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Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In French (1FR0 1H)

Paper 1H Listening and understanding in French

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1FR0 GCSE FRENCH LISTENING TEST SUMMER 2022 HIGHER LEVEL

The unit 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.

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

QUESTION 1

Candidates were asked to identify key points and details about the speaker's pastimes. Candidates had to complete five sentences in the target language. They had to select five answers from a given list of 11. The most common correct answers were in part (c), *documentaires* and in part (d), *piano*. In part (a), the phrase *Eric lit* was obviously not understood by many candidates and the most common incorrect answer was judo followed by karate as an incorrect answer for (b). In (e), less successful candidates failed to recognise the past tense and time indicator in *Hier, je suis allé au cinéma avec mes parents*. The most common incorrect answer for (e), was *cinéma*. Less successful candidates obviously did not fully understand the five sentences in the question and many showed little grammatical awareness, choosing random answers e.g. in (c), *Il aime regarder les piano*, in (d), *à l'avenir, il va apprendre le documentaires*.

QUESTION 2

Candidates were asked to identify the opinions of a group of friends on eating in restaurants. Candidates had to complete five sentences with the correct name from a given list of four. The most common correct answers were (a), Khalida and (c), Thomas. In parts (d), and (e), less successful candidates confused Khalida and Abdul, failing to recognise the use of the future time indicator, *pour son prochain anniversaire* in reference to Khalida and match it with (d) *va fêter son anniversaire au restaurant*. In part (e), they also failed to match, *Abdul pense que les repas au restaurant coûtent trop d'argent* with *pensent que les restaurants sont trop chers*. Incorrect answers for the other 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 questions

QUESTION 3

Candidates were asked to identify key points in an extract of someone speaking about their school. There were four multiple choice questions. The most frequent correct answers were parts (i) and (ii). In part (iii), less successful candidates confused the correct answer C, IT, with answer A, maths, failing to pick up on the use of the immediate future and the reference to *le lycée*, in *Au lycée, je vais étudier l'informatique*. In part (iv), less successful candidates confused the correct answer A, long school day with the incorrect answer C, exams, failing possibly to miss the use of the negative or understand the word *inquiet* in the phrase *je ne suis pas inquiet pour mes examens*.

QUESTION 4

Candidates were asked to identify the key points made by someone speaking about working abroad. They were asked to select three correct statements from a given list of seven. Successful candidates were able to recognise the use of the negative, tenses and time indicators to eliminate incorrect answers. The most common correct answers were D, He found his job difficult at first, followed by B, He works in the tourist industry. The most common incorrect answers given were C, He speaks several languages, where candidates failed to recognise *Je ne parle pas chinois, et je ne suis pas fort en langues*, F, He wants to work in Spain, where candidates missed the use of the perfect tense and the time indicator, in *Avant, j'ai travaillé deux ans en Espagne*, and E, where *je vois souvent mes parents* was often not understood.

QUESTION 5

Candidates were asked to identify key points and details of someone talking about environmental issues. There were three multiple choice questions. The most frequent correct answers were part (ii), D, tram, and in part (iii), A, buy less food, although the most common incorrect answer to part (iii) was B, recycle more. In part (i), less successful candidates failed to recognise, *Pour moi, le pire ce sont les inondations* and match it with the correct answer C, flooding, the most common incorrect answers were B, traffic or D, sea pollution.

QUESTION 6

Candidates were asked to identify the key points and some details about the speaker's views of living in the countryside. Candidates had to answer open ended questions in English. The extract was divided into two parts, (a) and (b). In part (a), candidates answered three questions worth one mark each and in part (b), two questions worth one mark each. The most frequent correct answers were part (a,) (iii) and part B, (i) and (ii). In part (a) (i), less successful candidates failed to hear or recognise the qualifier in *les familles avec jeunes enfants* and gave incomplete answers such as with children rather than with young children. In part (a) (ii) less successful candidates failed to recognise the verb *sortir* and the use of the comparative in *j'aimerais bien pouvoir sortir plus avec mes amis* and gave incorrect answers such as play more with his friends, go to the countryside with his friends. In part (a) (iii), some candidates wrote incorrect answers such as the town is quieter. In part (b) (i), less successful candidates failed to express what they heard in English, often rendering *Il peut travailler à la maison* as he does jobs around the house. In part (b) (ii), some candidates failed to distinguish between the past and the future tense in *Avant, elle travaillait dans un hôtel en ville* and *Elle va vendre les légumes ... au marché*, and this led to incorrect answers such as work in a hotel.

