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# A-LEVEL FRENCH

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

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7652/1  
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## General comments

Most students seemed to be well prepared by their teachers to tackle the various questions. Virtually all students attempted all the questions and managed to complete the paper within the time limit. This year there were far fewer students exceeding the 90 word limit on the summary question 8 in the reading section. Unfortunately, this was not always the case with question 3 in section A, where many lost at least one mark by exceeding the 90 words.

There were many very successfully answered sections, with questions 01, 02, 05, 06 and 09.1 to 09.8 being particularly successfully answered by many students. As is usually the case, the questions which discriminated most effectively were the summary questions (questions 3 and 8), the English to French translation (question 09.9) and also the French to English translation task (question 10).

## Section A

### Question 01

This question was well answered, with many students scoring the maximum two marks for each of the questions. The least successfully answered question was 01.1 where some did not link Lucie's surprise when she got off the train with the idea that she knew nothing about the event beforehand.

### Question 02

Students also coped very well with this question, with many scoring the maximum of four marks.

### Question 3

More than 75% of students scored 5 or more marks for content (AO1). Students missed the content points mainly because they went over the 90 word limit and missed one or two of the marks available for the third bullet point. The first bullet point was well answered, with most students mentioning the all three elements of immigrants only allowed to speak about discrimination, the lack of positive news about immigration and the fact that producers do not appear to believe that immigrants have valid ideas on other topics. In the second bullet point, many scored for the lack of opportunity for immigrants to air their views on topics important to them, though the point about a lot of emphasis on terrorist attacks was lost since some answers suggested falsely that the media portrayed all immigrants as potential threats. The third bullet point, about training and lack of immigrant presenters, was often accurately answered, though a significant minority had reached the word limit by this point and could not have their answers credited.

Since the award of five marks for AO3 requires a level of manipulation of the grammar as well as a good degree of accuracy, the full five marks were hard to achieve. Only just over 10% of students achieved this. Having said that, the vast majority of students (approximately 80%) achieved 3 or more marks for quality of language. There were some very impressive examples of manipulation such as *il y a souvent de mauvaises nouvelles au sujet des immigrés* or *pourquoi est-ce que les immigrés sont moins formés que les Canadiens de souche ?*

**Question 4**

This was very well answered by many, though in 04.1, while the abuse of alcohol was often present, the running away from home was not always clearly expressed. At least one mark was often achieved in 04.2, though some omitted the attack on the shop assistant. The main problem in 04.3 was the phrase *les cartons vides*, which caused some confusion with many using *des cartes* in their answer. In response to question 04.4, there were many correct answers, though occasionally learning to drive was not linked to lorries.

**Section B****Question 5**

Finding the correct opinion in this question was generally very well done. The only areas where there was confusion were parts 05.1 and 05.4, which required positive and negative as the answer. In 05.1 some stopped reading after the first sentence and chose positive without going on to read how the director had made a mistake and that this film was an exception to the rule. In 05.4, mistakes occurred because the word *malgré* was not spotted.

**Question 6**

All parts of this question were successfully answered except for 06.3. Cynthia is the only person to be wholly negative about the economic situation. Denis talks about the current economic situation improving a little and Mimi talks about rising incomes.

**Question 7**

Generally, this question based on a literary text was very well done indeed, especially 07.2, 07.3, 07.4 and 07.6. The main error in 07.1 was not adapting the phrase *à votre bord*. The main issue once again in 07.5 was the failure to adapt the possessive adjectives.

**Question 8**

This was the reading summary task. The marks were pleasing both for content (AO2) and for quality of language (AO3). Very few students wrote too many words here. In the first bullet point, most gained at least one mark by talking about women's rights. The second point about the reform of the education system was sometimes not conveyed sufficiently clearly. The second bullet was well done, with references to her articles, her attempt to persuade workers to strike and the occupation of the faculty all present. The last bullet point was well done by most students, though some failed to make clear there had been an improvement in work conditions, with some answers being vague and talking about the condition of women generally.

The AO3 marks were very pleasing as a result of most bullet points being covered well. Most scored at least 3 marks for AO3.

**Question 9.1 - 9.8**

The synonym section on question 9 was very well answered. The questions where marks were lost were 09.1, where *aux abords* was often absent, and in 09.2, where *panneaux* was not often linked to *pancartes*. Otherwise, there were many correct answers, with 09.4 and 09.6 being particularly successfully answered.

### Question 9.9

As always, the full range of marks was found here. A very small number of students achieved 9 or 10 marks, though approximately half of all students scored five or more marks. The main points were as follows:

- In the first sentence, *accueilli* was often wrongly spelled. Many did not use *plusieurs* and the end was often wrongly written as *le fin*. Very few translated the word 'tense' correctly, and if they did, it often did not agree with *la situation*.
- In the second sentence, most failed to translated 'Having promised' correctly. *Rencontrer* was frequently spelled incorrectly and 'before leaving' and 'in the early evening' were beyond most students.
- The point about the press conference as often correct, but many failed to use the pluperfect. The conditional of *hésiter* was not often used. 'to establish a curfew' was well done, but then the imperfect was rare in the next section.
- 'This measure' was often correct, though the conditional was then not used and the agreement was often omitted on 'enforced'.
- The first part of the last sentence was well translated by many and there were many pleasing correct uses of the subjunctive. The last of part the sentence, about the fight against poverty, was by some way the most successfully rendered part of the whole answer.

### Question 10

The translation task also always discriminates well. Having said that, two thirds of students managed to score more than half marks for this question. The main points were as follows:

- *Vous avez envie* was always not well known but most gained a mark for *en tant que bénévole*.
- *Depuis* always seems to cause problems and led to the loss of a mark for the present tense being used in English for the main verb ('our charity organises'). The rest of the sentence was very well conveyed.
- *A titre d'exemple* caused confusion for some students but most gained a mark for Cameroon currently undergoing a humanitarian crisis.
- *En proie*, perhaps not surprisingly, was not well known, though most gained credit for translating the rest of this sentence correctly.
- Some wrote 'west' rather than 'east' in the next sentence. The verb *tenter* was not always conveyed correctly and many did not know the word *sécheresse*.
- The future tense was usually used correctly in the next sentence but *visant à* was often incorrectly translated. The last part about well-being was well answered.
- The first part of the final sentence was nearly always correct but some were confused by the use of *ne* in the final line and wrote some rather confusing English. *Davantage* did not appear to be a well-known item of vocabulary.

### **Mark Ranges and Award of Grades**

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