

AS
French
7651/2

Report on the examination

Version: 1.0
June 2025

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Section A: Translation of sentences into French

The table below shows the percentage (rounded) of students scoring 3, 2, 1 or 0 marks for each of the sentences 1.1. to 1.5. in Section A of the paper.

	1.1.	1.2.	1.3.	1.4.	1.5.
3	45%	46%	39%	39%	17%
2	38%	42%	48%	45	53%
1	14%	10%	11%	15%	29%
0	2%	1%	1%	1%	2%

There was a very wide range in terms of the accuracy of translation in the responses to this section of the 2025 paper with some genuine attempts to translate what was there in the English sentence rather than relying on paraphrasing or approximate translations. There were some very good translations where a high level of accuracy and careful, thoughtful manipulation of language from the source text were demonstrated and where students scored the full 15 marks available. What students found to be the main challenges of individual sentences are set out below.

1. Many people claim that all couples have the right to raise a family.

Errors in the first box were usually because of the mis-spelling *beaucoup* (sic) or the use of *des* instead of *de*. The correct vocabulary item of *prétendre* was identified by many students and was generally manipulated accurately but some students opted to use *disent* or *déclarent* which were rejected as not conveying the same meaning. The subjunctive *aient* was wrongly used by many and *fonder* instead of *élever* also occurred frequently. The correct gender and spelling for *une famille* were not always in evidence.

2. According to them, children with same-sex parents can be happy.

The most common error in the first box in this sentence was an incorrect rendering of them (*les, ils* instead of *eux*). In the mark scheme, articles other than *les* with *enfants* and *des* with *parents* were rejected. Some students overlooked the item of vocabulary provided in the source passage and used *homosexuel* to convey same-sex, and this was rejected. The 3rd person plural form of *pouvoir* (*peuvent*) was fairly well handled as was the infinitive following this. Marks were sometimes lost because of a missing agreement on *contents* and students using *heureux* were at an advantage on this point.

3. It seems that all the studies have found that this is true.

The perfect tense in the verb have found was seen to be quite a challenge and, as is so often the case, it was also the little words that students found the most difficult and few were able

to identify the need to use *cela* or *ceci* here, opting instead for *c'est*. Carelessness in the spelling of *vraie* (sic) often caused a mark to be lost unnecessarily.

4. In my opinion, what counts most is the well-being of the child.

Despite making constant use of it in their spoken French, many did not correctly use *A mon avis* to translate the first box but paraphrased with expressions such as *je pense que* or *j'estime que*. *Ce qui* was used infrequently, many opting for the more literal *quoi*. *le bien-être* was successfully identified as the appropriate vocabulary item here by many students but *de l'enfant* was often confused with *des enfants*, *d'enfant(s)*, or *de les enfants*.

5. If there is love in a home, nobody will be sad.

Si il y a rather than *s'il y a* was rejected. Either *l'amour* or *de l'amour* was credited with a mark and both were seen frequently. Again, the source vocabulary *foyer* was overlooked by many students. The most challenging element in this sentence proved to be the correct handling of nobody and few students produced *personne ne*. The future tense, rendered either by *sera* or *va être*, was very successfully produced.

Sections B and C

Most essays were in response to questions on films (92.8%) and of these *La Haine* continued to be the most popular (63.8%) though there were also a significant number of answers on *Au revoir les enfants* (19.4%). Of the Section B literary texts, de Vigan's *No et moi* was the most popular (4%).

In both section B and section C essays, there was clear evidence that where students planned their answers to address each bullet-point provided, the response was in either the good or very good band for AO4, and answers were logically structured and developed. At the opposite end of the range there was a significant number of responses where students did not address the question at all but merely reworked a previously written essay.

Comments on responses to individual questions are set out below but, obviously, not all works and questions were covered across the 2025 entry.

Question 5: Camus L'étranger

Students answering this text opted for question 5.2. in the main and there were some very good answers. The better answers addressed each of the bullet-points provided, producing a well-balanced response and clear evidence of what makes Meursault an outsider. Students answering question 5.1. tended in general to focus and describe the actions themselves rather than examine their importance.

Question 8: Joffo Un sac de billes

Again, the second of the questions proved to be the most popular. The best responses here documented how the brothers' relationship changes and, in particular, the way that Jo becomes less dependant on Maurice and achieves greater independence.

Question 11: De Vigan No et moi

Both questions here proved popular, and both were handled with very similar outcomes. The consequences of the death of Thaïs were viewed and documented very comprehensively from the point of view of all members of the Bertignac household and many students gave a good account of how No herself becomes linked to this aspect of the family's life. There was a generally good understanding demonstrated of how Lou changes in the course of the novel.

Question 13: Malle Au revoir les enfants

Both questions proved popular but question 13.2. generally provided some better answers where the students showed the extent to which they had really engaged with the film and with the significance of those characters that can be considered hostile towards Jews in France. There were some very detailed, well-evidenced answers here. Question 13.1. in many cases prompted students to focus their attention, almost exclusively, on the relationship between Julien and Jean and to deal very briefly with Julien's other relationships. This, no doubt, was influenced by previous essays based on the theme of friendship and/or jealousy. Where students were able to detach themselves from previous work, answers that provided a balanced view of Julien's relationship with the range of characters identified in the bullet-points were well-written.

Question 14: Kassovitz La Haine

Both questions proved popular and, as is always the case, answers on the Kassovitz film covered the full range in terms of quality of content for AO4 and quality of language for AO3. That said, the more specific focus of question 14.2. meant that students included fewer extraneous details in their answers and could concentrate instead on the specifics of the interrogation scene. There was some detailed knowledge demonstrated here, especially in terms of technical aspects.

Question 17: Cantet Entre les murs

In all responses there was evidence here of a genuine engagement with the film and with its characters. Though 17.2. was less popular than 17.1. The knowledge that students demonstrated of Monsieur Marin's relationship with his colleagues was sound and the answers were generally well-structured and balanced. Likewise, those opting to do question 17.1. had a very good knowledge and understanding of those aspects of the Collège Dolto that Cantet presents in the film, and there were thus some very successful answers.

Assessment Objective 3

Students, for the most part, demonstrated that they had acquired a good range of vocabulary relevant to the work they had studied, and, in many cases, they had acquired a knowledge of structures that enabled them to express their ideas with some level of clarity. Where communication tended to break down was in instances where students were attempting to be far too ambitious in the complexity of what they were trying to express and/or where their communication in French was heavily influenced by sentences formulated in English. As always, there was some evidence of a practice that is of questionable value where students produced a lengthy pre-learnt introductory paragraph and also a conclusion which were in flawless language, but sandwiched between these were paragraphs of French that were far from error-free.

Mark Ranges and Award of Grades

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