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1FRO GCSE FRENCH LISTENING TEST SUMMER 2023 HIGHER LEVEL

The unit was worth 50 marks and was divided into two sections, A and B. The first 2 questions, section A, were set in the target language (10 marks). The remaining eight questions, Section B, were set in English (40 marks).

Candidates had 40 minutes in which to complete their answers, this included five minutes of general reading time at the start of the test.

SECTION A

QUESTION 1

Candidates were asked to identify key points and details about the speaker's work experience. Candidates had to complete five sentences in the target language. They had to select five answers from a given list of 11. The most common correct answers were in part (b), *dans le restaurant* and in part (c), *cuisinier*. In part (a), many candidates failed to understand or hear *Je travaille de juillet à septembre* and to link it with *été*. Likewise in part (d), many candidates failed to understand, *Je travaille le week-end* and completed the question, *Il ne travaille pas le ...* with the incorrect answer, *week-end*. They also possibly did not recognise the meaning of *libre* in *j'ai le jeudi de libre*. In part (e), less successfully candidates failed to understand *Heureusement, j'ai appris l'anglais*, and gave the incorrect answer *espagnol*, possibly because it was the last word they heard. Less successful candidates obviously did not fully understand the five sentences in the question and many showed little grammatical awareness, choosing random answers, e.g. in (c), *Son ambition est d'être week-end*. As with other questions where candidates were asked to choose answers from those given in the box, some candidates ignored the given answers and attempted to complete the task as open-ended questions.

QUESTION 2

Candidates were asked to identify information about the sporting activities of a group of friends. Candidates had to complete five sentences with the correct name from a given list of four. The most common correct answers were (a), Roselyne and (b), Loïc. In parts (c) and (d), less successful candidates confused Gwenaëlle and Fahrid, and these answers were often the wrong way round, possibly because candidates did not recognise the verb *s'entraîne* in part (d) and failed to match it with Fahrid (*Il nage deux heures tous le matins*). If they did understand *s'entraîne*, some candidates assumed incorrectly that it must be a reference to Gwenaëlle because of the phrase, *Elle veut jouer pour une équipe professionnelle*. In part (e), some candidates failed to recognise the use of the immediate future and failed to match *... va apprendre un nouveau sport* with Roselyne, *Elle va bientôt apprendre le patinage*. Incorrect answers for the other parts of the question were random with less successful candidates failing to understand the statements in the question or to correctly match what was said to the paraphrased questions.

SECTION B

QUESTION 3

Candidates were asked to identify key points in an extract of someone speaking about helping to improve their local environment. There were four multiple choice questions. The most frequently correct answers were parts (ii) and (iv). In part (i), less successful candidates did not distinguish between the present tense in *Normalement j'aide le week-end* and the past tense in *Il y a un mois, j'ai participé au grand nettoyage*, and the most common incorrect answer was A, last weekend. In part (iv), (On Sunday it was ...), the most common incorrect answer was C, hot, less successful candidates failing to recognise the reference to Saturday in *Samedi*,

il a fait chaud, and missing the correct reference in *Dimanche,..... le problème a été le vent* which would have led them to the correct answer, A.

QUESTION 4

Candidates were asked to identify the key points made by someone speaking about a camping trip. They were asked to select three correct statements from a given list of seven. Successful candidates were able to recognise the use of tenses and time indicators and adjectives to eliminate incorrect answers. The most common correct answers were B, It was his first time camping, from *C'était une nouvelle expérience pour moi*, and answer F, The restaurant food was very good, from the two clear references to eating in the restaurant and the phrase *On y mangeait bien*. The most common incorrect answers given were D, The water in the showers was cold, less successful candidates possibly confusing *froides* and *chaudes* in the phrase *Les douches étaient chaudes* and answer C, The shower block was very modern, less successfully candidates failing to understand *Le bloc sanitaire était assez vieux*.

