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Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In French (1FR0) Paper 1H: 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 2 questions, section A, were set in the target language. The remaining eight questions, Section B, were set in English.

Students had 40 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 key points and details about the speaker's 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 frequent correct answers were in (a) to (d). In (e), less successful 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* and to match it with the correct answer, *centres commerciaux*.

In (c) less successful students were confused by the reference to recycling in *Maman recycle tout et elle achète des produits du commerce équitable* and gave the incorrect answer *recyclés* instead of the correct answer, *du commerce équitable*. In (d), less successful students failed to recognise *pour moi, ce n'est pas intéressant* and correctly match it with the correct answer *ennuyeux*.

Question 2

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. Incorrect answers for different 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.

Question 3

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 4

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 5

Students were asked to identify key points and details of someone talking about a recent holiday. There were three multiple choice questions. The most frequent correct answers were (i), C the coast and (ii)D, tourist sites. In (iii), less successful students failed to recognise, *On a loué une voiture et elle est tombée en panne* and match it with the correct answer B, their hire car. Many were confused by the final statement *Il fait très chaud là-bas mais personne n'a pris un coup de soleil* and incorrectly gave answer D, the heat.

Question 6

Students were asked to identify the key points and some details about the speaker's experience of school in New Caledonia. Students had to answer four open ended questions in English. worth five marks. The most frequent correct answers were parts (b) –(d).

In (a), less successful students failed to hear or recognise the qualifiers in *fin février* and *mi-décembre* and gave incomplete answers such as February to December. Many also misheard *décembre* as *septembre*, which was a common answer. Some students gave answers based on their own experience rather on what was heard and answers such as July to September were common.

In (b), less successful students failed to recognise the link to school in France in *L'école est la même qu'en France. À 14 ans, on est en quatrième et on apprend les mêmes matières* and gave incomplete answers such as she studies the same subjects. In (c), the word *pensionnat* was not well known and confused less successful students who heard it as *passionnant* and then failed to recognise the following statement, *c'est-à-dire qu'on reste au collège en semaine et on rentre à la maison le week-end ou pour les vacances*, giving answers such as, it is fantastic, she is passionate about

it. The answers of less successful students was characterised by incomplete answers eg in (c), the answer she stays at school was common and also by random answers that did not relate to the extract eg. In (b) her favourite lesson is maths, in (c) she has to walk and (d) young people in France go shopping more.

Question 7

Students were asked to identify key points and details about the speaker's experience in the hotel business. Students had to answer five open-ended questions in English, worth five marks. The most frequent correct answers were (a) and (e).

In (b) less successful students failed to recognise the idea that to gain experience you had to work in all parts of the hotel, incorrect answers focused on one particular task with answers such as go and work in a restaurant/ find a job in an office.

In (c), less successful students failed to recognise, *J'ai décidé de reprendre mes études, je suis entré dans une école de management hôtelier international* and gave incorrect answers such as he decided to run/manage an international school/ an international hotel.

In (d), less successful students failed to recognise the use of *maîtriser l'anglais* and gave incorrect answers such as so he could learn the language/ because he spoke English well.

In (e), there were two alternative answers, the most frequent correct answer was you have to be prepared to work long hours. Less successful students who attempted the alternative answer, *il faut savoir gérer le stress* rendered this as avoiding stress rather than learning to manage it.

Question 8

Students were asked to identify key points, details and opinions on reality TV, including some factual information, given by four separate speakers. There were six multiple choice questions and the question was broken into two parts, part (a) and part (b) each with three questions.

The most frequent correct answers were 8(a) (ii), 8(a) (iii) and 8(b) (ii). In 8(a) (iii), less successful students confused the correct answer A (who is going to be voted off) with answer D (who is going to win). The most common incorrect answer in 8(a) (i) was C, less successful students failing to recognise and understand, *mais l'idée vient des Pays-Bas*.

Less successful students possibly not recognising the use of *s'entraîner* in, *les participants s'entraînent depuis longtemps*, failed to give the correct answer, B in 8b (i). In 8(b) (iii), less successful students were confused by references to the other alternatives in the question i.e. *certaines critiquent la*

télé-réalité mais ils sont la minorité, and, il y a trop d'émissions avec des célébrités, leading them to incorrectly tick answers B, needs more celebrity contestants and C, has lots of critics, instead of the correct answer D, is still as popular as ever, from, il y a maintenant plus de 400 émissions.

Question 9

Students were asked to identify key points and details from a factual text on food wastage in France. Students had to answer open-ended questions in English. The question was divided into two parts, part (a), with four questions worth four marks and part (b), with four questions worth six marks.

The most frequent correct answers were 9 (a)(i), 9(a) (ii), 9(a) (iii). 9(b) (iii). In 9a(iv) less successful students gave answers which were incomplete, such as, they waste 20 kilos, without mentioning the word food. Many students failed to give the correct number of 20 and 22 was a frequent incorrect answer.

In 9b(i) less successful students did not recognise the reference to *gaspillage*, of those that did, less successful students failed to mention the detail required ie a national day against food waste, many wrote, a day against food waste.

In 9(b) (iv), less successful students, upon hearing *recyclez-le* gave answers about using the correct bin/ recycling plastic/ having more recycling bins etc, all based on previous knowledge of recycling and not on what was said in the extract.

Question 10

Students were asked to identify key points and opinions on school rules and student rights. There were two parts to the question, 10 (i) and 10 (ii), each with a different speaker and each worth two marks. Students had to tick two statements from a given list of five.

In 10(i), the most frequent correct answer was C. Less successful students confused answer D, I don't like lining up outside and answer E, It is always cold in school, failing to recognise or understand, *On doit attendre le prof dans la cour avant d'aller en classe. Ce n'est pas bien quand il fait froid* in the extract.

In part 10(ii), less successful students were confused by the various references to all the options and incorrect answers were random.

Summary and advice to centres

Section A

Questions 1 and 2 are set in the target language and require students to complete sentences in Question 1 and to identify the views of named individuals in question 2.

Tips

- Advise students to use the reading time to try and work out in Question 1 which part of speech is required to complete the questions . For example In Question 1 (a) *Il va souvent aux...* needs to be followed by a place.
- In Question 2 they should take time to work out the meaning of the individual statements.

Section B

Questions 3, 4, 5 ,8 and 10 (and also 2). These questions require students to pick out key points and some details, both information and opinions by choosing from a given range.

Tips

- Advise students to listen to the whole and not just to hone in on individual items of vocabulary.
- They should listen for the use of negation, time indicators and tenses, qualifiers, the use of the comparative, positive and negative opinions.

Questions 6, 7 and 9 require students to respond to questions in English.

Tips

- Advise students to use the reading time available to think carefully about the questions asked. For example, in Q 6 (a) *When does the school year start and end in New Caledonia?* two dates or months are required for the answer.
- Advise students to read the questions carefully and to check the number of marks available.
- Whilst the required answers are not long, students should ensure they give precise or complete answers to the questions, for example in Q6(a) *fin février* is the end of February not simply February. On the other hand, too much information given can sometimes negate the given response.

Throughout the paper knowledge of the vocabulary listed in the specification (Foundation and Higher) is essential. The question title e.g. 'School rules and student rights', provides an important clue. P