GCE A Level Examiners' Report

French

A Level

Summer 2026

© WJEC CBAC Ltd.2026



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.[1]

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.	https://www.eduqas.co.uk/home/professional-learning/
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.	Portal by WJEC 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: Results and Grade Boundaries and PRS (eduqas.co.uk)

[1] ***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.***

© WJEC CBAC Ltd.2026

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.	Portal by WJEC
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.	https://resources.eduqas.co.uk/
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.	Portal by WJEC 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.	Become an Examiner | Eduqas

© WJEC CBAC Ltd.2026

Contents

	Page
Executive summary	5
Component 1	6-14
Component 2	15-17
Component 3	18-20
Supporting you – useful contacts and links	21

© WJEC CBAC Ltd.2026

Executive Summary

Overall, candidates were well prepared for the requirements of the 2026 series.

In Component 1, many candidates performed well. Most candidates understood the demands of the assessment, including the requirement to deal with more unpredictable and challenging questions. The Independent Research Project (IRP) forms an integral part of the speaking assessment. The IRP allows candidates to choose an area of personal interest for independent study. There was an extremely wide and interesting range of IRP titles this series. Most candidates were prepared well for the fact that examiners would ask questions based on the presentation, their answers during the test itself, as well as referring to some bullet points on the IRP form.

Centres are reminded that they are able to contact Eduqas if they are unsure of the suitability of an IRP title.

In the Card discussions, as last series, performance continued to improve on AO4, but some sub-themes proved to be less well known than others. Centres are reminded that assessments from previous series, along with previous Component 2 texts (available on the Eduqas portal) may provide support in preparing for the range of sub themes covered in the specification.

In Components 2 and 3, candidates generally performed well, with some pleasing performances in the translation questions on Component 2. Candidates who had been well prepared for the style of questions in Component 2 and had good knowledge of grammar were able to manipulate language well. In Component 3, there were many engaging and interesting responses which examiners enjoyed reading. Candidates benefit from planning their answer carefully and employing an analytical response to the question.

© WJEC CBAC Ltd.2026

FRENCH

GCE A level

Summer 2026

COMPONENT 1

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 the preparation time. This component is marked out of 60 and represents 30% of the marks available at A Level. In the speaking component, all four assessment objectives 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 marks 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 independent research project 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.

© WJEC CBAC Ltd.2026

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 an additional two 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.

Administration and centre visits

Examiners would like to thank centres for hosting them again this year. Almost all centres were very welcoming and allocated suitable rooms for the speaking test, communicated well pre-visit, supplied all the correct documentation on time and drew up appropriate timetables. A very small minority of centres were, however, less well-organised and either supplied incomplete documentation or provided accommodation which was not totally suitable for conducting speaking exams, both in terms of the size of the venue allocated or in terms of excessive or obtrusive noise (such as grass cutting, playground noise or loud bells).
It is important to keep visiting examiners fully informed of any changes, including any potential health or well-being issues of candidates in so far as relates to the conduct of the exam, prior to their arrival. Please ensure correct examination signage is displayed.

Although not officially required, many centres provide invigilators, who, as with other centre staff, are usually very helpful in ensuring the smooth running of speaking tests. Centres are reminded, however, that it is the visiting examiner who must take responsibility for the conducting of speaking tests. Examiners would like to thank centres this year for the efforts to accommodate them comfortably and remind centres that they are also responsible for the safety and well-being of examiners during their visit.

We would like to thank 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 year. Examiners appreciate the time and effort that is taken by centres to accommodate them.

IRP topics and forms

The standard was very high this year and many candidates performed well. They were a credit to themselves and their centres and it was obvious that teachers had worked hard to prepare their candidates for the speaking test. Most candidates knew what was required of them and performed to the best of their abilities, including the requirement to deal with more unpredictable and challenging questions to access top grades. Most candidates realised that examiners would ask questions based on the presentation, their answers during the test itself, as well as referring to some bullet points on the IRP form.

