



**General Certificate of Secondary Education
June 2011**

French

46551F/H

(Specification 4655)

Unit 1: Listening

Report on the Examination

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Foundation Tier

General Comments

Most students attempted all the questions on the paper. Many students managed to gain some marks for each section. Once again, it cannot be stressed too strongly that students should be encouraged to write their answers as clearly and as legibly as possible, and if they do change their mind over a particular answer their final version should be clearly signalled to the examiner. Capital letters should always be used in multiple choice questions in order to avoid confusion.

Question 1

This question was well done with 94% scoring the mark, as students were very familiar with the key word, *bonbons*.

Question 2

This question was slightly less well answered with 87% scoring one mark and there were some guesses for *voitures*, such as clothes, dishes etc.

Question 3

This was also well answered by most (92% scoring the mark) since *jardin* is clearly well known.

Question 4

This question caused some difficulties, with a few students not knowing how to translate *enfants*. As a result, a wide range of responses were allowed in the mark scheme, including infants, babies and even the word babysitting.

Questions 5-8

All four of these questions were answered successfully, particularly Question 5 where 99% of students scored one mark. The other jobs (*mécanicienne, coiffeuse, chanteuse*) were all recognised by the majority of students.

Question 9

Most students understood the reference to lack of effort in homework.

Question 10

This question was less well done with 78% scoring one mark, though *amies* is a very straightforward vocabulary item.

Question 11

This question did cause problems with only 55% of students scoring the mark. The idea was 'having to come home too early'. Many students struggled with the meaning of *tôt*.

Question 12

This question was successfully answered by 83% of students.

Questions 13-16

Generally there was a high success rate here, apart from Question 16 where only 57% scored the mark.

Questions 17-19

There were many pleasing scores here, though the confusion between the magician uncle and Father Christmas led to 60% of students not scoring the mark in Question 19.

Question 20

Surprisingly, many students wrote 'good magazines' for *les magasins sont excellents*. The disadvantage was more accurately expressed, though a small number confused *pollué* with *poulet*.

Question 21

This discriminated well with 6% scoring two marks and 29% scoring one mark. The main difficulty with the advantage was not connecting *sympas* to *les habitants*.

Question 22

This also discriminated well with 7% scoring two marks and 29% scoring one mark. In particular, the advantage proved challenging. The lateness of the buses was better done, though here there were some marks lost through lack of precision, such as 'the bus is not frequent enough'.

Questions 23-25

There was a very wide range of marks evident on this section. Most students managed to gain at least one of the marks on offer for each question. However, words such as *pénible*, *bête*, *barbe* and *casquette* proved testing.

Questions 26-29

These questions proved challenging for all but the most able students. Questions 26 and 28 were generally more accessible than Questions 27 and 29, though only a small number scored maximum marks on this section.

Higher Tier

General Comments

Many students clearly struggled with the later questions (Q22-24) which were targeted at A* on this paper. A number of scripts had a few blank spaces on them. Examiners continue to be concerned about the poor handwriting of a significant minority of students. In the multiple-choice style questions, it is essential that the importance of writing letters clearly is stressed to students. If students change their mind, they must cross through the original letter and write their final answer alongside.

Questions 1-4

These were generally well answered by most students, with Question 4 being the least well done.

Questions 5-7

The advantage was very well done in all three questions. Some common errors were the reference to running (*les courses*) in Question 5, and in Question 6 a vague word such as 'nice' was used without being linked to the people who lived there. The disadvantage (pollution) proved slightly more demanding in Question 5 and was sometimes linked incorrectly to other forms, such as noise rather than air. Questions 6 and 7 were well done, especially the disadvantage in Question 6 and the advantage in Question 7. Overall in Questions 5–7, 80%, 43% and 49% of students respectively scored two marks.

Questions 8-10

Questions 8 and 9 proved very straightforward for most students, with a high number of very pleasing scores. Question 10 proved more challenging with 50% scoring two marks.

Question 11

Question 11(i) was answered well, with most picking up on *de moins en moins*. However, in Question 11(ii) many answered that fast-food was to be served. The negative expression (*pas de fast-food*) proved to be the stumbling block.

Question 12

Question 12(i) was well answered by most students (86% scoring the mark). However, the fire risks idea in Question 12(ii) proved more elusive (32% scoring the mark) with many picking out *gaz*, but not understanding *incendie*.

Question 13

Both parts of this question met with a good degree of success, despite the presence of distracters. Many were able to convey both *travailler ensemble* and *la vue est magnifique* in their answers.

Questions 14-17

This section was very successfully answered with over 90% scoring the marks in Questions 14, 15 and 16.

Question 18

This question proved challenging with 56% scoring the mark. If *boivent* was not understood, it was a very demanding question.

Question 19

This question was very successfully answered with over 89% scoring the mark.

Questions 20-21

The four questions in this section on shopping and fashion were well understood by the majority of students.

Question 22(i)

As anticipated in the mark scheme, the most common incorrect answer was good (*au début bien*). However, it was good to see that many students had re-thought their original incorrect response which was crossed out in favour of the correct negative idea. 27% of students scored the mark which is pleasing for a question targeted at A*.

Question 22(ii)

The idea of them being different/opposites/having nothing in common was generally well done. To score the second mark, those who understood *crier* or less commonly *en colère* almost always got the mark, because the mark scheme allowed both positive and negative ideas (she shouts/gets angry/she doesn't shout/doesn't get angry) due to the ambiguity of two female protagonists. However, very few students did understand these two items. 51% of students failed to score on this question.

Question 23

The idea of keeping the house clean or tidy seemed the most accessible answer to many students. The idea of Romain being good enough to win was attempted by many but attempts were not always successful. Quite a lot of students wrote 'nice', which was too vague and does not suggest that he listens to others' problems.

Question 24(i)

There were lots of references to 'lazy' or 'stays in bed' with students no doubt influenced by their experience of Big Brother. The majority of students (85%) struggled to score on this question, though it was aimed at A* since a certain amount of inference was needed.

Question 24(ii)

There were some excellent, clear responses which demonstrated full understanding. 11% of students scored the mark. As in Question 24(i), there were also plenty of fanciful responses such as 'gets up late', 'Martin and Romain mess about', 'Martin bosses Romain around'. The names even caused confusion for some, despite appearing in the rubric, with Romain's ability to speak Italian mentioned or Martin being confused with *matin*.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the **Results statistics** page of the AQA Website.

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UMS conversion calculator www.aqa.org.uk/umsconversion.