
AS LEVEL **FRENCH**

7651/1 Paper 1
Report on the Examination

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General comments

Firstly, the students who sat this paper and the teachers who guided them should be congratulated on the thorough preparation evident in the manner in which the various questions were tackled. This was achieved despite all the difficulties caused by the pandemic in the months before the examination took place.

The paper proved accessible and there were many pleasing scripts, with questions 1, 2, 4 and 7 being particularly successfully answered by many students. In the listening and reading summaries (questions 3 and 8), there were still a large number of answers again this year which exceeded the maximum number of 70 words allowed. The questions which discriminated most effectively were these summary questions and also the translation task (question 10).

Section A

Question 1

This question was well answered, with more than half of all students scoring two marks for each of the questions. The least successfully question was 1.1, where one of the correct answers (H) was often omitted. Perhaps here the word *auparavant* was not well known.

Question 2

Generally, students also coped very well on this question, with more than 90% of students scoring at least 3 of the five marks available. The main challenge was question 2.3, where the clue to the correct answer (C), *une chute importante*, was not noticed.

Question 3

More than 60% of students scored 5 or more marks for content (AO1). Students missed the content points mainly because they went over the word count and missed the last couple of marks altogether. Sometimes, there were misunderstandings such as the two separate issues of parents not seeing the value of education and the lack of money for resources being confused, and these led to some answers suggesting that the parents could not afford to send their children to school. In the second bullet, some students thought that the parents became volunteers and in the third, *compter* was often wrongly rendered (though fortunately if *lire* was correct a mark could be awarded anyway). Some thought the students learnt about the culture of the country rather than the volunteers.

The full five marks for AO3 were harder to achieve, however, since this requires a level of manipulation of the grammar as well as a good degree of accuracy. Having said that, the vast majority of students achieved 3 or more marks for quality of language (AO3). Furthermore, many students did succeed in manipulating the original to some extent even if it was just using the third person rather than the first.

Question 4

This was well answered by many. The main problem was in 4.4, where the phrase *fausses idées* caused some confusion. In question 4.5, some failed to score because the verb *assister* was taken to mean helping out at the rehearsal rather than attending it.

Section B

Question 5

This true/false task was pleasingly done by the vast majority of students. The only real problems occurred in 5.3, where the phrase *se réjouissent du retard* was taken as a positive comment, whereas businesses are happy because they oppose the law being implemented. In 5.6, some stopped reading after *en faveur* and failed to continue onto the last phrase, which suggests that the judges do see difficulties as well. Despite these issues, there were high scores in all six sections.

Question 6

Marks were lost here through poor copying or irrelevant additions. The word *rencontres* was often inaccurately written. Some wrote *gagner en amour propre* rather than just *amour propre* for 6.7. The least successfully answered question was 6.4, where *soutien* was not widely known.

Question 7

Generally, this question was very well done. The main issues were the confusion between the widow and Gertrude in questions 7.1 and 7.2, where some thought the pastor had gone to see Gertrude and she was not at home. The only other problems occurred in questions 7.4, where the removal of shoes was often present but poor French was used to convey the pastor hiding behind the curtain: *il a caché le rideau* was seen a few times. In 7.5 there was sometimes confusion caused by students not noting that the questions asked what Jacques did after looking at his watch. Some therefore wrote about him guiding Gertrude's fingers on the keyboard rather than kissing them.

Question 8

This was the reading summary task. The marks were pleasing both for content (more than 72% scored 4 marks or more for AO2) and for quality of language (AO3). The average mark for AO3 was higher than for question 3, though this is not surprising. In the first bullet point, most students gained all the available marks, though some confused the idea of new technology with ordering food online. In the second bullet, the vast majority understood the healthy food but did not express the relaxing atmosphere successfully or omitted it altogether. The last bullet point was well done, though some had gone over the word limit by this point.

The AO3 marks were sometime adversely affected by the amount of copying seen in answers. Those who scored highly for AO2 made genuine attempts to manipulate the original text.

Question 9

This was successfully answered by many students. Some parts of this question had high success rates. The parts which were found to be more challenging were 9.5, where the phrase *loin d'être atypique* was not spotted in order to gain the mark, and 9.9, where *le manque de distractions* was not linked to *peu d'activités*.

Question 10

The translation task always discriminates well, although there is some evidence to suggest that some students are rushing at this stage of the paper and have not left enough time to answer the question fully. The main points were as follows:

- *Depuis plus de dix ans* was often correctly translated but the verb *participent* was not always rendered correctly in the next part ('have participated' or 'have been participating' was required).
- *Centaines* was often translated as certain.
- *Ministère* was often translated as minster rather than ministry.
- *Près de* caused issues, with many writing more than a thousand, and other translating *mille* as a million.
- This section (*ont déjà profité*) was well done by almost all students.
- Some omitted to add 'in French' to the performance of a song.
- The performing in front of a jury and the composition of the jury were well answered.
- However, *ainsi que* was not always known and many used 'professors' rather than 'teachers'.
- *On vient d'annoncer* proved difficult to convey successfully and *à partir de* was often wrong or omitted.
- The last section was accurately answered by almost all students.

Mark Ranges and Award of Grades

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