Once again, there was a great variety of topics this year with many interesting titles, covering themes such as politics, sport and the Paris Olympics, famous people (Marie Antoinette, Marie Curie, Simone de Beauvoir, Simone Weil, Dreyfus were all popular), fashion (Coco Chanel was very popular), food, literature, music (such as *la musique yéyé*, Stromae, Françoise Hardy), the French language, regional languages and dialects in French-speaking countries (for example, *la glottophobie*, *la discrimination linguistique*, *la langue Picarde*, *l'occitan*), French cinema and art (*la Nouvelle Vague* and *L'Impressionisme* were popular), French history as well as topics on women's and minority rights, racial and gender equality, racism in France, (post) colonialism and the rise of the far right in France (Jordan Bardella was popular this series). Many of the topics provided excellent opportunities for interesting discussions.

© WJEC CBAC Ltd.2026

As mentioned in previous reports, it is important that candidates choose topics that are of genuine interest to them. For the most part, this seems to have been the case this year, as overall, most candidates appeared very interested in the topics they chose for their IRP. Most were enthusiastic and very well-informed. Many were able to demonstrate a very wide knowledge and understanding of their topic and were able to discuss most aspects of the topic with authority and ease. Many were also able to draw on a wide variety of sources and refer to a whole range of examples. Less successful candidates were unable to support their points of view with effective evidence and their comments tended to be more anecdotal, often lacking in detail. There was generally little evidence of wider reading or research beyond that undertaken in classes. This was also the case for some candidates in the card discussion at AO4.

As in previous series, there were a few instances of candidates not drawing on their knowledge of France, French-speaking countries or regions. Some of their comments were vague, generic or were general knowledge. Some had very limited examples or referenced the UK or people in general, so invariably, these candidates did not score highly at AO4. It was also obvious from the IRP forms, that a few candidates had undertaken little research or had researched English resources. Some sources were quite vague with no reference to full titles or dates. Some candidates quoted Wikipedia or the BBC as sources of research information. Again, there were also a few examples of candidates quoting information on their IRP forms which they were unable to talk about when questioned. Teachers are reminded that they can guide their students on how to fill out the IRP forms and that they should check each IRP form before sending them to examiners. There were several examples this year of IRP forms incorrectly filled out or that had not been signed by both the teacher and the candidate. For the most part, bullet points on the IRP forms were helpful but some merely repeated the content of the presentation, which were obviously less useful as prompts.

Centres should also remind candidates that they should not reference the novel or the film studied during the IRP discussion. Anything quoted or referenced cannot be credited. Examiners will direct the discussion away from the film or novel studied for C3.

For the most part, presentations were very well prepared and delivered and most candidates interacted extremely well with examiners during the discussion. The quality of AO4 has continued to improve both in the presentation and the IRP discussion. There is often, however, a disconnect between the marks at AO4 for the presentation & IRP discussion and those achieved during the card discussion. Of the three elements of the A Level French speaking test, the card discussion tends to be the weakest in terms of knowledge & understanding and sometimes quality of language.

Comments on individual questions/sections

The IRP presentation

Many presentations were very good or excellent and it was evident that most candidates had spent a lot of time and effort researching and preparing their presentations. Many candidates scored top marks in this section. Most candidates were confident in delivering their presentations with little hesitation. Most were very clear and well-structured. Most candidates met the timing requirements, just short of two minutes or exactly on time. There were, however, a few instances of rushed presentations, which were difficult to understand. Some presentations finished well short of the two-minute requirement. Not all presentations were based on information drawn from a range of sources and therefore marks at AO2 were affected. Some excellent presentations were not, however, followed up by in-depth analysis during the discussion due mainly to superficial knowledge or an inability to expand the

© WJEC CBAC Ltd.2026

discussion beyond the confines of their presentation. It appeared that these candidates had spent more time preparing the presentation than for the discussion afterwards.

Many presentations were delivered clearly and audibly, “dangling carrots” to be picked up later during the discussion. Some adopted the habit of referring to articles. Clearly, much research had been done prior to the speaking test. There were a few very nervous candidates who dried up mid presentation, whose delivery was too fast or too quiet to offer useful leads for the discussion. Some had been too ambitious in the quantity of information they could deliver and had to race through to finish within two minutes. There were some presentations which were notably short at about 1’ 30” and they tended to lack sufficient AO2 and AO4 so did not attain full marks. Nevertheless, in most cases, candidates presented their subjects extremely well. However, some presentations could have applied to any country as they lacked many, if any references to francophone culture.

