



GCSE
French

8658/RF Paper 1 Reading Higher Tier

Report on the Examination

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General comments

The vast majority of students appeared well-prepared for this paper, and they completed all the questions within the time limit. They were able to answer questions in all of the topic areas which was most encouraging. However, some examiners were concerned by the number of scripts containing poor and unclear handwriting. This made marking those scripts difficult and there is always a concern that a correct answer may not have been rewarded because the examiner could not understand it.

Question 1

This question allowed students to make a successful and confident start to the paper. All five sections were answered well with key words such as *nettoyer*, *lire* and *conduire* picked out by nearly all students.

Question 2

This question, which also featured on the Foundation tier paper, was aimed at the lower grades at Higher tier and, as was to be expected, there were many good answers. The only part which caused difficulties for some was 2.5 where the correct answer was NT (not in the text). A good number of students scored maximum marks here.

Question 3

This was a more demanding question with answers in English. In 3.1 there were many correct answers, but some students translated *l'égalité* as 'legality' and some translated *tout le monde* as 'all around the world' and lost the mark as a result. In 3.2 a sizeable minority thought *des personnes au chômage* were homeless people and a small number were confused by *des carrières* and appeared to think it had something to do with shopping bags. In 3.3, there were many correct answers about the possibility of working abroad but very few students recognised *former en ligne* as online training and wrote about form filling.

Question 4

There were many good responses to this question, even in parts 4.1 and 4.3 where the answers needed both names, which students often find harder to answer correctly.

Question 5

This question required answers in English and was aimed at the higher grades. In 5.1, many did score both marks but there was some confusion caused by the phrase *supporter les embouteillages* since some thought this was a reference to street protests or a lack of support for residents. The second mark was occasionally lost because the idea of renting a flat needed some reference to the extra space available in the accommodation in the suburbs. 5.2 was generally more successfully answered. Many understood about the cleaner air, and there were many accurate answers around the idea of being able to do activities or sports which are too dangerous in the capital. 5.3 was well answered by the majority,

particularly the point about the noise of traffic in the morning. Some failed to score the second mark because they did not know the word *voisin* or talked about doing courses rather than shopping.

Question 6

All parts of the question were well answered except for 6.1 where some thought this was a positive comment either because they did not understand the meaning of *colère* or because they thought the reviewer was impressed by the speed by picking on the word *rapidement*.

Question 7

This question required answers in French and was, in general, well answered, especially parts 7.2 and 7.3. A small number failed to note the tenses in 7.1 and 7.4 and answered with *golf* and *yoga* rather than the correct ‘tennis’ and ‘basket’.

Question 8

Tenses also played a role in this question. Some did not note the future tense in 8.1 and did not link it with *sa femme qui va avoir un bébé*. As always with this type of task, the biggest challenge is normally about deciding whether a statement is false or if it is not mentioned. This led to some wrong answers in 8.2 and 8.5. Having said that there were many correct answers in both 8.4 and 8.6 which was very encouraging and suggests those students have read the text very carefully.

Question 9

This question was well done by many students. A good number scored both marks in each section and nearly all students scored at least one mark. In 9.1 most understood about the frequency of the tram service though some failed to see the detail about punctuality. In 9.2 most linked *lentement* to the idea of the lack of rapidity in statement C but did not spot the references to security in the phrase *ça les inquiète* and link it to statement D.

Question 10

Parts 10.2 and 10.4 were generally correctly answered though there were some misunderstandings in both 10.01, where a substantial number of students did not notice the conversation took place outside, and in 10.3, where many chose B rather than the correct answer C. It would seem that *désolé* is not well-known.

Question 11

As is usually the case, this question differentiated effectively and there was a wide spread of marks in the translation section. Below are comments on each of the nine sections, pointing out some of the areas of difficulty.

Léa est une élève travailleuse,	This section was nearly always correct, though there were some references to travelling.
qui reçoit des notes excellentes.	This was also very often correct, though there were some incorrect references to note taking.
Ses parents ont décidé	Almost always correct but a small number used a present tense.
de partir avec elle en vacances.	This was nearly always correctly translated.
Ils passeront une semaine chez une amie	Many failed to notice the future tense here.
dont le fils est le même âge que Léa.	This was not well translated. Many did not understand <i>fils</i> and wrote girl or boy. The word <i>dont</i> caused problems but answers such as who has a son the same age as Léa were accepted.
Elle en a marre.	This proved very difficult. Some mentioned marriage here.
Elle ne s'entend pas avec ce garçon.	This was often conveyed with a past tense and the word <i>ce</i> was not translated.
Elle l'a toujours trouvé égoïste.	Sometimes, the present tense was incorrectly used here, though most understood the word <i>égoïste</i> . A small number translated <i>toujours</i> as every day.

Overall, most students managed to score some marks, especially in the first half of the text. There were very few blank scripts this year suggesting that teachers have been successful in training their students to have a go at the questions, even when they are not confident of success.

Mark Ranges and Award of Grades

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