

# Examiners' Report

## Summer 2010

GCSE

### GCSE Applied French (5753) Paper 01 Listening

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## 5753 Listening Paper

Candidates generally performed well across the paper and there were some very good performances. Candidates were well prepared for the various test types. However, difficulty increases for weaker candidates when they have to listen to the whole extract, rather than identify single lexical items, and where they have a greater number of choices.

Those items which did require the recognition of single lexical items or short phrases (Q1 *Mes Passe-temps*, Q2 *Mon petit Job*) were well done. Q1, in particular, provided a confident start to the paper with the vast majority of candidates scoring 5 marks. In Q2, numbers continue to prove difficult. Regular practice of numbers and in particular 11-16 and 30,40 etc is vital. In part (b) *je sers les clients* and in part (c) *la caisse* were not known by some candidates.

Q3 *Working at a Travel Agent's* was in English and required candidates to identify the five correct letters. The open-ended nature of this task proved challenging for weaker candidates who perform better in more closed test types such as tick boxes.

Q4 *Cherche travail* was generally well done. Again weaker candidates find this question type (tick five from 10) more accessible and many candidates scored well.

The questions that were intended to discriminate did so and weaker candidates found the questions targeted at grades C and above demanding (Q5-8).

Q5 *Les jeux Wii* was targeted at grade C and required careful listening to the whole. It also required candidates to recognise paraphrasing. Despite the relative simplicity of the French, candidates found this skill difficult and failed to match, *jouer ensemble*, *s'amuser en famille* with (b) *sociables* in part (i), *toujours la même chose* with (G) *répétitifs* in part (ii), *pas compliqués* with (C) *faciles à comprendre* in part (iii), *on peut apprendre* with (A) *éducatifs* in part (iv) and *ça aide à rester en forme* with F *bons pour la santé*. The ability to recognise synonyms and paraphrasing are important for the higher grades and need to be practiced.

Q6 also required careful listening and paraphrasing and proved challenging with only the better candidates scoring well. Weaker candidates failed to recognise the key phrases for likes and dislikes that they needed to complete the task, e.g. *ferme tôt ce qui n'est pas bien*, (answer H a dislike) *il y a plusieurs menus mais le choix est quand même limité* (answer A a dislike).

Q7 *My Future Plans* also required careful listening and the recognition of tenses and the negative. The performance of weaker candidates is characterized by a tendency to tick answers based on the recognition of single lexical items, eg upon hearing, *J'avais des projets pour travailler en Afrique mais récemment j'ai change d'avis*, they incorrectly tick answer F (*She wants to work in Africa*), upon hearing *ma matière préférée est l'informatique* they incorrectly tick answer E (*She wants to work in computers*) without listening to the end of the sentence which says, *mais travailler dans un bureau ne m'intéresse pas du tout*. However this type of question with limited choices was accessible to the majority of candidates who felt confident to attempt the question and many candidates did score some marks, although answers by some candidates suggested guesswork.

In Question 8 Le Shopping en Ligne weaker candidates were unable to distinguish between the different points of view and again chose their answers based on the recognition of single lexical items rather than listening to the whole, e.g. on hearing, *C'est bien pour payer des prix moins chers* (Raphaël) incorrectly ticked answer (i) *On peut comparer les prix*.

It is important that candidates know that they should listen to each question at least twice, and from question 3 onwards listen to the whole extract. There is some evidence that some candidates do not do this but choose their answers incorrectly, based on an initial hearing and often the recognition of single lexical items in isolation.

The performance of better candidates as always was characterised by:

- careful reading of the questions
- sound knowledge of core vocabulary
- listening to the whole rather than homing in on individual words
- attention to detail
- applying logic
- checking their answers

## Grade Boundaries

Grade	Max Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	40	34	30	26	22	19	16	14	12	0
Uniform mark scale boundary	60	54	48	42	36	30	24	18	12	0

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