The IRP discussion

The second part of the IRP is the discussion, which lasts from 9 to 10 minutes. During this time, the examiner will aim to further explore the candidate’s chosen topic. Marks are awarded for interaction (AO1), quality of language (AO3) and knowledge of Francophone culture and society (AO4). 5 marks are available for AO1, 15 marks for AO3 and 10 marks for AO4, which means the discussion is worth 50% of the marks for the speaking test, which equates to 15% of the A Level overall.

In this section, examiners do not use any prior knowledge in the discussion but base their questions on what is said during the presentation, the candidate’s answers to previous questions during the discussion or the bullet points supplied by the candidate on their IRP form. Candidates should not worry about being asked a question on an aspect of the topic they have not researched. Examiners award marks for what the candidates says and knows. They never penalise a candidate for not being able to answer a question. The only questions candidates have to answer, are the two first questions during the card discussion.

The majority of IRP discussions this series were very good to excellent. Many candidates knew their subject thoroughly and were able to respond fully and spontaneously to all types of questions, dealing very well with the unexpected. Most candidates could discuss their topic using a similar standard of French to that demonstrated in the presentation, which has not always been the case in previous series. Most candidates were able to sustain the discussion, however, some candidates covered everything they wanted to say in the presentation so struggled to expand on their initial comments. However, many candidates were obviously very comfortable discussing and justifying the facts from their presentations and being challenged where appropriate.

For AO1, top marks can be awarded for candidates who engage fully with the examiner and respond readily to the discussion. These candidates can react spontaneously and respond naturally and tend to lead or direct the discussion. They are also able to respond to being interrupted and can react positively to more unpredictable questions or ideas. At the other end of the scale, candidates who were less responsive or could not deal well with being interrupted during a pre-learned answer tended to score less well at AO1. Candidates who rely too heavily on memorisation and pre-learnt answers, tend to limit the range of marks an examiner can award. Many candidates this series scored very well at AO1 and examiners were impressed with how candidates were able to engage readily with them, demonstrating enthusiasm and confidence.

© WJEC CBAC Ltd.2026

Many candidates performed very well at AO3 and demonstrated high levels of accuracy, producing French that flowed naturally and sounded authentic. Examiners were impressed by the quality, variety and fluency of the French used by many candidates. These candidates were able to manipulate both grammatical structures and vocabulary. They were also able to use a range of more complex tense sequences, connectives, subordinate clauses including *si* clauses, a variety of negatives, pronouns and conjunctions. They were also competent with the basics such as numbers, dates, correct use of gender, agreements and regular and irregular forms of the present and perfect tenses. They had good pronunciation and intonation with little to no L1 interference. Many of these candidates were also able to self-correct. Weaker candidates tended to struggle to express their views as they were limited by their knowledge of structures and vocabulary. These candidates were particularly weak when using verbs and producing full sentences. Their responses were often short, hesitant and very often laboured and incomplete.

The overall standard of accuracy and knowledge of vocabulary was high this series. There were examples of candidates with a more limited palate of words or those who over-relied on set phrases or expressions, but many candidates were able to produce accurate French and manipulate both vocabulary and grammatical structures with a generally high degree of success. Weaker candidates struggled with numbers and basic grammar such as present tense and perfect tense verbs, simple agreements and the gender of common words was also insecure. These types of errors impacted mainly on AO3 marks but sometimes also had a negative effect on AO4 marks as these candidates did not always possess the range of vocabulary and linguistic structures to discuss the topic or formulate answers. Examiners noted that many of these candidates had good knowledge and understanding of their topic but did not possess the linguistic skills to express their ideas and opinions coherently. Poor or anglicised pronunciation also hindered some candidates. These candidates lost marks because the meaning of what they were saying was lost, unclear or ambiguous. Like in previous series, there were also examples of candidates inventing French words or using English words with a French accent (see list below of common examples).

Many candidates had a very wide-ranging knowledge of vocabulary, but sometimes even good candidates did not know or could not remember an item of vocabulary. Often, this tended to be a common word rather than a technical item of lexis related to their chosen topic. Some candidates used the English equivalent and some simply asked the examiner to supply the missing word. There were equally some very good pre-learnt structures such as *le sujet nous invite à réfléchir sur*…, *il convient de noter que...* and *il y a encore du pain sur la planche*. There were also many examples of idiomatic use of French and interjections such *du coup.* The well-used phrase *autant que je sache* was heard much less often this series.

