



GCSE
French

8658/RF Paper 1 Reading Foundation Tier

Report on the Examination

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General comments

The paper appeared to discriminate well, and the vast majority of students completed all the questions. They were well prepared to answer questions in all topic areas. The main concern raised by a large number of examiners was an apparent increase in unclear handwriting in the verbal responses, which were often difficult to decipher. Moreover, some students do not write clearly in the non-verbal responses. For example in the true/false or positive/negative tasks, V often looked like U, and N like W and this can lead to students not being awarded the mark. Many students also used lower case letters which were often hard to make out and caused potential confusion during marking.

Question 1

This question was very well done by almost all students. It was pleasing to see the number of students who achieved maximum marks.

Question 2

This was also successfully answered by most. The most common error was in 2.3 where many chose C, 'in the school holidays'. This was possibly due the phrase *après l'école*.

Question 3

There was a wide variety of responses in answer to this question. In 3.1, many did not recognise the verb *rencontrer*, and although the point about long hours was generally understood, some translated the verb *travailler* as to travel. In 3.2, *je gagne beaucoup* was not always picked out, whereas the disadvantage of her not seeing her family was well answered. In 3.3, many understood the point about the public respecting doctors, but the majority struggled to convey *je ne dors pas bien*.

Question 4

This question also appeared on the Higher tier paper and was therefore aimed at the higher grades at Foundation tier. As a result, one would expect a number of students to have difficulties with some of the questions, though a good number did very well here. The most common errors were found in 4.4 where many did not work out that this was true and chose NT (not in the text) since they did not spot *au restaurant de son ami*. In 4.5, many answered true for this question though it is not mentioned in the text. 4.7 also caused some problems since *ses vieilles chaussures étaient encore bonnes* was not fully understood.

Question 5

This question was generally well answered apart from 5.3. Many picked out that Agathe wanted a short school day but failed to observe that Badru also wanted the same thing. It seems that the words *tôt* and *tard* were either overlooked or not understood.

Question 6

There were many pleasing answers here. In 6.1 a small number wrote plant flowers, but the majority of students did know the word *arbres*. In 6.2, there were a large number of correct answers with just a very few saying that she has stopped using the bus. The main difficulty appeared to be with 6.3 where many did not know the word *verre* and wrote about plastic bottles or green bottles. In 6.4, the majority understood the point about taking a shower rather than a bath.

Question 7

This was also well done by most students. The least successful part was 7.5 where some did not notice the phrase *j'ai moins aimé* and took the comment to be positive.

Question 8

This question also appeared on the Higher tier paper and was expected to discriminate at the top end of Foundation tier. Inevitably some students struggled to gain all the marks. In 8.1 a very common answer was C whereas the text referred to *devant le collège*, which suggests outside, especially since the pupils were playing there. Perhaps the phrase *les autres garçons de sa classe* led them onto the wrong path. In 8.2, the pupils had not been kind towards Innocent and they had spoken to him since they had apparently called him *bête et laid*. A was a popular answer here, probably because students saw the word *gentils* in the passage and in the answer and came to the wrong conclusion. 8.3 proved more challenging than anticipated because the meaning of *désolé* caused problems for many. The most successfully answered part of this question was 8.4 where many saw the connection between *calme* and *tranquille*.

Question 9

This was also a crossover question, appearing also on the Higher tier paper. 9.2 and 9.3 were generally well answered. The main areas of difficulty occurred in 9.1 where many wrote golf rather than tennis, having failed to see the significance of *Patricia a arrêté de* in the question. A similar pattern was seen in 9.4 where many chose yoga as the answer rather than basketball. Once again here, it was an issue of recognising the correct tenses in both the passage and the question.

Question 10

In part 10.1 the vast majority managed to score at least one of the three marks available, and a good number also managed to find two of the right answers. The most challenging answer proved to be A where the connection between *logement* and *chambre d'hôtel* was not noted. In part 10.2, *télécharger mes chansons préférées* was well-known and led to many correct answers. The link between on-line shopping and the phrases *aller aux magasins* and *sans sortir* was very frequently observed.

Question 11

In 11.1 many chose the wrong answer and this was possibly due to the appearance of *marché* in both the passage and the question. In 11.2, *je n'utilise plus* Internet was overlooked as negative expressions often are. 11.3 was the most successfully answered question whereas as many chose true as false in 11.4 due to the use of *partir* in both text and question.

Question 12

As always, the translation into English question discriminated effectively. This year, there were some very good answers and fewer very poorly done scripts. Below are comments on each of the nine sections.

Tous les jours,	This section was nearly always correct.
je vais à l'école	This section also caused very few difficulties.
avec mon meilleur ami, Amar.	A small number omitted <i>meilleur</i> .
Nous prenons le bus,	This was also often correct though some used the wrong tense (we caught the bus).
qui est souvent en retard.	<i>Qui</i> was often omitted as was <i>souvent</i> and some became confused about whether it was the bus or the boys who were late.
Amar est bavard	Generally well answered though some had to guess the meaning of <i>bavard</i> .
mais je parle très peu.	The phrase <i>très peu</i> caused problems here and the answer 'I speak loudly' was often seen.
Hier, il était malade	The word <i>malade</i> was well-known but the present tense was often seen (today he is ill/sick/poorly).
et il est resté au lit.	The verb <i>rester</i> was often translated as to rest and the past tense was often overlooked (he is resting). Some confused <i>lit</i> with reading.

Overall, students met the challenge in greater numbers than in the past and there were very few scripts achieving no marks at all and even fewer answers which were not attempted which was very pleasing to see.

Mark Ranges and Award of Grades

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