Examiners' Report/
Principal Examiner Feedback

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Pearson Edexcel GCSE in French (5FR01)
Paper 1F: Listening

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GCSE French
Paper 1F: Listening
Examiner Report

Candidates performed well across the paper as a whole and there were some good performances. Candidates were well prepared for the different test types although questions with a greater choice of answers and open-ended questions requiring candidates to answer in English, continue to be daunting for weaker candidates.

The questions which require the recognition of single lexical items (Q1 and Q9) or short phrases (Q2 and Q6) were well done, although individual items of vocabulary caused problems.

The vocabulary for Q1 was generally well-known but not as well-known as the vocabulary in Q9. However, many candidates scored full marks in Q1 giving them a confident start to the paper.

Part (i) 'des fraises' was the least well known item of vocabulary.

The majority of candidates coped better with Q9 with more candidates scoring full marks.

Part (i) 'mon livre', and part (iii) mon stylo, were surprisingly the least well known items.

The vocabulary targeted for both these question is in the minimum core vocabulary.

Q2 was also accessible to the majority of candidates, although part (i) 'Prenez la première à gauche' was not known by half the candidates and proved the most difficult part of the question.

Part (ii) was also less accessible to some candidates who did not know the key vocabulary in, 'C'est à côté de l'église'.

Q6 proved more accessible to candidates and was generally very well done. Part (ii) proved the most challenging, with candidates failing to match, 'Le soir il y a des spectacles et des concerts' with answer A, 'evening shows', the most common incorrect answer being B, 'a good choice of hotels'.

Thorough knowledge of core vocabulary is vital for success in these questions, teachers should ensure they consult the minimum core vocabulary and do not rely solely on vocabulary listed in a text book.

Q5, targeted at grade E, was generally well done by candidates of this level and above.

Answers E and I were the most accessible and answer F the least well done, with many candidates failing to recognise, 'J'ai beaucoup de travail scolaire à faire le soir'.

The most common incorrect answers were D and H with candidates presumably failing to recognise for D ('a club she goes to'), the negation in ,'il y a beaucoup de clubs comme le basket mais je n'y vais pas,' and the mention of 'le basket' leading to the incorrect choice of H (what sport she does).

The questions that were intended to discriminate did so, and whereas better candidates scored well in the overlap questions targeted at grades D and C (Q3, Q4, Q7 and Q8), weaker candidates found these more daunting. They required careful listening to the whole and proved difficult for weaker candidates who tended to tick answers based on the recognition of single lexical items; usually the first word that they heard and recognised.

Candidates should be encouraged not to write when listening to the extract for the first time, but to listen to the whole extract.

The multiple choice in Q3 is always challenging for weaker candidates. Part (iv) proved to be the least well known, with the majority of candidates failing to understand, 'la salle d'attente', which is in the minimum core vocabulary.

Q4 proved more accessible but interestingly the most common incorrect answers were 'likes B and C' and 'dislikes A and E' which might indicate that some candidates failed to identify the negation in 'sur le site web il n'est pas facile de trouver ce qu'on cherche' and were distracted in E by the reference to parents and again failed to listen to the whole sentence, ('mes parents n'aiment pas ça mais c'est bien parce que je peux y aller le soir').

Q7 and Q8 proved difficult for all but the better candidates.

Q7 parts (iii) and (Iv) were the most accessible. However, many candidates failed to link 'Eric, mon travail n'est pas intéressant', with part (i) 'The work is boring' and 'Inès, je ne peux pas sortir le soir', with part (ii) 'I am not able to go out in the evening'.

Q8 was targeted at grade D but perhaps the required vocabulary was not well known, as many candidates failed to recognise the word 'randonnées' in part (i) and frequently gave D as an incorrect answer; presumably because this was the first word they recognised (and despite the fact that the transcript is, 'ma soeur…. sa passion c'est le trampoline').

As such, they tended to incorrectly put B as the answer to part (ii). Parts (iii) and (iv) proved more accessible.

Q10 was a good discriminator with only better candidates able to score highly on this task which required candidates to produce their own answers in English.

Part (a) was generally well answered with many candidates successfully identifying 'the north' although incorrect answers included 'near Paris / in Bordeaux / in Le Niort / le Noir'.

In Part (b) many weaker candidates confused 'la mer' with 'mère' and answers such as 'near her mother' were not uncommon. This does highlight a lack of logic and possibly an unawareness of the importance of little words, e.g. that 'la'

= 'the', which means that a literally translation, i.e. 'near the mother' might have pointed candidates in the right direction.

In part (c) there was a choice of two answers, 'there was lots to do' being the most commonly recognised.

Some candidates focused on the adjective 'joli' but had problems rendering the answer in English, opting for words such as jolly or happy which were not accepted.

In part (d) weaker candidates were very vague in their answers with answers such as 'more sports / do more sports activities / be more sporty', which did not score.

As in previous years, the performance of better candidates was characterised by:

- Careful reading of the questions
- Sound knowledge of core vocabulary
- Listening to the whole rather than homing in on individual words
- Identifying cognates and familiar words in unfamiliar contexts
- Recognising the use of negation
- Attention to detail
- Understanding the meaning of key 'little' words, e.g. definite and indefinite articles / possessive adjectives etc
- Applying logic

Grade Boundaries

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