mentioned *Marine Le Pen* and *le Rassemblement National*, when answering the unseen question. However, not all candidates gained full marks for AO4 as some responses were very vague and did not reference France or a French-speaking community.

#### Card 8 –

This card was not as popular but when chosen, it was very well tackled and many candidates had lots of creative and interesting ideas.

#### Card 9 –

This card was not as popular, but like card 8, when chosen it tended to be very well done. Most candidates were able to give a wide variety of examples and discuss the topic with ease and conviction.

#### Card 10 –

This card was rarely chosen and those who did choose it, sometimes found it hard to provide additional details about life in occupied France. It also appeared that some candidates did not know exactly what the black market was. Some thought it was some act of resistance against the Nazis and certainly did not realise it was illegal at the time.

#### Card 11 –

This was rarely chosen and with very few exceptions, candidates were unable to expand on the difficulties experienced by actors, audiences and directors. Very few were able to quote any directors or plays and some only wanted to talk about French cinema during the occupation instead.

Card 12 –

Like the other two cards from this theme, card 12 was an unpopular choice. Some candidates struggled with the concept of change after the war and some only wanted to talk about postwar reconstruction of French towns and cities, its economy or the Marshall Plan. Several candidates did not seem to be aware of any social changes at all. It was clear that most candidates who chose this card, did not make full use of the image on the card.

**FRENCH**  
**GCE A level**  
**Summer 2024**  
**COMPONENT 2**

**Overview of the Component**

Section A - Listening (30 marks)	AO1
Section B - Reading (30 marks)	AO2
Section C - Translation (40 marks)	AO3.

Detailed answers to questions 1-8 are provided in the published mark scheme as well as possible correct alternative answers.

There are a variety of question styles in Sections A and B designed to elicit verbal and non-verbal responses from the candidates. These are designed to test understanding of spoken and written French. A variety of registers and styles are used in the spoken passages and written texts.

Questions 7 and 8 are short texts of approximately 100 words to be translated in English/French and each question carries 20 marks. For Question 7 the mean mark was 10.9, down from 13.4 in 2023. For Question 8 the mean mark was 11.5, up from 8.3 in 2023.

All questions were attempted by all candidates. On questions requiring a non-verbal response or a short answer candidates scored well overall.

Very good knowledge was displayed of the themes and sub-themes and a wide range of relevant vocabulary was evident.

**Comments on individual questions/sections**

**Section A – Listening**

Questions 1A, 2B and 3B required non-verbal responses and multiple-choice answers.

Q1A:

- (f) Many candidates missed the fact that crèches were banned *dans les églises* and gave an incomplete response. Some answered correctly, *avant la Révolution...*

For Question 1B the following misspellings occurred most frequently:

- (a) fruits/ruits de mère/mare/salmon(r) samon
- (b) There were variations of the spelling of *intérieure*, and most were recognisable. Occasionally 'l'interior' was used.
- (d) ver/vers/vert for *verre/ornaments*

- Q.2** There was a wide range of answers for this question. Sometimes *vapoter* was written as 'vaper'. Some English vocabulary appeared: band/group/addict. Pronouns used incorrectly affected the meaning of some answers, as did incorrect verb forms and a lack of accents. The verbs *se moquer de .../avoir peur* proved difficult to use accurately. 'Inclué/incluré/exclué/excluré/excludé/exclure' were all used as past participles. Short, focused responses are required for the summary question.
- Q.3** (a) There were a number of valid alternatives for *ravagé*.
- (c) The ideas of mass consumption / increase in productivity weren't always clearly conveyed.
- (e) The spelling of *réfrigérateur* varied greatly with very few candidates reaching the correct spelling

### Section B – Reading

- Q.4** Candidates should consider that the chosen word makes sense in the context of the passage and not opt for a "best fit" (1) *Campagne* was often given. (10) *drapeau* was frequent.
- Q.5** Candidates answered this question of matching vocabulary *Listes A & B*, well.
- Q.6** A The French answers were expressed in a variety of ways, mostly successfully, with very few lifting phrases from the text without any evidence of manipulation. Often the idea of *plus / meilleur* was omitted from answers referring to employment/job opportunities.
- Q.6** (d) Some candidates missed out *françaises* in relation to *banques* and *entreprises*. Comparisons appeared frequently for *comparaisons*, despite the fact that the correct spelling is in the text.
- Q.7** The translation into English was well done and candidates coped well with the theme. Some idiomatic phrases which presented more challenge were not translated correctly. Candidates should read through the whole translation after completing it to ensure that it reads as good idiomatic English and that all words have been translated.

Vocabulary often not known: *reproché, potasser, contrôle continu, sensibiliser, études supérieures, à peine, syndicats*.

- Q.8** In the translation AO3, accuracy of language, is assessed. The performance across all candidates for the translation into French was varied but overall, there was a better performance than in 2023. As well as not knowing common items of vocabulary there were also errors with grammatical structures. Use of second verb infinitive, basic prepositions, adjectives and incorrect tense (i.e. pluperfect) were common mistakes.

The vocabulary associated with this theme was well known, but there were some mistranslations:

- *Corse* was rendered as, *Course/Corsage/Corsique*
- *ailleurs, recompense, brave, occupants* often not known
- *L'isle, lutnants/combatteurs* was often used

A number of successful alternatives for *répandaient* given, the different tenses were generally well translated and there were some very good examples of language manipulation displaying linguistic flair and accuracy.

