Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In French (1FR0) Paper 1F: Listening and
Understanding in French

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Overview

The paper was worth 50 marks and was divided into two sections, A and B. The first 12 questions , section A, were set in English. The final two questions , Section B, were set in the target language.

Students had 30 minutes in which to complete their answers, this included five minutes of general reading time at the start of the test.

SECTION A

Question 1

Students were asked to identify three places of work from a given list of seven. The most frequently correct answers were B, in a shop and G, in a sports centre . The answer C, hospital was the least well known with less successful students failing to understand or recognise the word *hôpital.* The most common incorrect answer was D, the bank.

Question 2

Students were asked to identify key points from someone talking about their holidays. There were three multiple choice questions. The most frequent correct answers were (i), A, in the countryside, and (ii), D,   15 days. In (iii) less successful students failed to correctly identify the use of *il pleut* in the extract and match it to answer B, rain. Incorrect answers were random.

Question 3

Students were asked to identify what three young people said about their school. They were asked to select one example for each young person from a given list of seven. The most commonly correct answers given were Axel, F, We use computers a lot in lessons and Héloïse, E, I enjoy being with friends. Less successful students confused Saïd's statement, A, I learn a lot with G, We get too much homework, failing to recognise the use of the negative in the sentence, *on ne nous donne pas de devoirs*, in the extract.

Some students ticked too many boxes, thereby, failing to score any marks for this question.

Question 4

Students were asked to identify the free time activities of the friends of a young person. They were asked to select an example for each of the three friends from a given list of seven.   The most frequent correct answer was Sybille, A, goes cycling. Less successfully students failed to recognise the use of *escalade* for Magali (correct answer B, climbing) and for Sacha,

randonnées, (correct answer E, hiking), and gave a random selection of incorrect answers.

Some students ticked too many boxes, thereby, failing to score any marks for this question.

Question 5

Students were asked to identify key points about the speaker's sister. They had to answer four questions in English. The most frequent correct answer was (c), (they like the same) music/(they like) classical music, followed by answer (b) she is generous, although less successful students often incorrectly rendered the *généreuse* in the extract as nice. The alternative answer, she understands her, was rarely given. Less successful students failed to understand the number 19 in part (a), common incorrect answers were 10 or 9 but a variety of other incorrect numbers were also given. They also failed to recognise the word *portables* in (d) to give the answer mobile phones. These less successful students often heard the word *table* instead of *portable* which led to incorrect answers such as at the table or tablets. Less successful students also made random guesses, common ones mentioned were clothes/ boyfriends.

QUESTION 6

Students were asked to identify preferences for school trips of two young people. They were asked to choose three preferences from a given list of eight. The most frequent correct answer was, theme parks, in part (a). Less successful students failed to distinguish between likes and dislikes in part (b) and the most common incorrect answers were museums and art galleries. students failing to understand, *Je trouve les musées ennuyeux et je déteste les galeries d'art,* and honing in on individual words rather than listening to the whole. Of the students who scored two out of three, the least well known answer was theatre.

Question 7

Students were asked to identify information given by a young person on different means of transport.   They were asked to choose three statements from a given list of seven. Less successful students were confused by the references to other means of transport and often failed to listen to the whole sentence, for example ticking answer A, I like travelling by plane upon hearing the word *avion* in *je trouve l'avion ennuyeux*. Incorrect answers were random.

Question 8

Students were asked to identify key points and details about the speaker's experience studying languages beyond the classroom. They were asked to answer three questions in English. The most frequent correct answer was

in (a) either Russian or German, although less successful students gave the incorrect answer of Spanish taking it *from Je voudrais… apprendre l'espagnol* at the end of the extract.   Many answers were random and included Italian, Dutch, Swedish and Polish. In part (b) very few students recognised the reference to *les États Unis* to give the correct answer, go to America/spend the year in America.

The most common incorrect answers were based on students' prior knowledge rather than on what was heard, common incorrect answers were, he is going to graduate, he will have a graduation ceremony. In part (c) less successful students combined elements of the two correct alternative answers (learn Spanish/ work in a travel agency) to give incorrect answers such as work in Spain. The verb *travailler* was often renders as to travel by less successful students and answers such as travel to Spain, go on holiday to Spain were common.

Question 9

Students were asked to identify key points in a factual extract on the 2024 Olympic Games to be held in Paris. There were four multiple choice questions. The most frequent correct answers were (i) and (ii). In (iii) less successful students confused the correct answer D, swimming pool, with answer A, athletics stadium, failing to pick up on the use of *déjà* in *il y a déjà un stade d'athlétisme* and the reference to *mais la piscine n'est pas assez grande pour les jeux Olympiques*. In (iv), less successful students confused the correct answer C, public transport with the incorrect answer D, car parks, honing in incorrectly on the word *voitures* in *Il faut plus de transports en commun et moins de voitures au centre-ville*.

