



A-Level French

7652/1 Paper 1

Report on the examination

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General Comments

As always, students were well prepared for the examination with students demonstrating familiarity with all the topic areas in the specification. There were some impressive and outstanding scripts. However, some students lost marks due to incorrect spelling of French words, such as *estime de soi*. A lack of grammatical accuracy in the translation questions 9.6 and 10 was often apparent. Adjectival endings were frequently omitted and lower-level students had difficulties in forming verbs in the correct tense. In the summary questions 3 and 8 and in the English to French translation, this caused an unnecessary loss of marks. Fortunately, there were fewer adverse comments from examiners on the clarity of students' handwriting this year.

Question 1

Most students scored both available marks in 01.1. In 01.2 and 01.3 almost all students scored at least one of the available marks. In 01.2, the reference by Imran to his mother stopping paying his rent led many to choose option E in error. In 01.3, many chose option D because students misunderstood Serge's reference to receiving help from the church.

Question 2

Part 02.1 was very well answered. However, the other three parts caused problems for some. In 02.2, many struggled to pick out *le ministre a l'intention d'interdire les manifestations* and choose B rather than the correct answer C. In 02.3, some did not notice the negative in *on n'a pas constaté une perturbation importante de la circulation* and wrongly choose option B. In 02.4, many chose option C which refers to the imminent resignation of the minister whereas the speaker regards this as *peu probable*.

Question 3

A small number of students did not get full credit for the third bullet point since they had exceeded the word limit by this point. On the other hand, there were some very good answers with all seven points clearly conveyed. In the first bullet point, the information about depression, difficulties of concentrating at school was well expressed. Many also scored credit for Margaux's struggles with bureaucracy. However, some students did not convey *les démarches administratives* idea clearly and lost the mark since they suggested that Margaux was in serious debt. In the second bullet point the idea of maturity and self-confidence were often expressed clearly but some lost marks here due to incorrect spellings such as *estime de soit*. The third bullet point was dealt with successfully by most students though, sadly, the word limit of 90 words meant that some did not get credit for the last point.

For the AO3 mark there were some good examples of successful manipulation, which were impressive in a listening test. Pleasing answers included *Elle avait du mal à obtenir de l'aide financière à cause de la complexité des procédures bureaucratiques* and *elle veut avoir des enfants mais elle veut aussi continuer à s'occuper de son frère*.

Question 4

Maximum marks were nearly always achieved in question 04.1. Part 04.2 was well answered apart from some students omitting the fact that she performed in the street. Part 04.3 was also pleasing but some struggled with the spelling of *concours*. Part 04.4 was also well done especially the point about the releasing singles, but some did not gain the second mark due to confusion over the word *ournée*. Answers such as *elle veut tourner à l'étranger* or *elle veut voyager à l'étranger* were seen.

Question 5

This true/false choice question was very successfully done, with parts 05.5 and 05.8 the only parts which were less often correct. These both required the answer information *non-donnée*.

Question 6

This matching task also gave rise to many pleasing responses. The only part which was not well done was 06.6 where more students chose an incorrect answer than the right one. The idea of being able to marry without parental consent and the possibility of opening a bank account meant the correct answer was Demba, but many chose Claudette.

Question 7

This was the literary passage, and the task was a synonym matching exercise. This proved to be an effective discriminator. There were many correct answers in 07.1, 07.4, 07.6, 07.7 and 07.9. The other five sections were far less successfully answered and a significant number of students lost marks due to incorrect copying or the omission of accents.

Question 8

Many scored only one mark for the first bullet point for the information about the facial recognition system saving time. The other mark about improving the clarity of the images was often overlooked. In the second bullet point, many scored all three available points. Some students here wrote answers which lacked clarity, especially the third point about the shortcomings of the system when it identified innocent people in error. The idea of people being wrongly arrested was sometimes expressed in a confusing manner. The final bullet point was generally well done, with many scoring the two marks available. By this stage, a small number of students had already used the maximum number of 90 words and so did not score all the possible content marks.

