GCSE

FRENCH

Unit 1 Listening
Report on the Examination

Foundation Tier

General Comments
The paper proved to be accessible for the vast majority of students. Many were able to gain some marks for each question, though negative expressions in particular still continue to prove challenging. It should once again be stressed that students need to write their answers clearly in the spaces provided in black ink. Lack of clarity can lead to loss of marks and examiners came across a large number of indecipherable responses.

Questions 1-3
Questions 1 to 3 were all well done as students were very familiar with the key words *(professeur, bus* and *magasin),* though Question 3 caused some problems with confusion over the meaning *magasin,* leading to incorrect answers such as magazine writer*.*

Questions 4-7
This section proved quite challenging for a large number of students, especially Question 5 where *nager* was not often recognised*. La planche à voile* and *l'équitation* were better known but *le ski nautique* proved slightly less accessible.

Questions 8-11
This section was generally answered well, with the exception of Question 8 where many did not link the times and a reference to the plane with the idea of a journey.

Questions 12-14
The vast majority of students scored at least one mark in each of the three questions. Gaining two marks proved more challenging with the least degree of success found in Question 13. Here, many did not pick out the phrase *après l'école.*

Questions 15-18
Generally, Questions 15 and 18 were well answered, whereas many did not spot the negative (*n'est jamais propre/ennuyeux*) in Questions 16 and 17. Certain items of vocabulary such as *usines, bruit* and *courses* did not appear to be well-known.

Questions 19-21
This section discriminated well and was aimed at grades C and D. Few gained both marks available for each question whereas well over half of students gained one mark on each question. It tended to be the disadvantage which was more challenging to find. The main items of vocabulary which caused the problems appeared to be *les transports en commun, garer, mon lieu de travail* and *démodé.*

Questions 22-25
There were large variations in performance in this section, which is to be expected since it was aimed at grade C. The most successfully answered question was 25, where the reference to children was well understood as being part of a long-term relationship. The least well answered question was 23, where *les romans historiques* was not well-known.

Questions 26-29
Question 27 proved to be the most successfully answered in this section. Indeed, all four questions proved to be accessible, with the least well-answered part being Question 29, which was surprising given the reference to *les pommes, les poires et le raisin.*

Higher Tier

General Comments
There were a small number of pleasing, high scoring scripts though most students clearly struggled with Questions 20-23, which proved to be particularly challenging for the majority. These questions were aimed at the A* grade and thus required a certain level of precision. Apart from this section, most students picked up marks consistently throughout the paper. However, it must again be stressed that students should make their final answer absolutely clear to the examiners, by writing legibly in black ink.

Questions 1-4
These questions were consistently answered with a very good degree of success. The most challenging was Question 2, where *à cause des usines* was not apparently picked out successfully by some.

Questions 5-7
The vast majority of candidates scored at least one of the marks available for each question and around half scored both marks. As on Foundation Tier, it seemed to be the disadvantage which was more challenging. Question 7 was the most successfully answered part and Question 6 the least.

Questions 8-11
Question 9 was answered well, with the positive and negative comments made by Michel picked out effectively. Questions 8 and 10 proved more challenging with phrases such as *aucun intérêt, j'en ai marre, une perte de temps* causing difficulties. In Question 10, the phrase *où est le mal* led many to think the comment was negative. Despite several negative comments made by Clémentine in Question 11, fewer than half scored here. Vocabulary items such as *accro* and *inquiète* were not well-known.

Questions 12-15
As one would expect, this overlap section was well answered by Higher Tier students, though Question 13 did cause some problems with the reference to *romans historiques* not being associated with reading.

Questions 16-19
These questions discriminated well, though Questions 16 and 17 proved more accessible than 18 and 19. The need to make an inference from what was heard proved challenging, particularly the reference to the wife's obsession with her work in Question 19.

Questions 20-23
As stated above, the vast majority of students found these questions particularly challenging but the ability to recognise attitudes and emotions is a key criterion for the award of the higher grades. Question 20 proved to be the most accessible in the section, with a large number gaining a mark for the embarrassment of having to clean up in front of others. The phrase *mortes de rire* was successfully conveyed by many. However, some did not gain both marks because their answers implied that the speaker spilt the drink over herself or others. Question 21 was the least well answered in the section. The challenging vocabulary (*frapper, se tromper*) led to many incorrect guesses, including references to coffee *frappé*. Many thought the speaker had a fight with his boss or with colleagues. Question 22 was better answered with the mistaken identity understood by many, though individual items of vocabulary caused difficulties (*elle s'est plainte, fâchée*). Misunderstanding of *glace*s and *cheveux* led to some confusing answers, with reference to mirrors

or even horses. 'She served someone horse flavoured ice-cream' and 'a horse ate her ice-cream' were both seen. In Question 23, despite many incorrect references to office relationships/marriage/boss' wife and some confusion of imitate/intimate, some students managed to convey both key ideas in one precise sentence, such as 'he was imitating his boss when he walked in'*.*

Questions 24-25
These questions often led to at least one of the two available marks being scored though acquiring both marks proved more challenging. The main problems were caused by *punitions, par cœur* and *s'habiller.*

Questions 26-27
Question 26 was more accessible than 27. In multiple choice tasks such as this one, there is always the danger of students choosing answers containing distractors. This was especially true in question 27(i), where many wrongly chose C. In Question 27(ii) *quotidiennes* was not well known and led many to choose A rather than C. Moreover, the verb *pleurer* was not often recognized.

Questions 28-29
Most scored well here, particularly in question 28 where *sans-abri* was known by the majority of students. Question 29 was less well done. Some did not pick out *les personnes âgées* and instead, having heard the word *accidents* chose G, which referred to road accidents.

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

Converting Marks into UMS marks
Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

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