Question 10

Students were asked to identify key points and details given by a French student talking about his school's participation in a recycling competition. Students had to answer four questions in English. The most frequent correct answers were (a) recycling and (b) guitars. Less successful students in these two questions often combined individual words to create incorrect answer eg in (a) making musical instruments, in (b) recyclable guitars. In (c) and (d), less successful students failed to correctly identify the correct number of 2000, the most common incorrect answer was 2 million. In the alternative answer (appear on a TV show), less successful students based their answer on hearing the word *télévision* and the most common incorrect answer was, a television for the school.   In (d) the majority of students failed to recognise the verb *sauver* in *sauver le parc,* and often rendered it as survey*.* The most common incorrect answers were clean up the park, survey the park, survey the town and build a park.

Question 11

Students were asked to identify the views of a young person on work. They were asked to select three correct statements from a given list of seven. Successful students were able to recognise negative views and eliminate incorrect statements. Less successful students confused correct statements with a random range of incorrect statements based on the recognition of single lexical items rather than listening to the whole extract, for example incorrectly ticking answer E, to travel abroad from hearing, *voyager ne m'intéresse pas* and ticking G, to have lots of holidays, from hearing *Mon père pense que les vacances sont importantes mais….*

Question 12.

Students were asked to identify key points and details about the experiences of a young person in Burkina Faso in the context of schools. Students had to answer four questions in English. The most frequent correct answers were (a) there is no school in his village/ it is nearer his school and (c), helps prepare dinner/ prepares dinner. In (b) less successful students confused 17h with 7h. In (c) many students attempted the alternative answer, helps his grandmother in her/a café.

Less successful students render the word *café* from *j'aide ma grand-mère dans son café* as the drink, coffee, rather than the place, the most common incorrect answer was, drinks coffee with his grandmother. Others confused he helped her in the cafe with went to the cafe with his grandmother. In (d) successful students correctly identified the answer, goes over his lessons but less successful students failed to recognise *je revois mes cours* and gave answers based on their own experience, common incorrect answers were, has a shower, brushes his teeth, chats to his friends, plays video games etc.

SECTION B

The two questions in Section B were set in the target language.

Question 13

Students were asked to identify key points and details about the speakers views on shopping. Students had to complete five sentences in the target language. They had to select five answers from a given list of 12. The most common correct answers were (a) *marchés* and (b) *petites boutiques*. In (c) less successful students were confused by the reference to recyling in *Maman recycle tout et elle achète des produits du commerce equitable* and gave the incorrect answer *recyclés* instead of the correct answer, *du commerce équitable*. In (d), many students failed to recognise *pour moi, ce n'est pas intéressant* and correctly match it with the correct answer *ennuyeux.* In (e) many students failed to understand the use of the future

tense in *beaucoup de centres commerciaux fermeront et il y aura encore plus de sites internet*. Less successful students obviously did not fully understand the five sentences in the question and many showed little grammatical awareness, choosing answers based on topic related vocabulary ie in (d) *Pour Frédéric le shopping en ligne est…*the most common incorrect answer was *sites internet.*

Question 14

Students were asked to identify the opinions of a group of friends on their town. Students had to complete five sentences with the correct name from a given list of four. The most frequent correct answers were (a) Kareem and (e) Bénédict. In (a), less successful students confused Kareem and Bénédict , failing to recognise the use of the negation in *Il (Bénédict) n'aime pas la vieille ville avec tous les monuments.* Incorrect answers for the other parts of the question were random with less successful students failing to understand the statements in the question or to correctly match what was said to the paraphrased sentences..

SUMMARY AND ADVICE TO CENTRES

Marks lost in this examination are most typified by answers provided for the following questions.

Questions 1,2,3,4,5, and 6. These questions tested student understanding of vocabulary items listed in the specification for Foundation level. Students should be aware that the items in the minimum core vocabulary list will be tested and also be aware of the pronunciation of individual words .

Tips

- The question title e.g. 'School' provides an important clue.
- Advise students to use the reading time available to think about the question title and the keywords they are likely to hear.
- Students sometimes ticked too many boxes in the grids.
- Advise students to check the number of marks available for each question. These are noted at the bottom of each question set.
- Advise students to use the reading time available to think carefully about the questions asked. For example, in Q5 (b) Give one reason why she likes her, an opinion is required for the answer.
- Advise students to also check the number of marks available for each question.
- Short answers only are required. Too much information given can sometimes negate the given response.
- Advise students to listen to the whole sentence and not just to hone in on individual words, they should listen for the use of negation, time indicators and tenses, qualifiers, the use of the comparative, positive and negative opinions.

- Advise students to use the reading time to try and work out in Question 13 which part of speech is required to complete the sentences . For example, In Question 13 (a), Il va souvent aux… needs to be followed by a place. In Question14 they should take time to work out the meaning of the individual statements.