



A-LEVEL FRENCH

7652/1 Paper 1
Report on the Examination

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General comments

Despite all the challenges faced by students and their teachers over the last couple of years, it is pleasing to report that the standards achieved on this paper were very much in line with previous series. Indeed, the mean mark for the paper was similar to that achieved in 2019. Congratulations are due to teachers for their thorough and professional preparation of their students. The hard work and commitment of students, evident in their approach and their responses to the various questions, should also be mentioned.

The paper proved accessible and there were many pleasing scripts, with questions 1, 2, 4 and 7 being particularly successfully answered by many students. In the listening and reading summaries (questions 3 and 8), there were still some answers this year which exceeded the maximum number of 90 words allowed, though fewer than in the past. The questions which discriminated most effectively were these two summary questions, the gap fill task (question 5) and also the translation tasks (questions 9.9 and 10).

Section A

Question 1

This question was very successfully answered, with more than three quarters of all students scoring marks for each of the four sections.

Question 2

Generally, students did very well on this question. The main challenge proved to be question 2.1 where the admittedly difficult word *poignardées* was not known and therefore not linked to *les agressions au couteau* in Charlotte's utterance.

Question 3

More than three quarters of students scored 5 or more marks for content (AO1). Students missed the content points mainly because they went over the word count and missed the last point about the documentary on Prince Charles. Another issue was the suggestion to charge visitors for entry into cathedrals, where the French was sometimes so confused that the mark could not be awarded. Very few students were able to pick out the phrase *je me suis endetté* and express this in clear French.

As one would expect, the full five marks for AO3 were harder to achieve. However, there were also very few students scoring low marks here. The majority of students achieved 3 or more marks for quality of language (AO3). Furthermore, many students did succeed in manipulating the original to some extent, for example using the third person rather than the first.

Question 4

This was well answered by many. The main problems occurred in 4.1 where some failed to mention the threat to call a strike. In question 4.2, some scored a mark for the idea of protecting jobs but were unable to render *les baisses de salaire* effectively. Most scored at least one mark for 4.3 and nearly all scored the maximum two marks for 4.4.

Section B

Question 5

This gap fill task led to a wide range of marks. A small number managed to score the maximum ten marks and over half of all students managed to gain at least 6 marks. Loss of marks was often due to lack of understanding of *conçu*, *élu* and *rompue* and as a result these were often misplaced. The word *sournoise* also caused problems for some.

Question 6

The most successfully answered question was 6.2, where *incontournable* was correctly given, though a few lost marks through careless copying. By far the most challenging sections were 6.3, where *destins* was often seen as an answer, 6.5. where *problématique* was missed, and 06.8, where very few wrote *en dehors de*.

Question 7

This question was very well done. Most scored a mark for 7.1 (for saying his name) but some missed the second mark about standing up. 7.2 was particularly well answered with almost 90% scoring full marks. Some lost a mark in 7.3 because the two marks were for the inaudible and incomprehensible nature of Charles' answer. 7.4 was generally well done but some lost a mark by stating that the teacher shouted at the class whereas it was his look and cane which restored order. The remaining two questions were very well done, with many scoring maximum marks.

Question 8

This was the reading summary task. The mean marks were higher here for both content and quality of language than in the listening summary, question 3. Surprisingly, the main reason marks were lost for content was that many failed to mention Abed's wife. There was often no mention of either the fact he sent her money or that she was eventually able to join him in France. The points about unemployment in Morocco, the reason for not returning there and Abed's desire to maintain his right to treatment were nearly always well expressed. The cultural benefits of immigration were mentioned by most, though a few failed to mention the economic advantages, sometime because the word limit had been reached.

The AO3 marks were sometimes affected by the amount of copying seen in answers but most students did attempt to manipulate the original text and some did so very effectively.

Question 9

The first part of question 9, the true/false task, was successfully answered by many students. Most parts of this question had high success rates. The part which was found to be more challenging was 9.2 where the phrase *touché par des balles* was not always understood.

Question 9.9 was the English to French translation, which always proves challenging. As a result, very few scored maximum marks, though about half of all students scored at least half the available marks.

The main points were as follows:

- There was sometimes a lack of adjectival agreements (eg *vulnérables*).
- In the phrase they stay there, 'there' was not always translated.
- 'Boredom leads to fights' was often wrongly translated, either because *mène* was not used correctly or *bagarres* (or an equivalent synonym) was not known.
- 'Has made the situation worse' was often incorrect, many wrongly used *a fait la situation pire* rather than *a rendu*. A verb such as *a empiré* was acceptable here.
- 'They will obtain' was often in the wrong tense when the future was needed (*gagneront* or *obtiendront*).
- The correct preposition was often absent after certain verbs, for example *permettre aux habitants de participer, les parents devraient encourager leurs enfants à éviter de se droguer*.
- The subjunctive was often missed in *pour qu'ils puissent*.
- Some students demonstrated a lack of awareness of the correct sequence of tenses. 'If they explained' and 'they might' often proved problematical.

Question 10

This French to English translation task also always discriminates well, though nearly three quarters of students scored at least five marks. On a positive note, there were very few incomplete answers, suggesting that students had timed themselves well in order to attempt the whole paper. The main points were as follows:

- *Depuis* was often rendered as 'since' rather than 'for' and *provoquent* was not translated as 'has provoked' or 'has been provoking'.
- Many translated *chaîne* as a 'TV chain' and the past tenses were not noted here, leading to *estimaient, représentaient* and *était* being given in the present tense.
- *Conduire* was often translated as 'drive' and for *surestimer*, underestimate was often used.
- The future tense (*il faudra*) was frequently omitted.
- *Depuis peu* was not accurately translated by many.
- The correct use of tenses in the final sentence (*s'ils avaient été mieux renseignés, auraient été* and even *étaient*) were beyond weaker students, though some students were able to convey these correctly and confidently.

Mark Ranges and Award of Grades

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