
A-LEVEL FRENCH

7652/1: Paper 1 (Listening, reading and writing)
Report on the Examination

7652
June 2019

Version: 1.0

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General Overview

The paper proved accessible and there were many pleasing scripts, with questions 01, 02, 04 and 06 being particularly successfully answered by many students. In the listening and reading summaries (questions 03 and 08), there were still a large number of answers this year which exceeded the maximum number of words allowed. Inevitably, the questions which discriminated most effectively were the summary questions and also the translation tasks (questions 09.9 and 10). In addition, answers which require inference, such as certain sections in questions 01, 02 and 05, were also challenging. Teachers are reminded that the DfE subject content for MFL requires AQA to set questions which ‘infer meaning from complex spoken and written material, including factual and abstract content’.

Section A

Question 1

This question was well answered, especially 01.3, with the vast majority of students scoring here. The least successfully answered section was 01.1, where the implication of the future tense combined with the phrase *à mon retour* was not recognised.

Question 2

Generally, students also coped very well with this question, with more than 90% of all students scoring at least two of the four marks available.

Question 3

A good number of students (around 70%) scored at least 5 marks for AO1 on this question. The first bullet point was particularly well covered, with frequent correct references to politicians’ complex language and failure to tackle issues of concern to the young. In the second bullet point, some marks were not gained as a result of failing to convey clearly the idea of young people being ignored by politicians, though the second point about education was often well-expressed. There were a number of options credited for the third bullet point, which meant that the majority of students scored some credit here, provided that the maximum number of words had not been reached by this point. This was sadly quite often the case, since some students wasted time on writing introductions to the summary, such as *Dans cette interview, il s’agit de trois jeunes Français qui donnent leurs avis sur les politiciens*. If this occurs, then the answer is very likely to go substantially beyond the 90-word limit.

The full five marks for AO3 were harder to achieve, however, since this requires a level of manipulation of the grammar as well as a good degree of accuracy. Many students did succeed in manipulating the original to some extent. For example, the passive phrase *notre voix n’est pas entendue* was often made into an active sentence such as *les politiciens n’entendent pas la voix des jeunes*. Inaccurate spelling is allowed for communication but tends to be penalised in the AO3 mark. However, if the spelling is such that ambiguity is caused then the word cannot be credited. A good example of this was the frequent misspelling of *voix* as *voie*. Other common errors which affected the AO3 mark were the lack of correct adjectival agreements and inaccurate verb forms (*ils n’abord les questions des jeunes*). English words, such as ‘irrelevant’ and ‘issues’, were used and clearly could not be credited. Despite these problems, it is worth stressing that students coped well with the task, scoring good marks for AO1. For AO3, a very large number (approximately 84%) scored at least 3 marks and there were very few poor or un-attempted answers.

Question 4

This was well answered by many. The main problem was in 04.1 where the correct spelling of *pillage* proved elusive. Questions 04.2, 04.3 and 04.4 (apart from the spelling of *restaurer*) were all pleasingly done, though there was some confusion between the international specialist and European countries in 04.5 (the latter often rendered as *des pays européens*).

Section B**Question 5**

This true/false task was pleasingly done by the vast majority of students. The only real problem occurred in 05.6 where fewer than half the cohort gained a mark. The phrase *l'organisation, débordée, n'arrive pas à répondre à tout le monde* clearly indicated this as a false, but many did not understand the verb *se débrouiller*.

Question 6

Most students scored very highly on this target language exercise. Part 06.1 was very successfully answered, though in 06.2 many failed to gain a mark by stating that they were chosen by local associations, despite this fact already appearing in the question. As a result, some failed to mention the key idea of motivation, thinking that the local associations choosing vulnerable young people was sufficient for the two marks. The need to transfer the first person in 06.3, *en nos offrant un espace sûr où nous pouvons nous informer de nos droits* to the third person, led to the loss of some marks. In 06.5, a verb was needed to respond appropriately to the question: *Qu'est-ce que Nasha invite ses lecteurs à faire?*

Question 7

A large range of marks was evident in this gap-filling task, though half of all students gained at least 5 of the marks. The most accessible answers were to be found in the first and last four spaces. In the phrase *son premier mari, qui l'avait ___ à en mourir*, many chose a past participle which did not fit grammatically due to the lack of the preceding direct object agreement. In fact, *aimée* was often used incorrectly for *Elle avait ___ en secondes noces*. Other words which were often put in the wrong place were *emporté*, *mis* and *rendu*.

Question 8

This was the reading summary task. The marks were pleasing both for content (more than 76% scored 4 marks or more for AO2) and for quality of language (AO3). In the first bullet point, most students gained a mark for the idea of reconstructing or re-equipping studios and cinemas, though the point about the threat of unemployment for certain performers was often expressed in too ambiguous a manner or simply by *il y avait l'épreuve du microphone*, which did not communicate. In the second bullet point, the point about silent cinema reaching perfection or being an art form was nearly always present, though a reference to *les problèmes des langues* did not score unless an explanation was given. The last bullet point was nearly always correctly answered, with only those who had reached the word limit not scoring the two marks.

The AO3 marks were occasionally adversely affected by the amount of copying seen in answers. Many scored highly for AO2 but did little to manipulate the original text. Answers such as *la transformation des studios coûtait beaucoup d'argent* or *les problèmes des langues menaçaient*

l'exportation des films were pleasing. Having said that, as in question 03, there are encouraging signs that students can cope more effectively with this sort of task.

Question 9

The synonym tasks (parts 09.1 to 09.8) were well done apart from *bientôt* and *état d'esprit*. In the latter, *état* was often omitted or the accent was absent. Question 9.9 was the translation from English into French and there was a wide range of marks seen. Very few students scored full marks, but nearly half of all students did manage to gain at least 5 marks. The main issues were as follows:

- *vivant* was often used for *vivre*
- *mal rêve* was often used for nightmare
- *pour ceux qui sont sous 40* was a common answer
- *les informations* was often expressed in the singular
- paraphrasing such as *un manque de sécurité a causé ...* was not allowed
- a correct question form for 'can an individual be certain that ...?' proved elusive for many
- very few used the subjunctive after *craindre* or *avoir peur que*
- many used a present tense form of the verb *doubler*, probably because of *depuis*
- *ce pourrait être* was a commonly seen incorrect answer, or the conditional tense was absent
- *les français* often had no capital letter and was penalised accordingly
- very few used *à la fois* or another acceptable expression - *sont les deux* was often seen.

Question 10

The marks were slightly higher on the French to English translation, compared with question 09.9. For example, around 62% of students achieved 5 or more marks. The main points were as follows:

- waiting was often used for *s'attendre*
- *congés* was not well-known and often translated as congress
- rather than rewarded, re-compensated was commonly seen
- there was a failure to convey the correct tenses accurately, especially the pluperfect in *nous avions entendu dire* and *avait augmenté*
- paraphrasing was used – nothing had been announced – rather than there was no announcement

- *patronat* was often translated as the boss
- *arraché* caused difficulties, but many scored the mark if they used received or gained
- *licencié* was often inaccurately rendered
- there was often a failure to translate *en* in the sentence *j'en suis vraiment déçu*. The latter was also often translated as 'I was deceived'.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.