



AS

French

7651/1 Paper 1: Listening, Reading and Writing

Report on the examination

Version: 1.0
June 2025

Further copies of this report are available from aqa.org.uk

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General Comments

Once again, examiners reported that students were well prepared for the examination, demonstrating a sound knowledge of the various themes and topics in the specification.

Questions 01, 02, 05 and 09 were generally well answered. As usual, the questions which discriminated effectively were the summary questions (questions 03 and 08). The French to English translation task (question 10) proved to be demanding for some students.

Section A

Question 01

With over half of all students scoring two marks for each of the questions, this section was successfully answered by most students. The main stumbling block occurred in 01.2, where a noticeable number of students chose G rather than D as one of the answers since the phrase *on risque d'acheter des choses sans réfléchir* led many to select G since it refers to *la surconsommation* but this sentence refers to cash not contactless payments.

Question 02

Students also coped very well with this question, with many scoring maximum marks. Parts 02.3, 02.4 and 02.5 were particularly well done. Some students opted for a positive opinion in 02.1 after hearing the word *réussite* without taking into account *presque totale* which follows it.

Question 03

Many students scored 5 or more marks for content (AO1). The first bullet point was well answered with most students mentioning the first two points made by Elise Mouray. However, the third point about the effects of a strike in the cinema industry was often omitted or not allowed by misspellings of *grève*. In the second bullet point, most scored two marks for the use of new technology and the need for more comfortable seats but English spellings of *confortable* led some to lose the second mark. The final bullet was effectively answered but some students had exceeded the 70-word limit by this stage.

The vast majority of students achieved 3 or more marks for quality of language (AO3). There were some very impressive examples of concise manipulation of the original, such as *avec des investissements dans les nouvelles technologies, la qualité d'image pourrait être améliorée or en regardant un film, on peut manger un repas sans quitter la salle*. Some answers lost marks due to inaccurate spelling of words such as *traite*, *siège* and *séance*.

Question 4

This was very well answered by many, especially 04.2, 04.5, 04.6 and 04.7. In 04.1, some students did not include the key word *la plupart* or *la majorité* in their answer. Others were confused in 04.3 by the phrase *très peu d'hommes* and there were some wrong attempts at spelling *peu* with *peux*, *peut* and even *peur* seen by examiners. In 04.4, some omitted the point about the father's presence reassuring the children or gave answers which did not make clear that it was specifically discrimination of women in the workplace.

Section B

Question 5

This question was generally well answered. In part 05.6 the answer of true was often seen whereas the text refers to *le marché en pleine expansion* which contradicts the phrase *le marché reste stable* in the question. In part 05.7 the answer was sometimes given as *information non-donnée* since the word *empocher beaucoup d'argent* was not fully understood.

Question 6

On the whole, this task was tackled successfully. Fewer students gave correct answers in 06.4 and 06.5 than in the other parts of the question. In 06.4, the phrase in the text *en prenant un verre* did not lead to the correct answer of *on prend une boisson*. In 06.5 a substantial number of students overlooked the phrase *avec des scénarios adaptés des romans* and so did not select the correct answer of C - *des films de fiction*.

Question 7

Some of the synonyms in this task proved difficult for students. The majority of students found some parts very challenging, notably 07.3 where *pieds nus* was not connected to *déchaussée*. In 07.7 *sauter* and *bondir* were not often linked and in 07.9 the verb *craint* was frequently given as an answer rather than the noun *peur*.

Question 8

The first two bullet points of this reading summary task were pleasingly answered by almost all students, with the points about making meals, chatting to elderly people, the neglect of Vincent's own family and the end of his social life clearly conveyed. A small number were more confused by the third bullet point, with some ambiguous answers, often caused by confusion in transferring the first and second persons into the third person such as *le gouvernement vous offrez nous pas de formation*. This also led to a reduced mark for quality of language (AO3). The marks for AO3 were also adversely affected by the amount of copying seen in many answers, with little attempt to manipulate the original text. However, answers such as *leur travail n'est pas apprécié par les ministres qui ne semblent pas se soucier des dangers de la fatigue qui menacent les bénévoles. Ces gens devraient être mieux formés* were particularly

impressive and scored highly both for content and quality of language. Fewer students exceeded the word limit here than in question 3.

Question 9

This passage was well understood by the majority of students. Parts 09.1. 09.2 and 09.4 were successfully answered by most students, though in 09.3 the point of being proud of one's work was often omitted. In 09.5 the idea about her pleasure in singing her own songs was often omitted.

Question 10

The translation task always discriminates well. There were some very pleasing accurate translations, though few scored all ten available marks. Some difficulty was caused by the inaccurate translation of the verbs.

The main points were as follows:

- The first sentence was generally correctly translated.
- In the second sentence, the first part *viennent d'être testées* was often wrongly conveyed. However, the second part of the sentence was often correct.
- The third sentence was generally well conveyed, but some students seemed to get confused by *son téléphone portable* where its mobile phone was often seen.
- The fourth sentence was often correct, though some gave a confusing rendition of *en peu de temps* with such answers as in a little of time.
- In the fifth sentence, *au volant* was not often understood.
- In the sixth sentence, very few were able to convey *on prétend* correctly though many were successful in translating the verb *pourrait* in the correct tense.
- The final sentence was very often clearly and accurately conveyed.

Mark Ranges and Award of Grades

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