QUESTION 5

Candidates were asked to identify key points and details of someone talking about their school life. There were three multiple choice questions. The most frequently correct answers were part (i), C, let the class be noisy, and in part (iii), B, have healthier food. In part (ii), less successful candidates failed to recognise, *Il n'y a pas de clubs pendant l'heure du déjeuner. On n'a rien à faire* and match it with the correct answer C, there is nothing to do at lunch time. The end of the previous sentence, *surtout quand il fait froid dehors*, led less successful candidates to tick answer D, it is too cold in the school, which was the most common incorrect answer to this part of the question.

QUESTION 6

Candidates were asked to identify the key points and some details of the speaker's job as a journalist. Candidates had to answer open-ended questions in English. The extract was divided into two parts, (a) and (b). In part (a), candidates answered three questions worth one mark each and in part (b), two questions worth one mark each. The most frequently correct answers were part (a), questions (i), (ii), (iii). and part (b), (ii). In part (a) (i), He did work experience at the BBC was a common incorrect answer, presumably from mishearing the word *babysitting* in the extract. In part (a) (ii), two years was a common but surprising incorrect answer, with less successful candidates failing to understand *j'ai passé trois ans dans une école de journalisme*. In part (a) (iii), some candidates gave answers which were not precise enough to score such as, the internet. In part (b) (i), less successful candidates often gave answers which lacked detail, e.g. he does lots of things, he has lots of experiences, he does different things every day. For the alternative answer, he meets lots of people, less successful candidates confused *gens* with *jeunes* and gave the incorrect answer, he meets lots of young people. In part (b) (ii), less successful candidates misunderstood *les journées* in the phrase, *les journées sont longues* and gave answers about long journeys to work. The alternative answers for this part of the question were not frequently given (he has to take his own photos/ you have to be good at IT) and where they were, the reference to photos was often rendered as, people take lots of photos of him. This type of answer is typical of candidates who take individual words or phrases and then build an answer around them (from hearing *beaucoup de gens* and *faire toutes mes photos moi-même*).

QUESTION 7

Candidates were asked to identify the key points and some details about the speaker's experience of a school exchange in America. Candidates had to answer open-ended questions

in English. The extract was divided into two parts, (a) and (b). In part (a), candidates answered three questions worth one mark each and in part (b), two questions worth one mark each. The most frequently correct answers were part (a) (i) and (iii) and part (b) (i) and (ii). In part (a) (i), both alternative answers were popular. However, *la vie* in *Je trouve la vie américaine très intéressante* was misheard by less successful candidates as *ville*, leading to incorrect answers such as, she is interested in American towns. Some candidates did not hear the *vie* and rendered the answer incorrectly as she is interested in Americans. In part (a) (ii), many candidates combined elements from the two separate ideas, *J'ai dû m'inscrire dans une organisation car l'école ne pouvait pas aider*, to give the incorrect answer, an organisation and the school helped or a school organisation. In part b (i), both alternative answers were common, less successful candidates gave answers such as she is kind, they don't get on. In part (b) (ii), there was a choice of three options to gain a mark and there were examples of all three. Where candidates failed to score, their answers lacked precision and were more like generalisations eg she couldn't speak English rather than all the lessons were in English

QUESTION 8

Candidates were asked to identify key points, details and opinions given by two speakers on friends. There were six multiple choice questions and the question was broken into two parts, part (a) and part (b), each with three questions. In part (a), the most common correct answers were (i) and (iii), incorrect answers to these questions were random. In part (a) (ii), less successful candidates failed to recognise or understand *J'aimerais partir en vacances avec mes amis mais ma mère dit que je suis trop jeune*, as well as the phrase *Je peux rentrer tard et même passer le week-end chez un ami* and match it with answer D, go on holiday with his friends, the most common incorrect answer was C, spend the weekend at a friend's. In part (b), the most common correct answer was (iii). In part (b) (i), less successful candidates failed to recognise the use of tenses and the difference between the present in *Ma meilleure amie va à mon collègue* and the use of the perfect tense in *Je l'ai rencontrée il y a cinq ans dans une école de danse moderne*. In part (ii), less successful candidates failed to match *elle ne pense qu'à elle-même* with she is selfish and chose answers based on hearing single words in the phrase *Mais elle est patiente quand je suis de mauvaise humeur* and C is bad tempered and D, is impatient, were the most common incorrect answers.

