



General Certificate of Secondary Education

French 4655

Specification

46551 Listening

Report on the Examination

2010 examination - June series

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Foundation Tier

General Comments

Most candidates attempted all the questions on the paper, though a substantial minority failed to attempt Questions 25 and 26. Many candidates managed to gain some marks for each question, though there were few very high scores. It cannot be stressed too strongly that candidates should be encouraged to write their answers as clearly and as legibly as possible, otherwise they risk the unnecessary loss of marks. It is a good idea, for example, to tell them to use capital letters in the multiple choice style tasks. If they decide to amend an answer, the new response needs to be indicated clearly.

Question 1

This question was well done, as candidates were very familiar with the key word, though some confused *chats* and *chiens*.

Question 2

This question was very well answered by nearly all candidates.

Question 3

This was also well answered by most.

Question 4

This question caused some difficulties, when *médecin* was not known, and a whole variety of jobs was mentioned including builder, nurse, chemist and teacher.

Questions 5

Some candidates continue to fail to distinguish between *équitation* and *natation*, and therefore chose D rather than E.

Questions 6-8

All three of these questions were answered successfully.

Question 9

Most candidates understood the reference to sport but some did not fully grasp the significance of *sports d'hiver*.

Questions 10-13

These questions on environmental matters were well done by most candidates.

Questions 14-17

Once again, these questions proved very straightforward for most, apart from Question 16 where only 53% of candidates scored the mark.

Question 18

This was answered well by the majority of candidates. The first part relating to the issue was the most accessible question in this section.

Question 19

Most realised that physical activity was the subject under discussion, but failed to spot both *amusant* and *fatigant* in order to secure the second mark.

Question 20

Here, too, the subject was understood but many gave the wrong answer for the attitude by ignoring *j'adore ça* and giving too much weight to the sister's opinion.

Questions 21-24

A full range of marks was observed in this multiple choice section. Many candidates struggle with numbers and some chose the wrong number of pupils in Question 21. The distracters in Question 24 all caused difficulties for less able candidates, with only 26% of candidates gaining the mark.

Question 25

Quite often, one of the boxes was left blank. Where candidates scored a mark for the advantage, it tended to be for correct reference to good pay or wages. Very few understood the idea of it being a varied job. Many answers were the result of guesswork such as references to working too hard, working hours and the boredom of the job. As for the disadvantage, embarrassing (despite misspellings) was the most common accepted response. Being mistaken for the boss was very rarely expressed.

Question 26

Again, a fair number of totally blank scripts. Many failed to score for the advantage by giving insufficient detail (eg interesting on its own without a mention of customers). As far as the disadvantage was concerned, many did succeed in scoring by expressing the boredom of the job. Errors included bad pay, annoying, tiring, long hours plus a few reference to cold weather (presumably due to *fois/froid* confusion). Just under 8% of candidates scored 2 marks in this question.

Questions 27-30

The first two questions in this section were well answered. The final question however was very poorly answered despite three clues to the answer, *disque*, *chanteuse* and *concert*.

Higher Tier

General Comments

There were a small number of pleasing, high scoring scripts though many clearly struggled, especially with the later questions. A number of scripts had many blank spaces upon them. One worrying trend was the poor handwriting of a significant minority of candidates. It was sometimes very difficult to decipher what had been written. In the multiple choice style questions it is essential that candidates write letters clearly.

Questions 1-3

These were generally well answered by most candidates, especially the three issues to be identified. The attitudes caused occasional problems.

Question 4

There were some very good responses with candidates showing excellent understanding of all details. The advantage was understood by many, as well as reference to pay, the idea of varied came up reasonably frequently. However, the disadvantage was less well done. Where a mark was awarded, it tended to be for 'embarrassing'. However, unlike at Foundation Tier where the single word 'embarrassing' scored, candidates often wrote fuller responses and unfortunately negated the key idea eg job/boss is/clients are embarrassing. References to rude or patronizing clients were seen occasionally.

Question 5

Blank boxes were rarely seen. Although there were errors, often because they added some extra incorrect information, candidates generally showed a better understanding of what they heard. For the disadvantage, boring was the most common correct response though sadly, in some cases, the addition of a wrong reason negated (eg boring listening to customers going on). Just under 28% scored both marks.

Questions 6-7

These questions discriminated well. Able candidates scored well but some less able candidates appeared to be relying on guesswork. Some key items of vocabulary caused difficulties, such as *neufs*, *heureux*, *malheureux* and *cadeaux*. The vast majority of candidates scored one mark in each question.

Questions 8-9

These questions were well answered by most candidates, who were able to identify the type of voluntary work undertaken quite easily.

Questions 10-13

These questions all met with a high degree of success, with Question 13 proving to be the most challenging.

Question 14

Some struggled to pick out the distracters from the key ideas in both parts of the question. Many wrongly chose C in Question 14(i) because of the reference to smoking, alcohol and drugs. In

Question 14(ii), the use of the words *devoirs* and *passive* caused many to pick the wrong answers.

Question 15

This proved to be challenging with many failing to distinguish between poor quality goods and poor quality websites in Question 15(ii).

Questions 16-17

Once again, less able candidates were led astray by references made by the speakers to sunbathing and restaurants and then failed to score by choosing the distracter rather than the correct information. They failed to spot the difference between Camille and her friends in Question 16 and the fact that Camille refers to restaurants at home and not on holiday in Question 17(ii). The phrase *en plein air* was not well known.

Question 18

Common errors in Question 18(i) were references to helping in the house or doing chores. In Question 18(ii), many failed to score through lack of detail. Errors noted were: they are respectful *tout court*, they learn to have a respectful nature, they earn or get respect, they get an education.

Question 19

Of the three possible ideas, reference to 'no afternoon lessons' was generally well done, the idea of 'no kitchens' also. However, there were many answers far removed from what had been heard, such as references to a lack of food or food going off; there was also mention of lack of water and the dangers of sunstroke.

Question 20

It was clear some candidates had misread the question, with responses such as 'they have cars and are well off'. Candidates who scored one mark only (47%) almost always gained it for the 'they don't have cars' element. It was rare to see a correct response to the idea of young people not being able to afford accommodation, with those getting close usually omitting the key idea 'young'. The third element proved very demanding as many failed to score with answers such as 'staying at home until they marry'. Less than 6% scored 2 marks on this question.

Question 21

This was not well answered at all. Some scripts were completely blank at this point. Most candidates struggled to pick up more than one mark. The idea of writing or taking notes proved the most accessible. The idea of the teacher being there only for the money was rarely attempted or correct. Instead, candidates again produced imaginative but incorrect responses about seating arrangements, not being with friends, or the subject being too boring or too hard.

Question 22

Candidates also struggled to pick up marks here. Those who scored at least one mark tended to do so for the teacher having a sense of humour or being funny. A few then picked up a further mark for the teacher being understanding. The key ideas of the teacher making pupils like the subject or pupils wanting to attend his lessons were rarely attempted. Very few got the idea of the teacher being unforgettable, with reference to 'the teacher never forgets'. Again candidates made up their own answers, perhaps from their own experience, with responses

such as the teacher never shouts. Slightly worrying was many candidates' idea of what makes a good teacher: not much homework, he lets them do as they like, lets them chat with friends and so on. In these final questions, aimed at the higher grades, precision in answering is important and candidates need to give as much information as possible. Answers which are too brief run the risk of failing to score through lack of clarity or through ambiguity.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.