



Examiners' Report Principal Examiner Feedback

November 2020

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

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Introduction

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

Candidates 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 set in the target language

Question 1

Candidates were asked to identify key points and details on the topic of work. Candidates had to complete five sentences in the target language choosing from the 12 words given in the box. The most frequent correct answers were in parts (a), (b), (d) and (e). In part (c) less successful candidates did not understand the use of the future tense in *Mon père travaille pour une organisation qui aide les vieux, je vais y travailler bénévolement* and to match it with the correct answer *des vieux*. In part (e), less successful candidates did not recognise the use of negation in *je ne suis pas timide et j'ai beaucoup de patience* and gave the incorrect answer *timide*.

Question 2

Candidates were asked to identify the opinions of the speaker on the attitude of his classmates to school. Candidates had to complete five sentences in French with the correct name from a given list of four. Incorrect answers for different parts of the question were random with less successful candidates failing to understand the statements in the question or to correctly match what was said to the paraphrased sentence. The most common incorrect answers were in (b) with some candidates failing to recognise the use of tenses (imperfect and present) and the meaning of *il veut* in *L'année dernière Olivier ne travaillait pas en classe mais cette année il veut de bonnes notes, donc il fait beaucoup d'efforts et travaille dur*. In part (e) some candidates did not match, *il a les meilleures notes de toute la classe* with *a toujours de bonnes notes* in the question. The most common incorrect answer for part (e) was *Olivier*, this would indicate that some candidates honed in individual words when selecting their answer, *ie de bonnes notes* rather than listening to the whole.

Question 3

Candidates were asked to identify key points in a factual extract on the holiday preferences of the French. There were four multiple choice questions in English. The most frequently correct answers were parts (i), (ii) and (iii). In part (iv) some candidates did not pick up on the *surtout* in *Pour les Français, les vacances sont faites pour faire des activités sportives, dormir, découvrir d'autres régions. mais surtout pour passer du temps en famille*.

Question 4

Candidates had to listen to a factual extract on the Roland Garros tennis tournament. They were asked to select three correct statements from a given list of seven. Successful candidates were able to recognise the key points and eliminate incorrect statements. Less successful candidates confused correct statements with a random range of incorrect statements (A, F and G) based on the recognition of single lexical items rather than listening to the whole extract, for example incorrectly ticking answer A, from hearing the word mai in *Le tournoi se passe dans les deux dernières semaines de mai*. F was another common incorrect answer again based on the recognition of bars and restaurants even though the extract says *avec ses bars et restaurants chers*. Some candidates did not recognise the use of negation in *On ne vend pas de tickets à l'entrée* and incorrectly ticked G.

Question 5

Candidates were asked to identify key points and details of someone talking about learning languages. There were three multiple choice questions. The most frequent correct answers were part (i) C accent and (ii) B, answer emails and phone calls. In part (iii) less successful candidates did not recognise *C'est au travail que j'ai compris que parler des langues est essentiel*.

Question 6

Candidates were asked to identify the key points and some details about the speaker's experience of school. Candidates had to answer four open ended questions in English worth five marks. The most common correct answers were parts (a) and (b) with a majority of candidates gaining two mark. In part (c) several candidates did not recognise the word *le harcèlement* and gave incorrect answers based on experience rather than what was heard with answers such as, not to accept failure/ never to give up/ not accept discrimination/ not accept hatred/ not be to be distracted by others/not to copy. In part (d), *côté* was misheard by some candidates as *écouter* leading to answers such as he didn't listen in class, he didn't listen to others. Other incorrect answers for this part of the question were based on experience rather than understanding what was said, with answers such as inquisitive/hard working/lazy/disobedient/responsible.

