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GCSE

**FRENCH**

8658/RF: Reading Foundation  
Report on the Examination

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## General comments

The vast majority of students found the paper to be accessible and they seemed to have no difficulty following the rubrics correctly. Many were able to gain at least some marks for each question, though the more challenging questions inevitably caused serious difficulties for some students. There were very few unattempted questions which was pleasing, although there was a lack of clarity in the handwriting of some students.

## Section A

### Question 1

There were many high scoring answers here, with well over 90% of students achieving a mark for each question, resulting in a successful start to the paper.

### Question 2

In 2.1, the majority of students knew the meaning of *sud*. *Jolie* was frequently not understood in 2.2 and led to answers such as 'jolly' or 'happy'. Students scored well in 2.3 since *l'extérieur* was understood by most students.

In 2.4, *médicaments* caused some confusion and was often answered as 'doctors'. The English spelling of 'medicine' caused problems for examiners. *Livres* was generally well known, though there was a certain amount of guessing with 'water', 'food' and 'aid' offered as answers.

### Question 3

This was answered well on the whole, especially 3.2 and 3.3. However, A was often used as an incorrect answer in 3.1, due to the word *papier* when the correct answer was C – *ne jetez pas vos papiers*. Students who answered 3.1 incorrectly therefore did not give the right answer to 3.4.

### Question 4

4.1 was well answered and most students picked up on the phrase *il lui a vendu une robe* to gain a mark. The failure to notice the use of *vont* in Gabriella and Oscar's sections led to some incorrect answers in 4.2 and 4.4.

### Question 5

Parts 5.2, 5.5 and 5.6 were often successfully done; however, there were misunderstandings in 5.1 and 5.4.

In 5.1, the phrase *il y a eu une erreur* was often not picked up by students, while in 5.4, the use of *cinq minutes plus tard*, led many to use 'true' as an answer rather than 'not mentioned'. There were very few correct answers in 5.3, since the use of the word *gare* led many to think they had travelled by train.

### Question 6

A wide range of answers was evident here, with the vast majority of students managing to score at least one mark. Wrong answers occurred where students did not eliminate the distractors in the

text. Options A and B were often chosen because of the sentences *Certains veulent défendre les droits des animaux* and *D'autres détestent le goût de la viande*, whereas Arthur makes it clear in the last sentence of the first paragraph that he is concerned about health issues. The phrase *elle a toujours envie de manger de la viande* was not always understood and led to some incorrect answers.

### Question 7

This was well answered by most students. The most obvious misunderstanding was in 7.2, where the negative comments were not always noticed. In 7.3 the positive comments were understood but the subsequent *nous n'y reviendrons plus*, which adds a negative opinion, was often not taken into account.

### Question 8

This was very well answered by almost all students, especially part 8.1. In 8.2, some did not score a mark because they failed to explain the importance of maths.

## Section B

### Question 9

With the exception of part 9.4, this was not well answered. *Enfant unique* was often not recognised. There was confusion in 9.2 *between tous les samedis* and *tous les jours* and most did not realise that the size of Alice's house was not mentioned in 9.3. Finally, in 9.5, the link between *nettoie* and *ne fait pas le ménage* was not observed and led to many answering 'true'.

### Question 10

Although maximum marks were rare on this question, around 80% of students gained at least 2 marks which was pleasing. The phrase in statement E, *Coly n'était pas paresseux*, was often not understood or students were unable to see the implication of *en travaillant jour et nuit*.

### Question 11

11.1 was generally correctly answered but many failed to score in 11.2 by writing *en raison d'un bug* or *ce n'est pas la première fois* with no reference to profiles. Excessive copying was often identified in 11.3 and could not be rewarded. Answers starting with *il ne faut pas abandonner les réseaux* were not accepted. In a similar way in 11.4, the most poorly answered section, *ne s'est pas améliorée* was not credited, even if it was followed by the correct phrase *elle deviendra encore pire*.

### Question 12

Answers to 12.1 and 12.4 were mostly correct, though many students did not link *anorak* to *vêtements* in 12.2. The expression *vous avez faim* did not appear to be well-known by many and 12.5 surprisingly caused some difficulties, despite the link between *sortie* and *sortir*.

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## Section C

### Question 13

The translation question inevitably discriminated well with the whole range of marks evident. Very few failed to score at all and most translated at least part of the first sentence successfully.

Students need to be reminded that precision is required here and that paraphrasing is to be avoided. For example, the omission of words or use of the wrong pronoun cannot be rewarded. There were few totally correct answers, although there were also very few marks at the lower end of the scale. A very pleasing number of around 70% of students scored at least 5 marks out of the nine available.

Section 1:

*Mon professeur d'anglais* was well known.

Section 2:

Most conveyed *est amusant* well.

Section 3:

In *mais il nous donne* the 'us' was often omitted and sometimes *mais* was translated as 'and'.

Section 4:

In *trop de devoirs*, 'a lot of homework' was not rewarded.

Section 5:

The sentence *Je voudrais voyager en Angleterre* was often correctly translated.

Section 6:

*J'ai une sœur* was often correct though some wrote 'an elder sister'.

Section 7:

Many students did not score the mark for *qui m'énerve* because they failed to convey the idea of annoying the writer, omitted *qui* or used 'she is nervous' or even 'she is called Menerve'.

Section 8:

The sentence *Elle adore écouter de la musique* was very well done.

Section 9:

This was the least successfully answered part of the translation. In many cases, the past tense was not identified and surprisingly, a large number did not understand *vendredi*, giving Saturday, Sunday or even Wednesday as answers.

### **Use of statistics**

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

### **Mark Ranges and Award of Grades**

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