



---

GCSE

**FRENCH**

8658/RH Reading Higher tier  
Report on the Examination

---

8658  
June 2018

---

Version: 1.0

---

---

Further copies of this Report are available from [aqa.org.uk](http://aqa.org.uk)

Copyright © 2018 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

## General Comments

Most students coped very well with the demands of this new paper. There were very few un-attempted questions and most students seemed to have sufficient time to complete the paper. Handwriting was generally clear.

## Section A

### Question 1

This question was very successfully answered by the vast majority of students. A large number (80%) scored at least four of the five marks.

### Question 2

Students scored well on question 02.1 (84% correct). Part 02.2 was also extremely well answered (96.5% correct), though *nombreuses* was sometimes taken to mean learning numbers. Part 02.3 was, unfortunately, poorly answered (28.6% correct), with many vague answers involving extra exercises or looking at a fixed point. Many students failed to understand *sur une seule jambe*. Due to the presence of *jambe*, some took this to mean ham and wrote about avoiding meat products. In part 02.4, not smoking or avoiding cigarettes was often correctly used as an answer, but *se/* was not as well-known and led to answers about avoiding drugs or alcohol.

### Question 3

This literary passage led to some pleasingly high scores. In 03.1, gentle was often an incorrect answer for *gentil*, though many students understood *égoïste*. A small number even recognised *habile*. In 03.2, some students felt that the mother had no ambition because of the structure *ne ... que*, but generally this was well answered (just less than 80% correct). Question 03.3 also led to many correct answers with both marks nearly always gained (89.4% of students). 03.4 was also answered very well (79.6% of students scored 2), apart from a few vague answers about Marc being kind to Chiffon.

### Question 4

Most parts of this question were answered well except for 04.4, where confusion over the correct tense led to incorrect answers, and 04.5 where *ne ... que* caused difficulties, with many thinking the statement was true. Only 13% of students gained the mark for question 04.5.

### Question 5

Here there were many high scores, and nearly all students (91.4%) gained at least three of the four available marks.

### Question 6

This was not particularly well answered. The mark scheme insisted on the phrase *ils essaient de s'endormir* in 06.1 being conveyed, so the frequently seen answer "they are sleeping" did not score. *Déranger* also led to answers involving avoiding mad or deranged people. 22% of students were successful here. Part 06.2 was better answered but many students gave vague answers about mobile phones which did not get across the key idea of people ignoring the homeless, or the

way in which they reacted. Many thought that the homeless did not have phones or that they did not have enough money to pay the charges. 35.4% of students gained this mark. *Sourire* was not at all well known in 06.3. It was unfortunate that many students misunderstood the general tone of sympathy in the article and wrote answers such as “keep your wallet safe” or “don’t go near them”. Only 18.7% of students scored here.

### Question 7

Pleasingly, all four parts of this question were answered well, with 07.4 proving to be the most accessible part with a success rate of 86.8%.

## Section B

### Question 8

Questions 08.2 and 08.3 were generally well answered but problems were caused in 08.1, where *aîné* was misinterpreted, and some confusion over the tenses caused incorrect answers in 08.4 where some thought Julien had already found a new job.

### Question 9

09.1 was generally well answered (78% correct), though sometimes *dégâts* on its own failed to score. In 09.2, a list of means of transport was often used as an answer and therefore failed to score. 09.3 was very successfully answered (76% correct). In 09.4 *l'eau de pluie* was often missed, with many answers suggesting gardening should cease.

### Question 10

10.1 was well answered (68.2% correct), but 10.2 was the least successfully answered part of this question (18.7% correct) because *paisible* was not well known. The mayor was not often given the credit for having the original idea for the festival in 10.3. Parts 10.4 and 10.5 were better answered, though *avec une taille de plus en plus grande* was not always picked out and *au coucher du soleil* was not always linked to the time of the closing of the festival.

### Question 11

This was very well answered indeed, apart from 11.5 which caused much confusion. Admittedly, *qui m'ont toujours soutenue* is hard, but *généreux* should have provided a clue.

## Section C – Translation

This translation section proved particularly challenging for most students, with many omissions leading to failure to gain particular marks. Very few students scored well and some were reduced to creating answers from the few words they did know; what they wrote often bore very little relation to the original text. Overall, however, despite having a low mean mark (2.06 out of 9), this question did discriminate very well. It is to be stressed that precision is vital in gaining the maximum number of marks. Details such as tenses, articles and pronouns must be conveyed fully in English. Paraphrasing is to be avoided and students should follow the original text closely. For example, in the sentence *le centre de la France est l'endroit idéal pour passer vos vacances en famille*, the correct article, the possessive adjective *vos* and the verb *passer* need to be conveyed

fully. An answer such as “the centre of France is an ideal place for a family holiday” would gain no credit.

Section 1:

*Le centre de la France* was sometimes translated as the capital of France. Confusion over indefinite and definite articles was a major issue, especially ‘an’ ideal place rather than ‘the’ ideal place.

Section 2:

To score here, students had to recognise *vos* as well as translating the verb *passer*. Thus, “for going on holiday with your family” or “spending your family holidays” were acceptable whereas “for a family holiday” was not.

Section 3:

Here *y* had to be translated and few students noted the future tense.

Section 4:

*Villages* was often translated as “towns” or “cities” and a comparatively straightforward mark was therefore lost by many students.

Section 5:

*Champs* was not well known and led to answers about green forests, hills, or even mushrooms.

Section 6:

Once again, tense was an issue here with only a minority of students using the correct version of “the region has always offered”. “The region sometimes offers” was quite often seen.

Section 7:

*Un accueil chaleureux* was not always well known but this was better done than most sections, though those students who took *chaleureux* to refer to chalets ended up on the wrong track with answers about accommodation.

Section 8:

This proved particularly challenging with the use of *dont* and the word *fiers* which was often translated as “fierce”.

Section 9:

Here was another tense that was not spotted. Those who did recognise the future meant that this was one of the more successfully rendered sections, though “who could resist our special region” was often seen.

The best advice for students is to read through their answers. “Green mushrooms” is an unlikely answer and suggests that another version is needed. Many would have scored better if they had paid attention more closely to the tenses of the various verbs in the passage. All three time frames are likely to feature in these translations. More notice of pronouns and possessive adjectives would also have paid dividends.

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

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