



Pearson

# **Examiners' Report**

## Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCSE  
In French (5FR01)  
Paper 1H: Listening and Understanding  
in French.

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2017

Publications Code 5FR01\_1H\_1706\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

**GCSE French**  
**Unit 1H: Listening**  
**Examiners Report**

Candidates performed well across the paper as a whole and there were some excellent performances. The questions that were intended to discriminate did so, but the majority of candidates understood enough, and felt confident enough, to attempt the whole paper and there were very few blank answers, even on Q4 requiring answers in English. There was evidence of some good listening and exam skills. Many candidates had used the five minutes reading time well (underlining key words in the title, rubric and questions, annotating questions), generally using the time to anticipate what they were about to hear. The performance of weaker candidates was characterised by lack of vocabulary, lack of attention to detail, poor reading of the questions, "snatched" listening based on the identification of single words rather than listening to the extract as a whole, mishearing and imagination. There were some candidates who were unable to cope with the demands of the Higher paper, and for whom the experience must have been demoralising. These candidates would have possibly benefited from taking the Foundation rather than the Higher paper or from having greater practice of the various test types particularly those used for questions targeted at grade B and above.

The performance on the overlap questions (Q1, Q2, Q5 and Q6) was generally better than at Foundation level. However, the performance of weaker candidates was similar to that of Foundation level candidates on these questions (see Foundation level report) with the same questions and question parts proving harder for weaker candidates.

The questions that were intended to discriminate did so and weaker candidates found the questions targeted at grades B and above challenging. In Q3, parts (iii) and (iv) proved the most challenging. Again not listening to the whole cost candidates marks eg in part (iii) the most common incorrect answer was B, *keep in touch with her family* (from, *'Ma mère utilise Skype pour parler à sa famille en Suisse. Mes amis et moi, on l'utilise le week-end pour faire nos devoirs ensemble.'*) Q7 was challenging and parts (ii) and (iv) proved difficult for all but the better candidates. In part (ii) many candidates failed to match, *'J'ai un faible pour les vêtements. Je ne peux pas arrêter d'en acheter'* with answer B (buys) *lots of clothes*. In part (iv) many failed possibly to understand the use of *'revendre'* in *'Moi j'utilise des sites où on vend les vêtements qu'on n'aime plus'*.

Q8 was challenging and whilst parts 8a(iii) and 8b(i) and 8b(iv) were accessible to many candidates, understandably only the better candidates scored well on this question. Weaker candidates again tended to tick the answer which contained the first word they recognised in the transcript. Listening to the whole is of key importance in these questions. Parts 8a(i) and 8 a(ii) were the most challenging and only the best candidates scored on these. The majority of candidates in 8a (i) failed to match, *'même s'il y a 5000 campeurs de moins cette année'*, with answer A (the number of people going camping has) *gone down*. In 8a (ii) many failed to understand the meaning of *'en tête', suivis par'* and *'derrière eux'* in, *'en tête les Néerlandais suivis par les Allemands et derrière eux les Anglais'* and so did not identify the correct answer, C.

As always the open-ended questions requiring answers in English were a good discriminator (Q4). There were some excellent performances from better

candidates on these questions but they proved difficult for weaker candidates. Candidates' responses indicated they had understood the gist of the extract although lack of attention to detail cost weaker candidates marks. Only the better candidates were able to supply the detail and accuracy required at this level.

4a (i) and 4b(ii) were the most accessible with many candidates scoring on these questions, although incorrect answers to 4a(i) included *jazz dancing* and even *tap dancing*, and to 4 b(ii) *a gymnast/doctor/cook/actor*. Incomplete answers lost some candidates marks eg writing *traditional dance* and not *traditional African dance* for 4a (i). This also happened in 4a (iv) where some candidates correctly wrote, *he auditioned for a dance school* but did not mention that he was accepted.

Where candidates did not understand the extract, many either looked for single lexical items that might fit the question or came up with answers that weren't in the extract. In 4a (ii) many candidates did not know the meaning of the verb *déménager* in, '*Quand on a déménagé en France*', and looked for words in the extract which might match the question, *when he was 11* was a common incorrect answer, even though the reference to 11 comes later in the extract and refers to when he auditioned for a dance school. Many seized upon the idea of a number in 4a (ii) and incorrect answers included variously, '*when he was 4/6/9/10/18/20*' and even *in 2006*. In 4 a (iii) many candidates picked up the reference to his parents and incorrectly gave answers such as, *his parents taught him/ his parents were jazz dancers/ his dad was into jazz/his parents showed him*. In part 4 b(iii) upon hearing the word *spectacle* many candidates wrote answers such as *he wants to produce a spectacular show/ he wants to be spectacular*.

Many candidates scored 1 of the possible 2 marks in 4b (i), the most common correct answer being he is *energized/stimulated*. Answers about being afraid/ stage fright etc were less *common* and usually only the better candidates understood this.

4b(iii) was the most challenging question and only the top candidates scored in this part of the question. Not knowing key vocabulary such as '*inspirer*'/'*former de grands danseurs de demain*'/ '*les aider à créer leur propre spectacle*', led many candidates to build answers around individual words that they recognised eg *make his own spectacular/ teach people to dance properly/form a dance group*. Some candidates misinterpreted '*former*' for '*en forme*' and wrote answers such as *be healthy*.

On the whole the performance of the better candidates on the paper was characterised by:

- careful reading of the rubric
- listening to the whole rather than honing in on individual items of vocabulary
- recognising the use of negation
- attention to detail, giving full rather than partial answers
- good knowledge of vocabulary
- expressing themselves clearly and unambiguously when writing in English and relating their answers to facts in the extract
- applying logic
- reading over and correcting their answers.

