GCSE
FRENCH

8658/LF Listening Foundation tier
Report on the Examination

8658
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General Comments

The paper proved to be reasonably accessible for the vast majority of students. Many were able to gain some marks for each question, regardless of the question type. It was pleasing that only very few students wrote their answers in the wrong language in section B. In a minority of papers, students left many blanks, including in multiple-choice questions. Students should always be encouraged to attempt such questions. In some cases, basic items of vocabulary were not well known by students; negative expressions also proved challenging for some.

Teachers should remind students to maximise the 5 minutes' reading time by:

- reading all the questions carefully, particularly those in Section B;
- looking at the examples given, as these point out the level of detail required;
- highlighting or underlining key words which have been highlighted in the rubrics/questions;
- identifying the questions which have two parts (e.g. 10.1 and 10.2);
- signposting Section B as it requires answers in French.

Finally, in some cases, answers were difficult to decipher. Students must make sure that they make their final answer clear to the examiners, by writing legibly and using the spaces provided. If students change their minds about an answer, the final choice must be clearly signalled to the marker and be placed as near as possible to the appropriate space.

Section A

Questions 1 – 4

These questions were completed fairly well. Question 01 attracted the most correct answers (89%). Question 03 caused the most problems (49.6% correct), with confusion over the meaning of *glace* leading some students to select A as their answer.

Questions 5 – 10

There were variations in performance in this section, with the most successfully answered question being question 05 (68% correct) and the least successfully answered question 08 (only 5% correct). *Randonnée* in question 07 and *parc d'attractions* in question 09 did not appear to be well known. Answers to questions 09 and 10 which lacked precision were not credited. For instance, "it is cheaper" was too vague an answer for question 09; similarly, "she was tired so she is staying in" was not precise enough for question 10. It was pleasing to notice that most students had put an answer down to most questions; very few left gaps in this section.

Questions 11 – 14

This section was accessible to most students, especially question 12 which was the best answered (89.4% correct). In question 11, *examens* was well recognised, but the reference to *difficiles* was often dismissed, thus leading to incorrect answers. The use of *désagréables* in question 14 was not well known. Some students may have misread the rubric where the word positive was highlighted.

Questions 15 – 18

This overlap section proved to be rather challenging at this tier, particularly questions 15 and 17. In question 15, many students based their answers on *cinq ans* and therefore incorrectly chose option A. Similarly, in question 17, the most popular answer was C, suggesting that the sentence *'qui a écrit un article'* had distracted students. Students should be reminded to listen to the whole utterance before making a judgement, especially in multiple choice questions.

Questions 19 – 21

This section proved challenging, particularly questions 20 and 21. Although the main issue stemmed from the phrase *sans limite,* the lexical item *texto* was not commonly known. In question 21, *un jeu* was also not widely recognised. In some cases, the additional details in students' answers made the key idea ambiguous. Such answers were rejected. Students should be reminded to avoid offering alternatives or additional information in their answers.

Question 22

In this section, almost all students gained at least one mark (98.3%), with only a few (11%) gaining all three marks on offer. Options D and F were often chosen correctly by students. The use of *matin* distracted a sizeable proportion of students who chose option B incorrectly, instead of C.

Questions 23 – 24

Question 23 caused severe difficulties for many and was the least well-answered question of this paper (less than 2% of students scored). The lexical item *pourboire* was not known and the sentence *'certains clients ne me donnent rien'* was misinterpreted by many. This led to many answers suggesting that she was not getting well paid as a waitress or that the clients were not nice to her. In question 24, the advantage of being a vet was often identified correctly. Very few students understood the word *propriétaire* and therefore missed out on the disadvantage of the job.

Question 25

This was an overlap question which sought to identify the relationship between three time frames. There was evidence that a majority of students knew the key vocabulary (*déchets* and *espaces verts*) tested. However, answers were often written in the wrong place, suggesting that students had not identified the time indicators (*avant*, *c'étaient*, *l'avenir*). 'Recycling glass' was a common wrong answer in a number of papers, due to the confusion between *verts* and *verre.* Over 85% of students failed to score on this question.

Questions 26 – 28

This section was a pleasing end to Section A. The specification topic of *My studies* is one which students handle well. In question 28, however, only a quarter of candidates gained a mark. Those who disregarded the phrase *C'est mieux que* missed out on the key idea and incorrectly chose option C as the answer.

Section B

Questions 29 – 32

All questions within this first section of Section B were answered well, with the only challenging item being question 31 (36.2% correct). Those who singled out the lexical items *fille* and *parents* incorrectly picked option C as their answer.

Questions 33 – 34

As expected, students found this section challenging. It was nevertheless pleasing to see that many students attempted the questions. The mark scheme for this section allowed for a range of approximate spellings, in accordance with the general principles for marking. This enabled students to gain a mark despite minor spelling mistakes. Answers which created an ambiguity were not credited. This was often the case when students attempted to transcribe what they had heard (e.g. *marier ou pas* or using *ici* for *aussi*).

Both questions 33.1 and 34 produced similar outcomes (10% correct). Question 33.2 proved to be extremely demanding (only 2.5% correct), suggesting that *amour* was not a very well-known lexical item for most students at this tier. In a minority of cases, it was clear that students had not realised that questions 33.1 and 33.2 were based on one recorded item. This is an aspect of exam technique in terms of making use of the reading time to identify questions with more than one part from a single recorded item (indicated by .1, .2 etc).

Question 35

This question was a positive end to the question paper with a majority of students (56.8%) gaining the mark. Those who incorrectly picked C as the answer had not identified the use of the future tense in the last sentence.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.