**Summary of key points:**

- Candidates should listen and read carefully before doing the corresponding tasks. Lack of attention to detail and incorrect task completion leads to loss of marks.
- Marks are lost in comprehension and summary tasks not because candidates write rather incomprehensible French.
- When translating candidates need to remember the basic principle that they need to analyse the meaning of what they are putting into another language be it English or French. The transfer of meaning of idiomatic language is very important for this skill. The knowledge of relevant topic-related vocabulary was very pleasing in Question 8.
- Candidates who had been well prepared for the style of questions and had good knowledge of grammar were able to manipulate the language well using a range of lexis and structure. These candidates successfully avoided lifting sentences from the reading and listening texts which did not answer the question set. Careful and valid manipulation was used to great effect by many candidates in answering these questions.



**FRENCH**  
**GCE A level**  
**Summer 2024**  
**COMPONENT 3**

**Overview of the Component**

This paper was well received, and outcomes were comparable to previous series. It offered 6 texts and 6 films for analysis and a choice of two titles per text / film.

The most popular texts were: *Le silence de la mer*, *No et moi* and *L'Étranger*.

The most popular films were: *La Haine*, *Intouchables* and *Au Revoir les Enfants*.

The assessment objectives, AO3 and AO4, carry an equal weighting of 10 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/film studied in the context of the question set. It also evaluates the essay as an evidence based analytical and critical response.

It was very pleasing to see that many candidates met the demands of this component, often producing two essays of high linguistic quality (AO3) and knowledge (AO4). However, there was sometimes a marked difference in attainment between the two essays, both linguistically and in their knowledge and understanding of the text/film, the second essay being often the least competent.

It is not possible to comment on every film and text as not all were attempted.

**Comments on individual questions/sections**

***No et Moi***

This text is a popular choice and candidates mainly opted for question 1. They engaged well with the themes and analysed characters and events to respond to the question set. Answers were generally of a good standard; most candidates successfully focused on the theme of exclusion however a few responses placed too great an importance on the life for an SDF in France.

***Antigone***

One candidate dealt effectively with all aspects of love in the play.

***L'Étranger***

This text proved less popular than in previous series. Candidates opted predominantly for question 8 and centred their analysis on the question set. Better candidates were successful in drawing a pertinent parallel between Meursault's lack of feelings and how he is affected by the elements.

### ***Le Silence de la mer***

This was a very popular choice. As in previous years, candidates engaged well with the text and the issues involved; their greater understanding of the period enhanced their appreciation of the text. There were some very interesting essays on both questions. Very interesting responses were produced and examined the pivotal role of the visit to Paris for question 9. Similarly, better candidates produced excellent responses dealing with the notion of conflict within the storyline. Few candidates produced answers that were narrow in scope as they focused solely on the war as the only conflict.

### ***Boule de suif***

A very small number of candidates opted for question 11 and produced knowledgeable responses on the theme of power.

### ***Intouchables***

Fewer candidates chose this film however there were responses for both questions. Better responses reflected on how both characters embodied the theme of hope by overcoming their respective challenges.

### ***Les Choristes***

This was not as popular as in previous years. Candidates answered both questions set. Some candidates analysed how adults influenced the lives of various boarders with some insight. Others, focused on the theme of cooperation and produced pertinent and personal responses.

### ***La Haine***

This was a very popular choice. Candidates answered both questions. Candidates demonstrated excellent knowledge of the film. Some candidates were able to draw on their wider knowledge of French society to support their argumentation.

In question 19 better responses focused on Hubert's evolution; viewpoints were supported by appropriate quotations and scenes from the film. In question 20 better responses analysed all aspects of the title *La Haine*, showing linguistic accuracy and in depth understanding.

A few responses suffered from an excess of knowledge in relation to the Paris Riots/life in the *banlieue*.

### ***Au revoir les Enfants***

This was not as popular a choice as in previous years. Candidates opted mainly for question 22 and demonstrated great empathy with events and characters in the film. Better responses focused on all aspects of childhood. Responses were insightful and poignant.

### **Issues**

These are of particular concern but could be solved relatively easily:

- poor handwriting
- essays exceeding the recommended length
- lack of basic punctuation which hindered clarity of argumentation.

### Misspellings and other errors:

- misspelling of characters/places/themes
- lack of capital letters for names/countries etc... eg: *france/ allemagne*
- cross pollination of characters/authors between the two essays (*Werner* in *La Haine* and *Vercors* having written a few films)
- use of accents
- essays referring to *les juives / les françaises / les allemandes*, i.e. *les allemandes ont occupé la France*
- widespread misspelling of:
  - *Allemagne* : *allemanage/allemage/allemande*
  - *souligner* : *sulinge/soulinge/soulingue*
  - *la bavure policière* : *la bravure/la bravoure/le buvard/le baveur/le buveur*

### Misuse of language:

- basic grammar and conjugation
- poor grasp of the perfect tense
- *ce/ celle montre - cela montre que*
- use of the infinitive
- confusion between *est / et* and *a / à*
- *car/parce que*- because of / thanks to (used to start a sentence)
- *grâce à* : followed by a negative concept eg: *grâce aux Nazis...*
- 'le change' for *le changement*
- *comme/comment*
- 'le commence' for *le commencement*
- 'dans la façon/ manière' used for *d'une façon...*

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

- *expérencier/expecter/facer/confuser/abler/provider* used as verbs and conjugated accordingly
- sentences ending with *avec/à* i.e. *la discrimination qu'il doit faire face à*.
- overuse of *faire(rendre)/une part/une partie* in typically anglicised structures
- *caractère/character* for *personnage*

### Summary of key points:

- Overall, this was a very encouraging series of the examination and for the most part there was evidence of careful planning by candidates. There were examples of very good practice with candidates engaging well with the films and texts. They employed good analytical skills and responded appropriately to the questions set, at times with flair and style.
- Candidates would benefit from learning the vocabulary specific to their text/film and to the expression of the themes and issues within it.
- 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. There is a need to address unhelpful intrusion from English.
- 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: 02920 404297

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

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