

---

# GCSE

# FRENCH

Unit 1 Listening  
Report on the Examination

---

4655  
June 2014

---

Version: 1.0

---

Further copies of this Report are available from [aqa.org.uk](http://aqa.org.uk)

Copyright © 2014 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

## Foundation Tier

### General Comments

The paper proved to be very accessible for the vast majority of students. Many were able to gain some marks for each question, though negatives 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 a failure to score marks and examiners came across a large number of indecipherable responses as well as blank spaces. Putting two answers down in the hope of one being correct does not gain any credit.

### Questions 1-4

All four questions were answered well as students were very familiar with the school subjects, though *l'histoire* in Question 2 was the least well known, perhaps surprisingly.

### Questions 5-7

This section was very successfully answered by the majority of students, with the exception of Question 6 since perhaps *la natation* is better known than the verb *nager*.

### Questions 8-10

These multiple choice questions also proved to be very accessible and were very well answered, especially Question 9.

### Questions 11-12

The vast majority of students scored at least one mark in each of the two questions. Gaining two marks proved more challenging in Question 12, since the phrase *vendeuse dans un grand magasin* led many to opt wrongly for answer A.

### Questions 13-15

Generally, these questions were reasonably well answered by most, though the distractors, such as *le ménage* and *ma grand-mère*, led some students to the wrong option. In Question 14, *nettoyer* was not always understood.

### Questions 16-19

This section was universally very successfully answered, with the vast majority of students appearing to be very familiar with the key words. There were many maximum scores here.

### Questions 20-22

There were variations in performance in this section, with the most successfully answered question being Question 20, where *planter des arbres* was well understood. However, in Question 21, some students chose the wrong item to be recycled, opting for glass or plastic and in Question 22, some key items of vocabulary such as *poubelle* and *déchets* were not always recognised.

### Questions 23-26

This section discriminated well and caused some problems for less able students. The clues about smoking in Question 23, such as coughing and smelly clothes, were not always recognised, resulting in the majority failing to score. The words *me reposer* and *pressé* did not appear to be well known in Question 24, though over half of all students managed to gain a mark. In Question 25, many chose answers related to fast-food and fruit and vegetables because they heard the verb *manger* and did not pick out the negative expression *je ne prends pas* or indeed the word *viande*. Question 26 proved the most accessible, with nearly all students scoring the mark.

**Questions 27-28**

These were generally well answered, though some students confused the advantage with the disadvantage and failed to score marks accordingly. The word *loin* was not always understood and the two negatives expressions in Question 28 were both overlooked, with many choosing the food hall as an advantage.

**Questions 29-31**

Question 30 proved to be a fairly accessible question, though in Questions 29 and 31, lack of understanding of *ça n'a pas d'importance*, *la randonnée* and *le patinage* led many to choose the wrong answer.

**Higher Tier****General Comments**

There were a small number of pleasing, high scoring scripts though most students clearly struggled with Questions 22-24 on solar panels, which proved to be particularly challenging for the majority. These questions were aimed at the A\* grade and thus required a clear, unambiguous answer. Apart from this section, most students scored 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 and using the spaces provided. If students change their minds about an answer to a particular question, the final choice must be clearly signalled to the marker and be placed as near as possible to the appropriate space.

**Questions 1-2**

Question 1 was consistently answered with a very good degree of success. The key vocabulary was clearly well known by students. However, Question 2 proved more challenging, with the reference to shop assistant leading many to the wrong choice of answer. Having said that, the vast majority of students scored at least one mark in each question.

**Questions 3-5**

As at Foundation Tier, some students failed to recognise the distractors and it led them to give wrong answers, particularly in Questions 3 and 5.

**Questions 6-9**

These questions discriminated well, with the positive and negative comments made by Madame Le Lan picked out effectively in Question 6. Questions 7 and Questions 9 proved more challenging, especially phrases such as *donnait sur une grande usine*, *on peut trouver mieux* and *cette villa est moins bien qu'une simple auberge de jeunesse*. In Question 8, *nous n'avons pas été déçus* was not always understood, since many assumed the answer must be negative.

**Questions 10-12**

As one would expect, this overlap section was universally well answered by Higher Tier students.

**Questions 13-14**

These two questions were also very successfully answered.

**Questions 15-17**

With three possible alternative answers available, the majority of candidates did well in Question 15. The idea of discipline seemed the most accessible element to identify, closely followed by the ideas of doing more work or arriving ready to work to score the second mark. Occasionally students' answers repeated the same point (they are better disciplined and they behave well), and therefore only gained one mark. There were some incorrect responses that would have been appropriate to Questions 16 and 17, suggesting that the subject of uniform was familiar to

students. There were some incorrect responses indicating that the teachers wear the same uniform as the students.

The third element was attempted less often and, when it was, proved generally less successful, though this was of no consequence to a fair number of students who had already scored their 2 marks elsewhere. The most common errors were references to students leaving school without permission or being easier to spot when on a school trip.

Question 16 was very well done overall. Where only one mark was scored, it was invariably because of lack of understanding of *pas à la mode*.

In Question 17, there were some excellent, fluently expressed responses showing full comprehension. By contrast, as previously mentioned, there was evidence of pre-learned material being used, leading to inappropriate responses about equality, cost, being good for the school's reputation, plus references to wearing suits.

Misunderstanding of *temps* led some to talk about the weather, rain and waterproofs. Where only one mark was scored it tended to be for saving time or not having to choose what to wear. The idea of not mocking people, or by inference bullying, proved more challenging.

#### Questions 18-19

Question 18 was well answered though some did choose 'improves your health' (option B) because of the use of the expression *les risques pour la santé*. Question 19 was slightly less well done, with *on s'y amuse pendant des heures* not picked out well.

#### Questions 20-21

These questions often led to at least one of the two available marks being scored though acquiring both marks proved more elusive. The main problems were caused by having to work out the inference that you are expected to work the same day every week in Question 20(ii). Question 21(i) was very well answered whereas Question 21(ii) proved more challenging, especially the phrase *tu auras envie de pleurer*.

#### Questions 22-24

As stated above, the vast majority of students found these questions particularly challenging. In Question 22, the reason given was often 'good for the economy'. Another very common wrong answer was 'easy to install'. Those students who did understand the idea of saving money almost always went on to score the second mark for the disadvantage. If only one of the two marks was scored it was generally for ugly or other negative comments on appearance. Lack of understanding of *moche* produced guesses about cost or the difficulty of installation. Question 23 proved the most demanding question in this section. Here, confusion between 'recyclable' and 'recycled' challenged many students. For the disadvantage, the idea of the possibility of breakdown escaped the majority. There were lots of references to the panels not fitting or not working in particular weather conditions. Misunderstanding of *marchent* led to quite a few odd references such as 'you cannot walk on the roof' or 'you cannot buy them at the market or supermarket'. On the other hand, in Question 24, the key idea of lots of sun proved the easier element to score. Understanding the disadvantage really discriminated well. There were some excellent responses which demonstrated full understanding but these tended to be in the minority. The most common wrong answers were: installation takes 10 years, they have to save up for ten years for the installation or the panels need to be replaced after 10 years.

### **Questions 25-28**

The least well answered section was Question 25, where *tousser* was not known by many. Most scored very well in the other three parts, particularly in Question 28 where the reference to exercise was well understood. Almost all students scored in this final question.

### **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](http://www.aqa.org.uk/umsconversion)