QUESTION 7

Candidates were asked to identify the key points and some details about the speaker's experience of working for the Emmaüs charity shops. Candidates had to answer open ended questions in English. The extract was divided into two parts, (a) and (b). In part (a), candidates answered three questions worth one mark each and in part (b), two questions worth one mark each. The most frequent correct answers were part (a) (iii) and part (b) (ii). In part (a) (i), less successful candidates missed the qualifier in *toutes les villes en France* and gave imprecise answers such as in (some) towns/villages, all around the town, in big cities. In part (a) (ii), less successful candidates did not recognise or understand *les gens qui n'ont pas de logement*, common incorrect answers were, poor people/ people in need, the word *gens* was confused by some candidates with *jeunes* and incorrect answers such as poor young people, young homeless people were common. In part (a) (iii), incorrect answers such as cleans the shop, lots of celebrities come in the shop (from *les magasins sont célèbres*) were common. In part b (i), there was a choice of three alternative answers, she washes the clothes and she sorts the clothes were the most common correct answers, the third alternative, she works on the till was less common. Incorrect answers were based more on experience than what was actually heard and common incorrect answers included, she hangs up the clothes, she helps the customers. Some answers lacked precision such as she works /helps with/ tidies the clothes. In part b(ii), there was also a choice of answers and both were common. The reference to her colleagues being like a big family was understood by many but less successful candidates honed in on the word family and then created answers around it such as she works for her parents /family, she earns money for her family, she helps families/ she helps big families. Where there is more than one choice of answer, the answers of less successful candidates are often characterised by picking up elements of both and then putting them together to give incorrect answers such as the families she works with are incredible/fantastic, her family are incredible.

QUESTION 8

Candidates were asked to identify key points, details and opinions given by two speakers on their chosen careers. There were six multiple choice questions and the question was broken into two parts, part (a) and part (b), each with three questions. In part (a), the most common correct answers were questions (i) and (iii), incorrect answers to these questions were random. In part (a) (ii,) less successful candidates failed to recognise or understand *J'ai passé deux ans dans un lycée professionnel, la moitié du temps j'étais en stage en entreprise* and match it with answer D, studied and did work experience. The most common incorrect choice was C, trained as a master baker. In part (b), the most commonly correct answers were in parts (i) and (iii). In part (b) (ii) less successful candidates failed to pick up on the use of the superlative *in le plus agréable, c'est que je visite beaucoup de pays*. Many incorrect answers honed in on the word *argent* in *on peut gagner beaucoup d'argent* and opted for the incorrect answer C, the money.

QUESTION 9

Candidates were asked to identify key points and details from a text on boarding at a French school. Candidates had to answer open-ended questions in English. The question was divided in to two parts, part (a), with four questions worth five marks and part (b), three

questions worth five marks. The most frequent correct answers were part 9(a), (iii) and part 9(b), (ii) and (iii). In 9a(i), the most common correct answer was because she chose it. Less successful candidates did not recognise the word *internat* and interpreted it as either internet or international and gave incorrect answers such as because she has no internet at home or because it is an international school. Many candidates failed to distinguish between *Normalement, les élèves restent à l'internat parce qu'ils habitent loin du collège* and *Moi, par contre, j'habite près du collège*, and gave the incorrect answer because she lives far from school. In part (a) (ii), there were two possible answers, because she didn't/couldn't work/wasn't working at home was the most common correct answer. The alternative answer, because she is afraid of having to/doesn't want to repeat/redo the year was often rendered as because she has to repeat/redo the year, because she is repeating/redoing the year, less successful candidates failing to understand *j'avais peur de devoir redoubler*. In 9 (a) (iv), there was a choice of two answers from three, *On n'a pas de vie privée* was not well known, in the second possible answer, the word *propre*, in *Chez moi, j'ai ma propre chambre et ça me manque* confused less successful candidates who interpreted it as clean and gave incorrect answers such as her room is not clean, she has to clean her room. Many candidates failed to recognise correctly the third alternative, all the days are the same. Many answers in part (a) were based on guess work rather than on what was actually heard, with answers such as in (ii), she doesn't get on with her parents, her parents work late and (iv), she misses her parents. In part 9b(i), less successful candidates failed to understand *Je peux utiliser un ordinateur ; à la maison, je devais partager avec ma soeur* and gave incorrect answers such as her sister helps her, she talks to her sister on the computer. In 9 (b), (iii), the most common correct answer was to be independent, the alternative correct answer to get on with other was less common.

QUESTION 10

Candidates were asked to identify key points and opinions of two speakers on relationships with parents. There were two parts to the question, 10 (i) and 10 (ii), each with a different speaker and each 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. For D, the most common incorrect answer was B, Her brother has more freedom than her, where candidates failed to understand the two sentences, *Je ne peux pas sortir en semaine* and *Pour mon frère c'est encore pire*. In part 10 (ii), less successful candidates were confused by the various references to all the options and incorrect answers were random.

SUMMARY AND ADVICE TO CENTRES

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

Questions 1 and 2 These are set in the target language and required candidates to complete sentences in Question 1 and to identify the views of named individuals in Question 2.

Tips

Advise candidates to use the reading time to try and work out in Question 1 what part of speech is required to complete the sentences. For example, In Question 1 (e), *Récemment, il est sorti avec ses ...* needs to be followed by reference to people. In Question 2 candidates 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 required candidates to pick out key points and some details both of information and opinions by choosing from a given range.

Tips

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 required candidates to respond to questions in English.

Tips

Advise candidates to use the reading time available to think carefully about the questions asked, 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 Q6(a), young children not simply children. On the other hand, too much information given can sometimes negate the given response, particularly where there are alternative answers and candidates take elements of each one to create an incorrect answer, e.g. in Q7 part (b), (ii), she helps incredible families or where candidates add details that are not heard, e.g. in Question 6, part (a), (ii), go with his friends to the countryside.

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

