Examiners' Report/
Principal Examiner Feedback

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

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GCSE French
Unit1 Listening and Understanding in French
Examiner Report

Paper 1F Foundation Tier

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 challenging for weaker candidates.

The questions which require the recognition of single lexical items (questions 1 and 9) or short phrases (questions 2 and 6) were well done, although individual items of vocabulary caused problems. The vocabulary for question 1 was generally well known and the majority of candidates scored full marks giving them a confident start to the paper. Part (ii) *'le dessin'* was marginally the least well known item of vocabulary. The vocabulary in question 9, was also well known, although in part (iii) *'des baskets'* was not known by some candidates, many incorrectly ticked answer E for this (pencil case).

Question 2 was also accessible to the majority of candidates, although in part (iii) *'Je joue de la batterie'* was not known by 65% of candidates, the most common incorrect answer was B (badminton'). In Question 6 part (ii) *'Je préfère les jeux télévisés'* was the least well known. Thorough knowledge of core vocabulary is vital for success in these questions.

Question 5, targeted at grade E, was generally well done by candidates of this level and above. It required careful listening and the ability to recognise likes from dislikes. The most common incorrect answer was A, *'camping'* even though the speaker says says, *'J'ai horreur de ça'*. This choice of answer was possibly based on expectation and personal experience rather than understanding of the extract. The least recognised item of vocabulary and the answer, most commonly missed, was H, *'aller à l'étranger'*.

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 (questions 3, 4, 7 and 8), weaker candidates found these more challenging. 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.

Question 8 proved the most accessible with many candidates scoring 2 or 3 of the possible 4 marks. Parts (iii) and (iv) proved marginally more accessible than parts (i) and (ii), but the vocabulary seemed generally well known and candidates were obviously trained to distinguish preferences. Question 3 was a multiple choice question and was well done by the better candidates. Part (iii) was the most accessible answer, but part (ii) proved

surprisingly difficult, with candidates unable to understand *'Je choisis toujours le bleu, pour changer je vais prendre le violet'*, despite the clear choice stated at the end of the sentence. Part (iv) proved the hardest question with only the best candidates choosing the correct answer (b) *the book department*, from *'La librairie est à côté du restaurant?'*.

Questions 4 and 7 were targeted at grade C and proved the most challenging. In question 4 answer B was the most common incorrect answer, with candidates failing to distinguish between answers A and B when hearing, 'J'ai joué à des jeux sur *mon ipod et on a écouté de la musique à la radio'*. Many candidates failed to recognise the use of the negative in sentences such as, *'Ma soeur n'était pas malade'*, and *'il n'y avait pas de disputes'* and the incorrect answers F, *(His brothers argued all the way)*, and G, *(His sister was sick)* were very common.

Question 7 required the recognition of paraphrasing and many candidates failed to make the connection, for example, from, in part (iv) *'visiter beaucoup de pays'* to answer B , *travel.* Again there was evidence of candidates basing their choices on the recognition of single lexical items, in part (ii) upon hearing, *'J'aime être en plein air, je voudrais donner des cours de ski'* many candidates ticked answer C, be a sporting champion. Again, candidates should be reminded to listen to the whole extract and trained to recognise paraphrasing.

Question 10 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. Unfortunately, there were some candidates who answered in French (which scores no marks). Generally there were fewer blanks. Part (i) was generally well answered but many candidates failed to recognise the word, *château,* and incorrect answers included museum, beach, village, town hall and church. Part (ii) required the recognition of a time (8.30, and again, incorrect answers indicated random guessing rather than any understanding with answers such as 15h, 8.10, 8.20 am, 1 pm 12 o'clock and 14h). Part (iii) was the most accessible with the word *'pique-nique'* being easily recognisable albeit it not so easy to spell, however, a wide variety of spellings was accepted. The other choices for this part of the question (*manteau/blouson*) were rarely seen*.* In part (iv) *'parc d'attraction*s' was known by better candidates and again many incorrect answers bore no relationship to what was heard and demonstrated imagination and personal experience rather than understanding of the extract with answers such as museum/shops/town/swimming pool /monuments etc.

Candidates should be reminded to write answers that clearly express what they intend, 'attractions park' was a common incorrect answer as it does not convey clearly in English the correct meaning.

As always 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
- applying logic

Grade Boundaries

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