Examiners noted several words this series, that were not universally known:

statement instead of *déclaration*, relevant instead of *pertinent*, expensive instead of *cher*, topic instead of *thème*, issue instead of *problème*, attractive instead of *attrayant*, benefit instead of *avantage*, benefits instead of *allocations*, significant instead of *considérable*, criticism instead of *critique*, Mona Lisa instead of *la Jaconde*, focus instead of *attention*, profit instead of *bénéfice*, facilities instead of *équipement*, convenient instead of *pratique*, expenses instead of *frais*, definitely instead of *absolument*, relatives instead of *la famille*, place instead of *endroit*, figure instead of *personnage*, provide instead of *fournir*, regard instead of *considérer*, recognise instead of *reconnaitre*.

There was also sometimes confusion between the use of *mal* and *mauvais*, *très* and *beaucoup, bien* and *bon, besoin* and *boisson, aimable* and *agréable, actuellement* and *de nos jours, parce que* and *à cause de, savoir* and *connaitre* and even *France, la France* and *le français*. Some candidates used literal translations such as *beaucoup de temps* (for

© WJEC CBAC Ltd.2026

souvent), *les gens français* (for *les Français*), *j'ai expériencé* (*for j'ai vécu/connu*), *à la fin de la journée* (*en fin de compte*) and *j'ai eu un bon temps* (for *passer un bon moment/s'amuser*).

There were also instances when candidates used a definite article when not required, with words such as (le/la) Paris, (le) Netflix, (l') Internet but forgot to use it in front of *France*. *Beaucoup 'des'* instead of *beaucoup de* was common and there were examples of '*plus mieux'* for *meilleur*. Some candidates confused countries and their languages such as *espagnol* for *Espagne* and *allemand* for *Allemagne*.

Not all negative constructions were successful: omitting *ne*, word order or treble negatives, for example '*je ne pas regarde', 'il y a pas', il n'est pas jamais'*. Equally, not all pronouns were secure: mixing up *les* and *leur* and *le/la* and *lui* was not uncommon. Equally, the use of '*de le'*, '*de les'* and '*à le'* was an issue for some candidates as well as the masculine plural of adjectives ending in *-al*. The subjunctive was not often used, even when required.
Many candidates had very accurate pronunciation and intonation, but examiners noted confusion among some candidates between words such as *la ville* and *la vie*, *l'amour* and *la mort*, *cinq, cent* and *sain*, *an* and *un*, *jeune*, *jaune* and *gens* and *célèbre* and *célébrités*. Words such as *alcool*, *temps*, *femme, faim, l'étranger* and *pays* were quite frequently mispronounced. Cognates or near cognates (such as *accord, scandale, international, sport, art*) were also often pronounced as if they were English words. The pronunciation of the word *est* for east and *est*, the third person singular of *être,* were also often mispronounced.

There were instances when candidates pronounced final consonants (such as *san<u>s</u>*, *u<u>n</u>*, *enfant<u>s</u>, tro<u>p</u>, maiso<u>n</u>, ca<u>s</u>, te<u>mps</u>, danger, e<u>t</u>*). The final consonants of masculine adjectives were sometimes voiced making them sound feminine (making *il est grand* sound like *il est grande*.). Equally, some feminine agreements were unvoiced.

Some candidates had difficulties with the *qu* sound and *que* was sometimes pronounced as if it were Spanish *qué* and *qui* as if it were Italian. The letter combination *th* was often pronounced as [θ] and some candidates interchanged the *u* and *ou* sounds so *tout* sometimes sounded like *tu*. Nasal sounds were not always consistently pronounced correctly either so *vont* sometimes sounded like *vent* and *sont* sounded like *sans*.

Number and dates still cause issues for some candidates, especially combinations such as *deux* and *douze*, *treize* and *trente*, *quinze* and *cinquante* and some did not know the difference between *mille, millier, million* and *milliard. Demi* and *quart* were generally well-known, less so *tiers.* Candidates often stumbled over numbers between sixty to ninety-nine.

To access top marks at AO4, candidates must demonstrate an excellent knowledge and understanding of Francophone culture and society. They must be able to argue convincingly their points of view, backed up by relevant evidence. Their opinions and conclusions need to be based on effective analysis. There were again this series, a few instances of able French speakers who were unable to analyse their ideas, give up-to-date or relevant examples or information and were unable to justify their opinions convincingly. Some did not root their evidence in the target culture so did not score as highly at AO4 despite scoring highly at AO3.

