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GCSE French 5FR01 Paper 1F

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Candidates performed well across the paper as a whole and there were some good performances. Candidates were well prepared for the different test types.

The questions which require the recognition of single lexical items (Q1 and Q8) or short phrases (Q2 and Q4) were well done although individual items of vocabulary caused problems. The vocabulary for Q1 was generally well known and many candidates scored full marks giving them a confident start to the paper. In part (iii) *patinoire* was the least well known item of vocabulary. The vocabulary for transport in Q 8 was less well known and in particular part (i) *voiture* and part (iii) *car* caused weaker candidates problems. Q2 was also very well done, part (iii) *Je parle à des amis* proving to be the most difficult. Q4, items of clothing, was generally well known but surprisingly candidates did least well on part (i) *pullover*, suggesting perhaps that more work needs to be done on the pronunciation of cognates (see also Q10). Thorough knowledge of core vocabulary is vital for weaker candidates.

Q5, targeted at grade E, required careful listening and proved difficult for weaker candidates who tend to tick answers based on the recognition of single lexical items, usually the first word that they hear. For example upon hearing, *Mon père adore les monuments* candidates immediately incorrectly put *father* as the answer to part (a) without listening to the rest of the phrase (*mais cette année il fait de la natation tous les jours*), upon hearing *normalement ma mère adore la plage* candidates immediately incorrectly put *mother* as the answer to part (d) without listening to the rest of the sentence (*mais en ville il y a un château, une belle cathédrale, elle visite tout*).

Stronger candidates scored well in the overlap questions targeted at grades D and C (Q3, Q6, Q7 and Q9), weaker candidates found these more daunting. Yet again much of this can be put down to not listening to the whole extract and this is something that should be practised, candidates should be encouraged not to write when listening to the extract for the first time but to listen to the whole. Q3 with limited choices was generally more accessible to the majority of candidates, many of whom were able to match *prendre le métro* in the extract with answer B, *the journey to work*, *un uniforme à porter* with answer E *what she had to wear*. Answer D proved the most difficult where candidates had to match *les heures sont très longues et les clients peuvent être difficiles* with *disadvantages of the job*. Q7 was also relatively accessible probably due to the fact that the extract was broken up by different speakers and each section was relatively short. The task did ask candidates to discriminate between answers eg between Malik (*nous allons dans les self-services mais je déteste ça*) and Laetitia (*Je préfère les snacks et les self-services*) to correctly tick Laetitia as the answer to part (c) *I like self service restaurants*. This level of discrimination (based on likes and dislikes) was accessible to many candidates.

Q6 and Q9 were difficult for all but the better candidates. As well as needing to listen to the whole extract, these questions also required the recognition of negation and in Q9, tenses. In Q6 failure to recognise the negative in sentences led to many incorrect answers eg in part (i) (*Mon fils ne peut pas venir donc nous n'avons pas besoin de la chambre pour une personne*) many candidates incorrectly ticked answer A (*she wants to book a single room*). Like wise in part (iii) the negative in *nous ne pouvons pas partir avant 7h* was missed by many candidates who incorrectly ticked

answer B (*early evening*). In Q9 successful candidates were able to recognise the negative eg *je peux sortir assez souvent mais pas le dimanche* with the correct statement F *she can't go out on Sundays*, recognise opinions eg *Le samedi je dois faire les courses avec (ma mère) c'est affreux* and so reject answer B *she likes shopping with her mother*, recognise tenses *mon père travaillait dans un bureau mais maintenant il travaille à la maison* and tick answer D *her father works from home* as correct ie they recognised the main points, details and opinions as required at grade C.

Q10 was a good discriminator with only better candidates able to score highly on this task which required candidates to produce their own answers. Part (a) *portables* was widely recognised. Surprisingly *sur internet* and *en ligne* were less well recognised in part (c) and this again highlights the need to focus on the pronunciation of cognates. As always numbers and dates proved the hardest for the majority of candidates with answers covering virtually every month of the year. These common core items need to be practised regularly.

The performance of better candidates was characterised by:

- careful reading of the questions
- sound knowledge of core vocabulary
- listening to the whole rather than homing in on individual words
- identifying cognates and familiar words in unfamiliar contexts
- attention to detail
- applying logic

Grade Boundaries

Grade	Max Mark	C	D	E	F	G	U
Raw mark boundary	40	29	25	21	17	13	0
Uniform mark scale boundary	41	36	30	24	18	12	0

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