

A LEVEL FRENCH

PAPER 2 WRITING

ESSAYS REPORT ON EXAMINATION

**General Comments**

From the length of essays written it would appear that students managed to organise their time effectively to achieve an even allocation of time to each question, and the results were generally impressive. A lack of planning often led to essays that became repetitive or poorly presented with asterisks in the body of the essay signalling where extra points at the end needed to be considered. Examiners read and mark essays on screen. While every effort is made to reward students fairly, having to scroll through to the end of an essay to read and acknowledge an additional point or piece of evidence can significantly disrupt the reading and following of an argument

Students are reminded of the need to read questions carefully to ensure they have understood the thrust of the question. They are also reminded that how they structure and organise their response is entirely up to them: if a question invites them to consider positive and negative aspects and they believe the negative aspects by far outweigh the positive ones (or vice versa), this is a perfectly acceptable response provided they offer justification for their opinions. There is no expectation with a question of this sort that answers will necessarily be balanced across the positive and negative aspects. Questions invariably invite the student to make a judgement about the validity of an opinion, the importance of a theme or character, or similar. There is no expectation that students should always agree with the judgement or that they cannot mention themes or characters they deem to be more important than the one highlighted in the question. While it is important that they do not ignore the question set in favour of one they would have preferred, they can construct a response to the question that addresses the correct focus but then brings in other relevant dimensions or perspectives.

All questions enabled students to access the full range of marks, with more than half of the responses to every question achieving Level 4 (Excellent) or Level 3 (Good) for AO4.

**Section A: Books**

**Question 10 Delphine de Vigan : No et moi**

10.1: it was the range of relationships covered in the answers that determined the degree of success achieved in response to this question. The most impressive answers were those where students analysed family relationships and their impact on the full range of characters, not just No and Lou.

10.2: there were some very confident and mature responses to this question that showed a very good grasp of the benefits and drawbacks of the first person narrative technique. However, some answers merely summarised what Lou recounted as the first person narrator and thus summarised the story.

**Question 13 Mathieu Kassovitz : La Haine**

13.1: the Kassovitz film continues to appeal. Responses here were detailed and covered a wide range of aspects, both thematic and technical, with a very good range of evidence and examples at the top end of the range. Students clearly come into the examination with a lot of material. The better essays were often those where the starting-point was to plan which aspects of that material best fit the question rather than deliver all of the material as being of equal importance or relevance.

13.2: the good to excellent answers kept to the point and dealt successfully with the theme of conflict, how it is treated and a judgement about its treatment. In some cases, however, the students lost sight of the question and the answers drifted into territory that was of questionable relevance or import.