Candidates who researched their topics well, and were able to communicate their ideas effectively, scored consistently high marks at AO4. There were many examples this series of outstanding performances. Examiners were very impressed with the knowledge and understanding of many candidates. These candidates were able to discuss freely and confidently with the examiner, were able to explain and justify with ease their points of view and support their arguments with appropriate evidence. They often spoke enthusiastically

© WJEC CBAC Ltd.2026

and engaged fully with the examiner. These candidates were analytical in their approach, convincing in their manner and they were able to reference readily the target culture.

Candidates who did not score as well at AO4 were either under-prepared, or unable to express their ideas effectively. They were often unable to add much additional analysis, or their analysis was either limited or incomplete. Their opinions tended to be simple and the discussion was dominated by superficial content. Some did not refer directly to France or French-speaking countries/regions or were unable to give relevant examples to back up their points of view.

The card discussion

Candidates are given a choice of two topic-related picture cards containing a short stimulus text in French. Once they have chosen the card they wish to discuss, candidates 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 each of the four Assessment Objectives, making the card discussion worth 20 marks. This represents a third of the marks for the speaking test. 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.

As mentioned in the introduction, the card discussion can only begin when the candidate has answered the unseen question (question two) so if a candidate asks their first question before this, the examiner will give a very short reply but cannot start the discussion at this point. Candidates are not penalised in any way for this, and they can still access top marks, but centres are advised to inform their candidates that it would be better to wait until after they have answered the unseen question before asking the examiner a question. In this way, they will be able to fully discuss the question they have asked the examiner.

Candidates seemed to be better prepared for the card discussion this series and interaction with the examiner was usually very good or excellent as most candidates were able to sustain the conversation with greater ease and fluency. To gain full marks at AO1, candidates need to engage fully with the examiner and ask two pertinent questions, albeit after being prompted by the examiner if they forget. Most candidates this series were able to ask interesting and relevant questions, but again some candidates lacked confidence and struggled to formulate questions. Candidates should also be aware that on occasions, examiners will flip the question, so candidates need to make sure they can answer their own questions.

Most candidates used their preparation time effectively. Candidates demonstrated better referencing of the text this series and marks at AO2 are improving. However, some candidates still do not reference all the information from the stimulus, even though examiners guide questions towards the missing information. Those candidates who scored highly at AO2 were well trained, referred to the entire text and used the information to sustain the discussion.

Most candidates at AO3 gained the same or a similar mark as they did during the IRP discussion. If candidates performed less well at AO3 compared to their performance during the IRP discussion, this was usually due to either a lack of topic-related vocabulary or as they had little to say about the sub-theme they chose.

Often, marks at AO4 tend to be less buoyant in this section. Many candidates are able to discuss their chosen sub-theme with confidence but others have obvious gaps in their knowledge such as, for example, not being able to give an example of a festival in France

© WJEC CBAC Ltd.2026

(card 4), a French tourist site other than the Eiffel Tower (card 5), a museum other than the Louvre (card 6), or the name of a French film director or French film (card 11). There is a great deal of AO4 information and detail in the Component 2 listening and reading texts and on the Knowledge Organisers in the resources on the Eduqas website as well as speaking cards from previous series.

A number of candidates performed less well on the card discussion than they did in the other two sections of the speaking test and this was due mainly to their performance at AO4. This series, as in previous years, the three cards on the theme of the Occupation and the post-war years were the least popular. A very few candidates did not seem to know much about France or the French-speaking world.

Card 1

This was a popular choice and was generally well answered but on occasions, responses lacked detail beyond the modern composition of families and sometimes showed little knowledge of social issues and government aid. Successful candidates referred to other vulnerable groups and family structures.

Card 2

Another popular choice but not all candidates knew much about fashion apart from generic examples, so AO4 was sometimes lacking, and some answers were too vague. Some candidates needed prompting to produce responses to the text after *néanmoins*, which were not always successful. There was also a tendency to focus on clothing rather than the other aspects mentioned on the card and answers to the unseen question about fashion reflecting one's personality were sometimes surprisingly brief or lacked in detail. Not all candidates always expanded to include how fashion can reflect on a young person's self-esteem.

Card 3

The first part of the text about high youth unemployment figures was mainly dealt with well but the second part, the comparison to Europe, was often ignored despite prompting. There was often little AO4 to support and exemplify responses. Successful candidates were able to make comparisons and gave concrete examples of youth employment initiatives in France or even Quebec.

Card 4

Many candidates responded very well to this sub-theme but some were unable to refer to specific festivals (or regions), traditions or their importance, or they did not fully reference the text so gained only modest marks at AO2 and AO4. The stronger candidates gave very good, relevant examples and were able to discuss the importance of festivals with enthusiasm and authority.

Cards 5 and 6

The performance on these two cards was very similar but also very mixed. The better candidates referenced every aspect of the stimulus text (the impact on the environment, local residents and tourists themselves, for card 5, and for card 6, increased prices, strikes and fewer visitors) and could give interesting and relevant examples and discuss the issues coherently and in detail. However, not all candidates could do this and sometimes the discussion ended up being very generic and superficial. Some candidates struggled to think of a museum in France or of a tourist site other than the Eiffel Tower. For card 6, lots of

© WJEC CBAC Ltd.2026

candidates overlooked the mention of *musées locaux* and if they mentioned a museum, it was the Louvre.

Cards 7, 8 and 9

Theme 3 was popular and was generally well dealt with, demonstrating very good to excellent knowledge and understanding at AO4, which was well exemplified and detailed. Most candidates had firm opinions which they expressed well and clearly. There were some cases of candidates attempting to divert the conversation into wider issues and they had to be guided back on track. Many candidates focused on different faiths at the expense of other aspects. On card 7, not all candidates understood that France accepted fewer immigrants compared to its neighbours. However, it was a popular choice and one where most candidates addressed both cultural and economic aspects. On card 8, many did not develop the idea from the text of grandparents born abroad and cultural advantages. On card 9, there were, however, many very good examples of *identité unique* and blending this with multi-culturalism. Many candidates were willing to disagree with the idea that France is losing its identity.

Cards 10 ,11 and 12

As mentioned above, these cards were overall, not as popular, but those candidates who did choose cards 10 and 12 from Theme 4, tended to do very well. They addressed the texts and gave very good examples of AO4 for both cards. The weakest was card 11 from this theme, where AO4 was sometimes lacking and there were attempts to divert into wartime theatre at the expense of cinema. Not all candidates who chose this card knew the names of any French directors. Many candidates referred to the number of films made but overlooked the reference to censure and in particular, *privations*. There were few references to actors or directors leaving France or being deported. Not all candidates referred to practical challenges of producing films at that time either. Card 12 produced some very good responses, but some candidates were unsure about post-war developments beyond Le Plan Marshall. Not all candidates referred to *les pertes humaines* mentioned in the text.

© WJEC CBAC Ltd.2026

FRENCH

GCE A level

Summer 2026

COMPONENT 2

Overview of the Component

In this Component all four Assessment Objectives are covered :

Section A – Listening AO1
Section B – Reading AO2
Section C – Translation AO3

The questions cover the 4 main themes and their sub-themes, using relevant topical material and appropriate syntax and lexis.

Across the 8 questions, each theme is covered twice but targeting different subthemes; this means the whole specification is tested and it provides validity for the assessment.
There is 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.

All questions were attempted by most candidates in the time allocated.

The Specification is very familiar and candidates produced detailed and knowledgeable answers which highlight their excellent coverage of the 4 themes and sub-themes studied.

Outcomes compare favourably with those of previous series.

Comments on individual questions/sections

Section A – Listening

Questions 1B, 2B, and 3A

These questions required non-verbal responses selecting from a range of listening passages. These were mostly well done, showing a good knowledge of the topics and vocabulary.

Questions 1A, 2A,3B

These required written answers in French – summary, true/false, answers to questions. Candidates did not always select the correct information and errors in written French impeded comprehension e.g.;

- *Ils faisent, une*
- *initiative Belgique, les volontaires, les benevolats, la natacion*

© WJEC CBAC Ltd.2026

Question 1A

There was some confusion when selecting information for the first two bullet points – «*le role*….» And «*les personnes*»…. Some information was duplicated.

Question 2A

Most candidates chose the correct vrai/faux options and were able to write the true answers with good manipulation of the French.

Question 3B

Candidates should be careful not to lift responses directly from the listening text (as stated in the rubric). If they answer the question as it is set this can be avoided.

Section B – Reading

Question 4

This was a gap fill. Candidates should be advised to read the text after completing the exercise to see if it makes sense. While many choose a word that fits grammatically, it is incorrect in context e,g,:

- *Quartier/arrondissement, accueillaient/traquaient, jour/déjeuner* – this was a common error. Although *déjeuner* fits, the phrase would be « à l'heure du petit déjeuner ».

Questions 5A and 6A

These were non-verbal response with most candidates selecting the correct answers.

Question 5B

A summary in French. Although candidates were able to understand the text and what was required, there were many cases of answers being copied straight from the text with no manipulation (which was contrary to the rubric).

Question 6B

Answers were required in French, again there were incidences of direct copying, e.g.;

- «mis les pieds dans un musée» could be rendered as «ils ont visité un musée» – a simple manipulation to answer the question.
- In some cases, only a partial answer was given …«le nombre de jeunes a triplé»" – needed «jeunes visiteurs» to answer the question.

Question 7

This question requires candidates to translate a passage from French into English. Translation into English has two key elements; it begins with comprehension of the French text and then moves into the expression in English of the messages from the French. Candidates who have well developed comprehension strategies tend to produce more coherent translations. If a candidate does not know certain items of vocabulary in the French text they need to use deductive skills and inference to try to fill the gaps.

This text covers theme 4: The cultural dimension in occupied France -The political context of theatre and cinema productions. This contains AO4 material that should be well known.

© WJEC CBAC Ltd.2026

Vocabulary often not known included:
La pièce, *Les Mouches* translated as 'the Mouth', 'the Uglies', 'The Mice' amongst other variations. *Sartre* was not always recognised as a name. *Remettre*, *meurtre* (often translated as death), *les auditeurs*, *le résistant* were not well translated. Some idiomatic phrases were incorrectly translated – *dans, dont, depuis son enfance*.

Question 8

This question requires candidates to translate a passage of English into French. 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 good performance. The passage differentiated well and the segmenting of the mark scheme helped all candidates score some marks.

As well as not knowing common items of vocabulary, there were errors with grammatical structure. The vocabulary associated with this theme was well known, but there were some mistranslations, such as: *souci/inquiétude, fréquemment, citées, citoyens/ressortissants, cadres, chercheurs/demandeurs d'asile, logement, repatriement.* Grammatical errors included the *depuis* construction, prepositions – *en Suisse* and singular/plural verb endings.

Summary of key points

- Candidates should read the questions very carefully before listening to and reading the texts. Then they can see what material they will need for the answers and be in a better position to locate it. They should pay attention to detail and answer the questions fully.
- Candidates are advised to read over answers to check for written errors – verb forms, French spellings, and to avoid English spellings e.g. "professional".
- When translating, candidates need to remember the basic principle that they need to analyse the meaning of what they are transferring into another language, be it English or French. It is not a word for word translation but a transfer of meaning. A good knowledge of idiomatic language is very important for this skill.
- The knowledge of relevant topic-related vocabulary was very pleasing in Question 8. For help with Question 8, candidates should look back at the reading texts to see correct verb forms and sentence construction and review their translation accordingly.
- The information in both the listening and reading texts provides authentic material which is invaluable for AO4 in preparation for the cards (Task 2) Component 1. Question 7 is a good example of this – wartime theatre.
- 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 material 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 successfully.
- There were answers displaying an excellent knowledge of French which was a pleasure to read.

© WJEC CBAC Ltd.2026

FRENCH

GCE A level

Summer 2026

COMPONENT 3

Overview of the Component

Series 2026 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* and *No et moi.*
The most popular films were: *Intouchables* and *La Haine.*

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 difference in attainment between the two essays, both linguistically and in the candidate knowledge and understanding of the text/film.

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 was a very popular choice, with question 1 being the most favoured. Candidates engaged well with the themes and responded to the questions set showing knowledge and understanding.

For question 1, successful candidates analysed characters to draw pertinent conclusions on how the adult world is depicted in the text. For question 2, candidates explored situations and events leading to the end of Lou and No's friendship.

Antigone

Candidates engaged well with the titles and produced confident responses.

For question 5, the most popular of the two, candidates analysed Antigone's actions and their impact on other characters.

For question 6, candidates argued that Créon, much like Pétain, had to maintain order, and therefore could not show weakness.

L'Étranger

This text elicited some very detailed responses, supported by convincing arguments and examples.

© WJEC CBAC Ltd.2026

For question 7, candidates explored Meursault's relationship with the physical world: the elements, the environment and people.

Responses for question 8 focused on Marie's as well as other characters' perception of Meursault strangeness.

Le Silence de la mer

Candidates provided interesting and well-argued responses to the themes for discussion.

For question 9, successful answers dealt with Werner's impossible love for the niece, for France and for Germany. A minority of responses did not address the question set and contained pre-learnt material.

For question 10, candidates provided a full analysis of the title, explaining the importance of the silence and the imagery relating to the sea.

Boule de Suif et autres contes de guerre

Both questions produced excellent responses showing insight, knowledge and flair.

For question 11, candidates explored various characters and behaviours to discuss and support the theme of sacrifice.

For question 12, candidates referred to various *contes* to analyse and exemplify the reality of the Franco-Prussian conflict.

Intouchables

Candidates produced some good responses showing understanding and pertinence.

For question 13, candidates argued that humour is used as a device to highlight more serious issues. Others contended that the film is funny and light-hearted. A minority of candidates ignored the title and produced responses that were pre-learnt.

Question 14 generated some excellent answers arguing that the Fabergé egg works as a metaphor for the friendship.

Les Choristes

The themes in question gave way to very focused and knowledgeable responses.

In question 15, the case was made for Clément Matthieu to retain his job as he saved the children from the fire.

In question 16, candidates argued that many miracles occurred (the choir, the change in behaviour in the school, Morhange's career, Pépinot leaving with Clément…). One candidate put forward the argument that the biggest miracle is that the children could finally sing without Clément's direction, at the end of the film!

La Haine

This was the most popular film and both titles produced interesting answers.

In question 19, candidates compared and contrasted the two versions of Paris depicted in the film and drew relevant conclusions.

© WJEC CBAC Ltd.2026

In question 20, candidates analysed the three protagonists in various scenes, particularly the final scene, to express opinions on the notion of future.

Au Revoir les Enfants

The titles for discussion produced answers which were insightful, showing a good understanding of the period.

Question 21 enabled candidates to focus on friendship, childhood and deprivation during the Occupation.

In question 22, candidates focused on how the viewer might feel sympathy/empathy towards characters such as Jean, Père Jean and Julien.

Issues

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

- poor handwriting, illegible at times
- essays exceeding the recommended length, some spanning two full answer booklets
- lack of basic punctuation with one response containing a total of 5 full stops but over a 100 commas per essay.

All the above will have an impact on the clarity of argumentation and therefore on AO4.

Misspellings:

- misspelling of characters/places/themes
- use of accents on words not needing them e.g.: *rélation/éspoir*

Misuse of language:

- basic grammar and conjugation
- *ce/celle/cette montre que* for *cela montre que*
- *grâce à*... for *à cause de*...
- *comme*… for *comment*…
- *dans la façon/manière* used for *d'une façon*…
- *le lecture* for *le lecteur*
- *crétin* for *chrétien*
- *réfléchir* for *refléter*

Widespread and increasing use of anglicised vocabulary and sentence structures:

- expériencer/expecter/facer/acter/provider used as verbs and conjugated accordingly

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. These responses were a pleasure to read.

© WJEC CBAC Ltd.2026

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@eduqas.co.uk
Qualification webpage: https://www.eduqas.co.uk/qualifications/french-asa-level/ -tab_keydocuments

See other useful contacts here: Useful Contacts | Eduqas

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.eduqas.co.uk/home/professional-learning/

Regional Rep Team

Our regional team covers all areas of England and can provide face-to-face and online advice at a time which is convenient to you.

Get in contact today and discover how our team can support you and your students.
Regional Support Team | Eduqas

Eduqas Qualifications

We are one the largest providers of qualifications for schools, academies, sixth form and further education colleges across England, offering valued qualifications to suit a range of abilities. Each and every one of our qualifications is carefully designed to engage students and to equip them for the next stage of their lives.

We support our education communities by providing trusted qualifications and specialist support, to allow our students the opportunity to reach their full potential.

© WJEC CBAC Ltd.2026



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk

© WJEC CBAC Ltd.2026