



GCSE

**French**

8658/RH Reading (Higher)

## Report on the examination

Version: 0.1  
June 2025

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## General

The majority of students appeared well-prepared for this paper, and they completed all the questions within the time limit with few blank spaces or un-attempted questions. They were able to answer questions in a variety of topic areas. This year, examiners were less concerned than in previous series by the number of scripts containing unclear handwriting.

### Question 1

This question allowed students to make a successful and confident start to the paper. Most students gained at least three of the four marks, with 01.4 causing problems for some, where a substantial minority did not notice that adults and children took part in both carnivals.

### Question 2

This question, which required answers in English was generally successfully done but in 02.1 the word *élever*, being confused with *élève*, caused many to talk about education and schools rather than bringing up children. However, the noise from planes disadvantage was usually correct. Part 02.2 was very well done by nearly all students. The advantage in 02.3 was generally correct but the idea of impolite inhabitants in the disadvantage section led some to become confused with politics or the police.

### Question 3

This question also appeared in the foundation paper and was aimed at lower grades. Most parts of the question were very well answered, though the failure to notice the remarks made by Barbe Bleue when handing over the keys did result in some choosing the wrong answer of not in text rather than false in 03.6.

### Question 4

There were many excellent responses to this question with many gaining maximum marks.

### Question 5

This question discriminated well. Many scored the mark for 05.1 and 05.4. However, in 05.2, a substantial number chose Mohamed perhaps because he mentioned working in the evenings rather than the correct answer of Rose, who specifically referred to missing New Year celebrations. In addition, in 05.3 many did not see the link between being a celebrity and the resulting loss of privacy.

## Question 6

This question required answers in English. In 06.1 very few students understood the word *loyer* and had to make a guess as to the answer. On the other hand, many answered the point about the decline in traditional cuisine correctly. Part 06.2 was generally successfully answered but in 06.3 many talked about a car being attacked rather than a coach or bus and therefore lost the mark.

## Question 7

All parts of this question led to pleasing answers and there were many maximum scores.

## Question 8

This question was also on the foundation paper. Many students gained full marks though some used *demandeur* (A) in the last space rather than the correct *refuser* (F).

## Question 9

This question discriminated well. 09.1, 09.3 and 09.4 were often correct but parts 09.2 and 09.6 caused problems for many students. In 09.2, the past tense in the question caught many out and led them to choose true rather than false. In 09.6, inference was required to work out that Claire was not always honest and many answered with not mentioned rather than with true.

## Question 10

Parts 10.1 and 10.4 were almost always correct though there were some misunderstandings in both 10.2, where a substantial number of students did not pick out the point about older people and lyrics, and in 10.3, where the threat of violence was overlooked.

## Question 11

This question appeared on the foundation paper and there were very many successful answers here. Most students were able to gain the maximum of four marks for the whole question.

## Question 12

The translation question often causes problems for some but this year there were many pleasing responses and students seemed to cope better with the text than in previous years. Below are comments on each of the nine sections, pointing out some of the areas of difficulty.

|                                                     |                                                                                                                                             |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Mes enfants m'énervent !                            | This section was nearly always correct.                                                                                                     |
| Ils ne m'aident jamais avec le travail à la maison  | This was also very often correct, though some omitted to translate <i>jamais</i> .                                                          |
| Et leurs chambres sont toujours en désordre.        | This was also nearly always correct but a small number forgot to translate <i>leurs</i> .                                                   |
| Hier, ils ont insulté leur père                     | This was nearly always correctly translated.                                                                                                |
| en se moquant de lui.                               | Many failed to convey this section correctly and it was the least successfully answered section.                                            |
| Après avoir vu les résultats scolaires de ma fille, | This was also well translated though some referred to son rather than daughter                                                              |
| j'ai été triste.                                    | This proved more difficult. Though the word <i>triste</i> was well-known some used the present tense and a few students referred to summer. |
| Si elle ne fait plus d'efforts,                     | This was often correct but some used the past tense incorrectly.                                                                            |
| elle ne réussira pas à ses examens.                 | The future tense was conveyed well though some thought this referred to her re-sitting rather than passing exams.                           |

Overall, most students managed to score creditable marks, especially in the first half of the text. There were hardly any blank scripts.

## Mark Ranges and Award of Grades

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