Question 7

Candidates were asked to identify key points and details about the speaker's interest in music. Candidates had to answer five open-ended questions in English, worth five marks. The most commonly correct answers were in parts (a) to (d). Where candidates did not score in some parts, their answers indicated that they honed in on single lexical items rather than listening to the whole, for example in part (a) some less successful candidates upon hearing *je voudrais jouer avec d'autres musiciens*, gave the incorrect answer, she wants to be a musician. In part (b) again failing to listen to the whole, cost some candidates marks, many gave the incorrect answer, the progress she made, failing to hear *mais ce qui est le plus génial pour moi, ce sont les spectacles qu'on donne*. In part (d) some candidates misinterpreted *ville* as *village*. In part (e) (celebrate the traditional music of the

area/region), incorrect answers often omitted the reference to the area/region, several made reference to playing classical music.

Question 8

Candidates were asked to identify key points, details and opinions on mobile phones. There were six multiple choice questions and the question was broken into two parts, part (a) and part (b) each with three questions and three marks each. The most frequently correct answers were 8(a) (i), 8(a) (iii) and 8(b) (i) and (ii). In 8(a) (ii), less successful candidates were not able to link *j'arrête mon portable* with answer B, turns off his phone. In 8(b) (iii), less successful candidates gave incorrect answers such C at nighttime and D, when doing homework, misunderstanding *Ils me permettent de l'avoir pendant la nuit et quand je fais mes devoirs*.

Question 9

Candidates were asked to identify key points and details from an extract on helping refugees in France. Part (a) was a factual extract, part (b) someone talking about their personal experience of working in a centre for refugees. Candidates had to answer open-ended questions in English. The question was divided into two parts, part (a), with three questions worth four marks and part (b), with five questions worth six marks. The most frequent correct answers were 9 (a)(i), 9(a) (ii), 9(a) (iii), 9(b) (iii), (iv) and (v). In part (a) some candidates in (ii) did not recognise *les réfugiés viennent du monde entier* and gave incorrect answers such as war torn countries/ third world countries/ came from Benevole (from *beaucoup de Français se font bénévoles*). In part (b) (i) *ils cuisinent aussi les repas* was recognised by a majority of candidates but less successful candidates missed the reference to *pays* in *tous les jours c'est un plat d'un pays différent* and wrote incorrect answers such as, they eat different food, they like different food. In 9 (b) (ii) a majority of candidates did not recognise or understand the word *exposition* in *j'ai organisé une exposition de dessins* and gave answers such as, he organised an expedition, he organised an expedition to an art gallery, he organised a trip. In part (iv) there were some incomplete answers, with answers such as, he didn't understand why they left, with no reference to their country (from *je ne comprenais pas trop pourquoi ils quittaient leur pays*).

Question 10

Candidates were asked to identify key points and opinions on local area. There were two parts to the question, 10 (i) and 10 (ii), each with a different speaker and each was worth two marks. Candidates had to tick two statements from a given list of five. In 10(i), the most frequent correct answer was C. The most common incorrect answer was A, she likes knowing everyone, a misunderstanding of *Ici, tout le monde se connaît, ce qui n'est pas toujours quelque chose de positif*. In part 10(ii), a majority of candidates successfully identified the two correct answers B and D. Common incorrect answers were A, public transport is quick and easy and E there is no traffic in the town centre, some candidates failing to understand *On peut y aller en bus mais ça prend des heures à cause de la circulation*.

Summary and advice to centres

- Section A Questions 1 and 2 are set in the target language and require candidates to complete sentences in Question 1 and to identify the views of named individuals in question.
- Advise v 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) Quand elle était petite, elle voulait travailler avec needs to be followed by noun.
- 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 candidates to pick out key points and some details, both information and opinions by choosing from a given range.
- Advise candidates 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 candidates to respond to questions in English.

- Advise candidates to use the reading time available to think carefully about the questions asked.
- Advise candidates to read the questions carefully and to check the number of marks available.
- Whilst the required answers are not long, candidates should ensure they give precise or complete answers to the questions, for example in Q9(b) (i) every day they have food from a different country. 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. 'Helping refugees', provides an important clue for candidates on the content of the extract. Advise candidates to use the reading time available to think about the question title and the key words they are likely to hear.

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