Examiners' Report/
Principal Examiner Feedback

Summer 2015

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

GCSE French
Unit 1: Listening and Understanding in French
Examiners' 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 daunting for weaker candidates.

The questions which require the recognition of single lexical items (Q1 and Q9) or short phrases (Q2 and Q6) were well done, although individual items of vocabulary caused problems. The vocabulary for Q1 was generally well known and the majority of candidates scored full marks giving them a confident start to the paper, part (iv) *'la patinoire'* was marginally the least well known item of vocabulary. The vocabulary in Q9, was surprisingly less well known, the most commonly correct answers was for part (iv) *'pompier'* but parts (i)-(iii) proved difficult for many candidates. The vocabulary targeted for this question is in the minimum core vocabulary. Q2 was also accessible to the majority of candidates, although in part (ii) *'Il faut du dentifrice'* was not known by some candidates. In Q6 part (ii) *'Je me couche tôt'* was the least well known. Thorough knowledge of core vocabulary is vital for success in these questions and teachers should ensure they consult the minimum core vocabulary and do not rely solely on vocabulary listed in a textbook.

Q5, targeted at grade E, was generally well done by candidates of this level and above. Answers B and I were the most accessible and answer C was the least well done, with many candidates failing to recognise *'Je télécharge aussi de la musique '*. The most common incorrect answer was E *'on sweets'* with candidates presumably failing to recognise the negation in *'je n'achète pas de bonbons'*

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 (Q3, Q4, Q7 and Q8), weaker candidates found these more daunting. They required careful listening on 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. Q8 proved the most accessible with many candidates scoring 2 or 3 of the possible 4 marks, the vocabulary seemed generally well known. Part (iii) proved the least accessible, with many candidates incorrectly matching, *'Ma soeur n'aime pas faire d'activités ou rester au soleil, elle passe son temps dans l'eau'*, with answer A, *being in the sun*, instead of the correct answer F, *being in the water*. Q3 was a multiple choice question and was well done by the better

candidates, part (i), followed by part (iv) was the most accessible part of the question. Parts (ii) and (iii) proved the most difficult. In this type of question candidates do have to listen carefully to the whole of each sentence and to look out for key indicators e.g. in part (ii) '*A midi mes collègues mangent au restaurant ou au centre, moi je rentre chez moi.'*

Questions 4 and 7 were targeted at grade C and proved the most challenging. In Q4 many candidates failed to recognise common expressions to denote likes and dislikes e.g. in dislikes the most common incorrect answer was A which related to,*'mais il est plus petit que mon vieux portable ce qui est bien*' in the extract. Answer E (the price) was also quite common as a dislike, presumably because weaker candidateshoned in on the, '*c'est cher',* in the sentence, '*Je ne sais pas si c'est cher parce que ce sont mes parents qui paient*'. There were some candidates who wrote an answer in the blocked out box for this question and gave three dislikes instead of two. This meant that overall they had five answers rather than the required four as stated in the rubric. Q7 required candidates to distinguish between the various speakers, recognition of negation and key vocabulary was necessary. Parts (ii) and (iv) were the most accessible. Again there was evidence of candidates basing their choices on the recognition of single lexical items, in part (i) upon hearing *le week-end* for the first time when Mareva says, '*Je ne rentre jamais tard même pas le week-end'*, many candidates incorrectly ticked Mareva without waiting to hear Vincent who says, '*Mes parents me laissent sortir mais seulement le week-end.'* The most common incorrect answer for part (iii) *I don't come home late* was Vincent who actually says *Je rentre tard*. Again, candidates should be reminded to listen to the whole phrase/section*.*

Q10 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. Part (a) was generally well answered with many candidates successfully identifying 17, although incorrect answers included 12, 15, 16, 18 20, and 27 and obviously answers such as 10 or 7. Part (c) was the most accessible, '*on va à un cours de danse',* being easily recognisable, *they go dancing* was accepted as a correct answer.   Where candidates did not score on this question it is because they went too far from the original and wrote answers such as *they go to a dance/ they go to a club.* Parts (b) and (d) proved to be hard for all but the better candidates. In part (b) candidates had to recognise one point from two, '*Je l'aime parce qu'elle m'écoute et on aime les mêmes choses'* whilst more able candidates were able to do this weaker candidates often resorted to using their own experience with answers such as, *she is kind/ she is funny/ she is a good friend/ she is always there for her,* none of which were actually mentioned in the extract. Weaker candidates who did try and use what they heard, often misheard the sounds and for some *choses* became *cheveux* and gave rise to answers such as they *have the same hair*. Some tried to match the French sound in to an English word and in many answers '*choses* 'was rendered as *shoes* with answers such as, *they like shoes.* In part (d) again incorrect answers

bore no relationship to what was heard and demonstrated imagination and personal experience rather than understanding of what was heard, *le seul problème c'est qu'elle est trop bavarde, elle parle tout le temps*, incorrect answers included *she's boring/ she's annoying/ she gets into trouble* etc. Some candidates heard *bavarde* as *en retard* and gave answers such as *she is always late.* The most commonly incorrect answer was *she is very loud/very noisy*, which again is moving too far from what was originally heard. Candidates should be reminded to write answers that clearly express what they intend.

As always the performance of better candidates was characterised by:

- careful reading of the questions
- sound knowledge of core vocabulary
- listening to the whole passage 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

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx