

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCSE French (5FR01)
Paper 1F Listening and Understanding in
French

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Paper 1 Foundation Tier
Listening and Understanding in French
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Students performed well across the paper as a whole and there were some good performances. Students were well prepared for the different test types although, questions with a greater choice of answers and open-ended questions requiring students to answer in English continue to be challenging for less able students.

The questions which require the recognition of single lexical items (Q1 and Q9) or short phrases (Q2 and Q6) were answered well although individual items of vocabulary caused problems. The vocabulary for Q1 was generally well known and the majority of students scored full marks giving them a confident start to the paper.

The vocabulary in Q9, (school uniform), was less well known, Q9(ii) *la chemise* and Q9(iii) *la veste* were frequently confused. Thorough knowledge of core vocabulary is vital for success in these questions.

Q2 was very well done by the majority of students.

In Q6(iii) *J'ai mal à la tête* and Q6(iv) *Je dois réviser pour un contrôle* were the least well known.

Q5, targeted at grade E, was generally well answered. It required careful listening and some paraphrasing eg in Q5(iv) matching *organiser des sorties* for *make arrangements to go out*. The most common incorrect answer for all parts of the question was (c), download *music*. There was no mention of *musique/ chansons/ télécharger* etc in the extracts and presumably this choice was based on expectation rather than what was actually heard. Q5(i) and Q5(iv) were the most successfully answered, Q5(iii) proved to be the hardest, matching, *C'est très bien pour voir les émissions que je n'ai pas vues* with answer A, *watch TV programmes*.

The questions that were intended to discriminate did so and whereas more able students scored well in the overlap questions targeted at grades D and C (Q3, Q4, Q7 and Q8), less able students found these more challenging. They required careful listening to the whole and proved difficult for weaker students who tended to tick answers based on the recognition of single lexical items, this was usually the first word that they heard and recognised. Students should be encouraged not to write when listening to the extract for the first time but to listen to the whole extract.

Q3 proved the most accessible with many students scoring 2 or 3 out of 4. Answers A (*transport facilities*) and F (*accommodation*) were the most common correct answers. G was the least recognised answer, which involved matching, *En général il fait beau mais en hiver il fait froid* with *the weather*. The most common incorrect answers given were C, *museums and monuments* and H *activities for young people*.

Q4 required students to distinguish between the various choices and again weaker students tended to tick answers based on the recognition of single lexical items; eg in Q4(iv) answer B *be rich*, was a common incorrect answer, even though the extract says, *Mon frère voudrait... être riche*.

Some key items of vocabulary were also not known eg in Q4(i) *plein temps/ pendant l'été*, in Q4(ii) *fort en (informatique)* and *à l'étranger* in Q4(iv). This question in Q4(iii) also required the recognition of tenses and the ability to distinguish between *j'aimerais travailler* and *j'ai déjà travaillé*.

In Q7(i) and Q7(ii) were the most successfully answered Q7(iii) and Q7(iv) proving to be more difficult. There was no set pattern as to incorrect answers given, although in Q7(iii) (*I drink lots of water*), many weaker students gave the incorrect answer of Laetitia obviously misunderstanding, *Je dois boire plus d'eau*.

Whereas more able students coped well with Q8 weaker students were unable to distinguish between likes and dislikes (common Foundation vocabulary) and put the likes and dislikes the wrong way round, failing to recognise key phrases, such as for likes, *ce qui est bien/ je préfère* and for dislikes *je n'aime pas y aller le samedi*, (answer A) *c'est ennuyeux* (answer E).

Also in Q8 weaker students answered questions without listening to the passage. The most common incorrect answer for likes was B, the sports shops (which is what they would expect) even though the text reads *il n'y a pas de magasins de sport*. Recognition of the use of negation is very important.

Q10 was a good discriminator with more able students scoring highly on this task which required students to produce their own answers in English. This year there were virtually no students who answered in French (which scores no marks) and there were fewer blanks.

Q10(i) was generally very well answered with many students scoring marks on this question. Q10(ii) proved more difficult and again it was lack of common vocabulary which caused students problems ie not knowing that *faire la vaisselle* means *wash/do the dishes*. The most common incorrect answer was *clean the house/do housework* but other incorrect answers included: *tidy her bedroom, the washing, clean the bathroom, lay the table* etc.

Again in Q10(iii) many answers bore no relationship to what was heard and demonstrated imagination and personal experience rather than understanding of the extract with incorrect answers such as, *going out/ homework/ the state of her room/going on the internet*, likewise in Q10(iv) *not allowed to go out, sent to her room, has to do chores*.

As always the performance of more able students 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
- recognising the use of negation
- attention to detail
- applying logic.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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