



Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCSE
In French (1FR0) Paper 1H
Listening & Understanding in French



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Introduction

This is the first examination of the revised GCSE and as such there are differences between the new specification and the legacy GCSE. The paper now has 10 questions covering grades 4- 9 and is worth 50 marks, (25% of the overall grade), previously there were 8 questions for grades C to A* worth 40 marks, (20% of the overall grade). The number of open ended tasks in English has increased from one question worth 8 marks to three questions worth 20 marks. Multiple choice questions now also have four options rather than three. There are also two questions in the target language accounting for 10 marks, previously there were no questions in the target language. There are also new topic areas such as the global dimension, voluntary work. Generally candidates were prepared for the new test types and topics but some of the new requirements proved challenging for some candidates and the open ended questions, requiring answers in English, proved daunting for weaker candidates.

Candidates performed well across the paper as a whole and there were some excellent performances. There was evidence of some good listening and exam skills. Many candidates had used the five minutes reading time well (underlining key words in the title, rubric and questions, annotating questions), generally using the time to anticipate what they were about to hear. The questions that were intended to discriminate did so, many candidates understood enough, and felt confident enough, to attempt the whole paper but there were blank answers for the whole or parts of questions 7 and 9 (open ended questions in English). There were some candidates who were unable to cope with the demands of the Higher paper, and the increase in difficulty as they progressed through led some to give up. These candidates would have possibly benefited from taking the Foundation rather than the Higher paper.

Comments on individual questions

Questions 1 -4 are overlap questions found on both the 1F and 1H papers and included the two questions in French. At Higher level, performance on these questions was generally better, but errors made were similar to those on the Foundation level paper (see Foundation level report, Q9, Q11, Q13, Q14).

Q5 was multiple choice and was generally well done by candidates who listened to the whole. Candidates need to be aware that at this level, all choices will be heard and that ticking an answer because they recognise a word will lead them to incorrect answers. In Q5(i) some candidates failed to recognise or understand, *c'est la pêche qui m'intéresse*. Part (ii) required candidates to deduce the answer from, *mais, malheureusement il n'y a pas de trains et le week-end, les bus ne circulent pas*, which linked to answer A, the poor transport system.

Q8 was also multiple choice, parts a(ii), a(iii) and b(iii) proved the more accessible. Again candidates needed to deduce the correct answers from what they heard. In Q8b(i), candidates needed to understand the use of the imperfect and the use of tenses in order to arrive at the correct answer. Understanding of key grammar points such as possessive adjectives is also important and, for example, many candidates missed the implication of *son* in, *Mon père est mécanicien et son travail est stressant*, and incorrectly chose answer B.

Q10 was a new test type and candidates coped well with this question which involved listening to a relatively long extract. In Q10(i), B was the most common correct answer and in Q10(b) it was C. In part (a) the most common incorrect answer was E, despite the fact that she says, *Certains en profitent pour connaître d'autres cultures, pour apprendre de nouveaux sports, mais pas moi*. In Q10(b) the most common incorrect answer was D, candidates failing to recognise the implication of *vivre in fait vivre la vie traditionnelle des villages*.

As always the open-ended questions requiring answers in English were a good discriminator. There were some excellent performances from better candidates on these questions but they proved difficult for weaker candidates. Candidates' responses indicated they had understood the gist of the extract although lack of attention to detail cost candidates marks. Only the better candidates were able to supply the detail and accuracy required at this level. The incline in difficulty was evident, the majority of candidates attempted and scored on Q6, but in Q7 and Q9 there were more blank answers and some candidates failed to score.

Where candidates did not understand the extract, many either looked for single lexical items that might fit the question or came up with answers that weren't in the extract. Some common items of vocabulary were not known or confused with other words.

In Q6 (a) *neige* was confused with *nage* and led to incorrect answers about going swimming. Weaker candidates honed in incorrectly on the single idea of friends and failed to supply the correct answer (not being able to get to school). Q6 (b)(i) and (c) were generally well done. In part (b) (ii), common misconceptions were equating *Sénégal* with the English word *cynical*, leading to answers such as his dad was *cynical*, others thought that his father wanted to send him to *Sénégal*.

Q7 had a familiar topic in an unfamiliar context and this threw some candidates. Lack of attention to detail and lack of precision again cost candidates marks, for example in (b) *jeux vidéos* was often rendered as, electronic devices or electronic toys. In (c) many recognised the reference to local TV but added incorrect details like they put an advert on local TV/ the advertised on local TV. Many thought this was the answer to part (d). The majority of candidates scored on part (e).

In Q9, part (a) proved more demanding than part (b). This could be due to the nature of the extract, a news report/ factual text. The text was also relatively long. Again there were some common confusion of words, many confused *moitié* in part (a)(i) with *matières* and gave answers about reducing the number of subjects studied. In part (a) (iv) *psychologiques* was confused with *écologiques* and gave rise to answers about the environment. Part (b) was more accessible but again vocabulary was not

known or confused with other words. In (b) (ii), *l'année précédente* was confused with *présidente* and led to answers about her being elected class president. For this part of the question there was also a lot of reference to parents, even though this is not mentioned in the extract. *Cela m'a permis de grandir* was only recognised by the better candidates as the second mark in this question. (b) (iii) was generally well done. For this paper, candidates need to:

- carefully read the questions
- be able to understand the questions in French and look for linguistic clues
- recognise familiar language in unfamiliar contexts
- listen to the whole rather than hone in on individual items of vocabulary
- recognise the use of negation
- recognise the use of tenses and time indicators
- pay attention to detail, give full rather than partial answers
- have a sound knowledge of vocabulary
- express themselves clearly and unambiguously when writing in English and relate their answers to what is heard in the extract
- apply logic
- read over and correct their answers