For the AO3 mark, some examiners were concerned about the amount of copying of the original text and the lack of attempt at manipulation. An example of how students can adapt the text in a concise manner is an answer such as *A cause des problèmes techniques, la police a parfois arrêté des gens innocents*. In the final bullet-point, an answer such as : *Le système n'est*

pas prêt parce qu'il faut installer le matériel. En plus, les malfaiteurs pourraient tromper les logiciels en se déguisant showed good manipulation as it conveyed both details in 22 words.

Question 9

This question required answers in French. Part 09.1 was very well done. In 09.2, some lost marks because they thought the centre should have a school attached to it. A small number of students did not observe the months mentioned in 09.3 and 09.4 and answered parts of 09.3 and 09.4 in the wrong place. Apart from this issue, both parts were successfully answered by most. In part 09.5, some wrote answers which mixed the correct person of the verb such as: *il ne peut rien faire parce que je dois défendre la liberté d'expression* and so lost one of the two marks.

09.6 was the English to French translation. Here are some of the main issues :

First sentence:

The lack of support for immigrants is shameful.

Many had a good start with this section. There were many accurate answers.

Second sentence

These people have left their country because of wars.

The incorrect auxiliary verb was sometimes used here eg. *Ils ont parti* or *ils sont quittés*.

Third sentence

Many of them have received death threats.

This was often correct, though a good number of students used *plusieurs* rather than *beaucoup*.

Fourth sentence

They want to protect their families.

This was often successfully answered.

Fifth sentence

But when they arrive in our country, they often meet hostile militants, who demonstrate against their presence or resort to violence.

The first part of the sentence was often accurately translated, though the verb *ils rencontrent* was quite often spelled wrongly. The point about demonstrating was well done but very few students were successful in translating resort to violence.

Sixth sentence

Our elected officials must act in a firmer manner.

Many responses were seen with *dans une manière* or *dans un moyen*.

Seventh sentence

Fortunately, asylum seekers can obtain the help which they need by contacting a voluntary group.

There were many errors observed here. *Heureusement* was often spelled incorrectly. *L'aide dont ils ont besoin* was rarely correct and many made *un groupe* feminine.

Eighth sentence

These groups might find a job for them since the government allows asylum seekers to work before they have obtained the status of refugee.

This sentence proved very challenging for many. The first part of the sentence was often correct apart from some who did not use the correct tense of *pouvoir*. *Gouvernement* was often spelled as in the English. The prepositions *à* and *de* were either confused or omitted after the verb *permettre*. The subjunctive was rarely seen though *avant d'obtenir* or *avant d'avoir obtenu* were also allowed but not commonly used by students.

Question 10

This was the French to English translation and there were some very accurate answers. The main points are below.

First sentence

Yasmine Chouikh, dont les parents étaient aussi des réalisateurs connus, est devenue journaliste peu de temps après avoir obtenu son diplôme.

The main stumbling block here was caused by the inability to translate the word *dont*.

Second sentence

Depuis 2005, elle présente une émission sur le cinéma pour une chaîne algérienne.

The present tense of to present was often used rather than she has been presenting or she has presented. *Chaîne* was often translated as chain.

Third sentence

En tant qu'actrice, elle avait participé à un film de son père avant d'écrire le scénario de plusieurs courts-métrages.

The first phrase was often incorrect and the pluperfect of to participate was often overlooked.

Fourth sentence

Yasmine vient de sortir son dernier film, une comédie drôle et émouvante, qui, selon les critiques, est un film à ne pas rater.

Venir de was often omitted and many translated *dernier* as last rather than latest. However, there were many correct scripts though some took the verb *rater* to mean give the film a rating.

Fifth sentence

Le film aura de fortes chances de remporter le prix du meilleur film au prochain festival international qui doit avoir lieu en Algérie en novembre.

This first part of this sentence was well answered, though the majority of students, perhaps not surprisingly, translated *qui doit* as which must rather than which is to take place or is due to take place.

Mark Ranges and Award of Grades

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