Examiners' Report
Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCSE
In French (5FR01)
Paper 1F: Listening and Understanding
in French.

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GCSE French
Unit 1F: Listening
Examiners 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 and many candidates scored full marks in Q1 giving them a confident start to the paper, part (ii) *'du cyclisme'* was the least well known item of vocabulary. The majority of candidates coped well with Q9. Part (ii) *'au jambon'* was surprisingly the least well known item. The vocabulary targeted for both these question is in the minimum core vocabulary. Q2 was also accessible to the majority of candidates, but the vocabulary was less well known than that for similar questions in previous years. Parts (ii) *'on veut une table à la terrasse'* and part (iii) *'on ne mange pas de viande'* proved the most difficult parts of the question. Candidates performed in a similar fashion on Q6, where key items of minimum core vocabulary were not known by all candidates. Parts (ii) *'est-ce qu'on peut avoir la clé de notre chambre'*, and part (iii) *'le petit déjeuner est à quelle heure'* proved the least well known. Thorough knowledge of core vocabulary is vital for success in these questions and 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 G and H were the most accessible and answer D the most common incorrect answer, many candidates upon hearing the word, *'vêtements'*, in the distractor , *'Par contre elle m'achète beaucoup de vêtements',* immediately gave D as an incorrect answer*.* At this level candidates need to listen to the whole rather than just hone in on individual items of vocabulary. Other common incorrect answers were A, *'the state of his bedroom'* and I *'what he eats'*, again presumably because of candidates picking up individual items of vocabulary in the phrases, *'quand je passe trop de temps sur internet dans ma chambre'* and *'pendant qu'on mange,* rather than understanding the whole sentence.

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 tend to tick answers based on the recognition of single lexical items, usually the first word that they hear and recognise. Candidates should be encouraged not to write when listening to the extract for the first time, but to listen to the whole extract. In Q3 parts (i) and (iv) proved to be the least well done, with the many candidates failing to understand, *'mon père trouve les comédies musicales ennuyeuses, mais ma mere, c'est sa passion à elle. Mon frère n'aime pas les films romantiques'* and incorrectly giving F as an answer to part (i) and C as an answer to part (ii). In part (iv) the most common incorrect answers was D with weaker candidates

misunderstanding, '*elle (ma soeur) a beaucoup de DVD de dessins animés mais elle préfère les films d'action*' Q4 proved challenging, parts (i) and (iv) proved the most accessible. In part (iii) many failed to match Margaux's statement, '*on fait très peu d'excursions*' with '*There are not many trips.*'

Q 7 and Q8 proved difficult for all but the better candidates. In Q7 the most common correct answers were likes C and dislikes B. Identifying F as a like and E as a dislike proved to be harder, these answers were often given the wrong way round with, candidates failing to recognise, '*Le soir on mange au restaurant, c'est long, j'aimerais mieux sortir ave*c ma *soeur*' as a negative statement, and '*ça me plait*' in relation to the plane journey as a positive statement. The multiple choice question type in Q8 also proved challenging, only the better candidates who listened to the whole rather than ticking the answer with the first word they recognised, scored well on this question. Surprisingly part (ii) proved one of the more difficult parts with many candidates failing to understand, '*Le samedi il y a trop d*e *monde donc on y va mercredi, c'est fermé le dimanche*'. Likewise in part (iii) many failed to recognise and understand the use of the negative in, '*Il n'y a pas de magasins de sport*'.

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. Many candidates scored in part (a) correctly identifying either *creative/creativity* or *patient/patience*, although '*patience*' in the recording was often rendered as 'passionate' by weaker candidates. *Understand children* (from '*comprendre les enfants*') was a less common answer and often incorrectly rendered as '*like children*'. In part b, many identified the idea of lots of variety, the word 'utile' was less well known. Parts (c) and (d) proved surprisingly difficult for many candidates. Many failed to recognise,' *Les heures sont longues*' in part (c) and '*je voudrais travailler en Afrique*' in part (d). Weaker candidates tended to give answers based on their own experience, rather than upon what was heard and answers such as '*be strict*' in part (a), *long holidays* in part (b), *children are badly behaved* in part (c) and *primary/ secondary school/ university* in part (d) were quite common.

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 eg definite and indefinite articles/ possessive adjectives etc
- applying logic