QUESTION 9

Candidates were asked to identify key points and details from a text on doing civic service. Candidates had to answer open-ended questions in English. The question was divided in two parts, part (a), with four questions worth five marks and part (b), with five questions each worth one mark. The most frequently correct answers were part 9(a), (ii), (iii) and (iv) and in part 9(b) (ii), (iii) and (v). In 9 (a) (i), less successful candidates missed the detail in *plus de 16 ans* and gave the incorrect answer, 16. There were a wide range of incorrect numbers for this question. In part 9 (a) (iii), less successful candidates failed to score because they failed to answer the question set and give the required detail, incorrect answers included sports activities (on its own), discussions (on its own), help the homeless. In part (a) (iv), the most common incorrect answers were free transport and reductions on sports/ sports activities. In part (b) (i), the most common incorrect answer was she worked in a primary school. In part (b) (ii), less successful candidates missed the use of the negative in *Le logement n'était pas trop confortable*, and gave the incorrect answer, it was comfortable. In part (iii), some candidates didn't recognise the word *la chaleur* and wrote answers based on supposition rather than what was heard such as, she was hungry, she was tired, she had a lesson, even, because of the cold. In part (b)(iv), incomplete and ambiguous answers meant some candidates did not score, e.g. organised a party, organised a festival, the town organised a party. In part (b) (v), some candidates missed the use of the present tense in *Je suis médecin et j'aide les gens dans les*

pays pauvres and gave incorrect answers such as she wants to go into medicine, she wants to become a doctor. Some candidates confused *gens* and *jeunes* and made incorrect reference to helping young people in poor countries. Some incorrect answers were based on supposition rather than what was heard with answers such as, she is kinder, she appreciates what she has, she understands what it means to be poor.

QUESTION 10

Candidates were asked to identify key points and opinions of two speakers on their towns. There were two parts to the question, 10 (i) and 10 (ii), each with a different speaker and each worth two marks. Candidates had to tick two statements from a given list of five. In 10 (i), the most frequently correct answer was B. The most common incorrect answers were A, There is a good transport system, some candidates failing to understand *Il faut améliorer les transports en commun.*, or D, In the evening the town is quiet, some candidates failing to understand, *Le soir, la ville est bruyante et animée.* In part (ii), the most common correct answer was C and the most common incorrect answer was A, There is too much traffic with less successful candidates failing to understand, *les voitures sont interdites en ville.*

SUMMARY AND ADVICE TO CENTRES

Marks lost in this examination are most typified by answers provided in the following questions.

SECTION A

Questions 1 and 2 These are set in the target language and require candidates to complete sentences in Question 1 and to identify the views of named individuals in question 2.

Tips

Advise candidates to use the reading time to try and work out in Question 13 what part of speech is required to complete the sentences. For example, Question 13 (c), *Son ambition est d'être ...* needs to be followed by an occupation. In Question 14, candidates should take time to work out the meaning of the individual statements.

SECTION B

Questions 3, 4, 5, 8 and 10 (and also 2). These questions require candidates to pick out key points and some details both of information and opinions by choosing from a given range.

Tips

Advise candidates to listen to the whole and not just to hone in on individual items of vocabulary. They should listen for the use of negation, time indicators and tenses, qualifiers, the use of the comparative, positive and negative opinions.

Questions 6, 7 and 9 require candidates to respond to questions in English.

Tips

Advise candidates to use the reading time available to think carefully about the questions asked, to read the questions carefully and to check the number of marks available.

Whilst the required answers are not long, candidates should ensure they give precise or complete answers to the questions, for example in Q9(a)(ii), over 16 not simply 16. On the other hand, too much information given can sometimes negate the given response, particularly where there are alternative answers and candidates take elements of each one to create an incorrect answer, e.g. in Q7 part (a) (ii), an organisation and the school.

Throughout the paper, knowledge of the vocabulary listed in the specification (Foundation and Higher) is essential. The question title e.g. 'My job as a journalist', provides an important clue.

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