

GCSE
FRENCH
8652/LF

Paper 1 Listening – Sample assessment material

Item commentary booklet – Foundation tier

SECTION A: Listening comprehension

Question 1

Level of demand: Low (1 mark)

Rationale for item type

This is a straightforward start to the paper with support from the options and familiar topic areas. Students are very familiar with voice messages so will be reassured by the setting of the group of questions. The context is informal with a real audience and covers the topic of identity and relationships with others. The choice of one option from six alternatives is familiar to students.

Content sampled (vocab/grammar)

douze, mai, date, anniversaire

Mark scheme considerations

Students write one letter in the answer box. It is straightforward to mark, as it is either right or wrong. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

A familiar topic has been chosen for the first question, and the option choices are all single words making it even more accessible. The speaker uses limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are several pointers in the utterance to provide support towards the correct answer.

Question 2

Level of demand: Low (1 mark)

Rationale for item type

This is a straightforward start to the paper with support from the options and familiar topic areas. Students are very familiar with voice messages so will be reassured by the setting of the group of questions. The context is informal with a real audience and covers the topic of identity and relationships with others. The choice of one option from five alternatives (one has been used in Question 1) is familiar to students.

Content sampled (vocab/grammar)

élève, classe, seconde

Mark scheme considerations

Students write one letter in the answer box. It is straightforward to mark, as it is either right or wrong. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

A familiar topic has been chosen for this question, and the option choices are all single words making it accessible. The speaker uses limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are several pointers in the utterance to provide support towards the correct answer.

Question 3

Level of demand: Low (1 mark)

Rationale for item type

This is a straightforward start to the paper with support from the options and familiar topic areas. Students are very familiar with voice messages so will be reassured by the setting of the group of questions. The context is informal with a real audience and covers the topic of identity and relationships with others. The choice of one option from four alternatives (two having been used in Questions 1 and 2) is familiar to students.

Content sampled (vocab/grammar)

jouer, instrument, musique, danser

Mark scheme considerations

Students write one letter in the answer box. It is straightforward to mark, as it is either right or wrong. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

A familiar topic has been chosen for this question, and the option choices are all single words making it even more accessible. The speaker uses limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are several pointers in the utterance to provide support towards the correct answer.

Question 4

Level of demand: Low (1 mark)

Rationale for item type

This is a straightforward start to the paper with support from the options and familiar topic areas. Students are very familiar with voice messages so will be reassured by the setting of the group of questions. The context is informal with a real audience and covers the topic of identity and relationships with others. The choice of one option from three alternatives (the other three having been used for Questions 1-3) is familiar to students.

Content sampled (vocab/grammar)

musulman, religion

Mark scheme considerations

Students write one letter in the answer box. It is straightforward to mark, as it is either right or wrong. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

A familiar topic has been chosen for this question, and the option choices are all single words making it even more accessible. The speaker uses limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are several pointers in the utterance to provide support towards the correct answer.

Question 5

Level of demand: Low (2 marks)

Rationale for item type

This is another familiar topic area for students. The context is formal with a real conversation being included. The question type again offers six options, but unlike the previous set of questions, Students here have to choose two options rather than one. This increases the level of demand slightly. It is again a question type which students will have experienced before.

Content sampled (vocab/grammar)

directrice, employé, sympa, petit-déjeuner, dîner, restaurant

Mark scheme considerations

Students write one letter in each of two boxes. The order the letters appear in the boxes does not matter, so there should be no difficulties posed for marking.

Accessibility considerations

Again, this is a familiar topic area which should provide reassurance for students at this early stage of the paper. The option choices for students to select from all contain accessible language, and there is limited complexity of language in the dialogue (as per Subject Content, para. 10 reference including footnote explanation). The dialogue provides several pointers to steer students towards the correct answers.

Question 6

Level of demand: Low (2 marks)

Rationale for item type

This is another familiar topic area for students. The context is formal with a real conversation being included. The question type again offers six options (although students will already have used two of them to answer Question 5) and students have to choose two options rather than one. As per Question 5, this increases the level of demand slightly from Questions 1-4. It is again a question type which students will have experienced before.

Content sampled (vocab/grammar)

chambre, coûter, 30, euros, voir, mer

Mark scheme considerations

Students write one letter in each of two boxes. The order the letters appear in the boxes does not matter, so there should be no difficulties posed for marking.

Accessibility considerations

Again, this is a familiar topic area which should provide reassurance for students at this stage of the paper. The option choices for students to select from all contain accessible language, and there is limited complexity of language in the dialogue (as per Subject Content, para. 10 reference including footnote explanation). The dialogue provides several clues to steer students towards the correct answers.

Question 7

Level of demand: Medium (1 mark)

Rationale for item type

This question is set within the topic of Media and technology and deals with apps, a feature of everyday life for students. This provides a formal context with advertising as the setting. There is a slight increase in demand from questions 5-6 which fits the design principle of a gradual ramping of demand throughout the paper. The question style of one from six is the same as questions 1-4 and the familiarity provides reassurance to the students.

Content sampled (vocab/grammar)

supermarché, courses

Mark scheme considerations

Students write one letter in a box according to the option they have chosen. There is only one correct answer, so marking is straightforward. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

A familiar topic has been chosen for this question, and the option choices are short, using vocabulary from the prescribed list, thus making it even more accessible. The utterance uses limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are several pointers in the utterance to provide support towards the correct answer.

Question 8

Level of demand: Medium (1 mark)

Rationale for item type

This question is set within the topic of Media and technology and deals with apps, a feature of everyday life for students. This provides a formal context with advertising as the setting. There is a

slight increase in demand from questions 5-6 which fits the design principle of a gradual ramping of demand throughout the paper. The question style of one from six options (although students will already have used one of them to answer Question 7) is the same as questions 1-4 and the familiarity provides reassurance to students.

Content sampled (vocab/grammar)

recette, préparer, bon, repas

Mark scheme considerations

Students write one letter in a box according to the option they have chosen. There is only one correct answer, so marking is straightforward. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

A familiar topic has been chosen for this question, and the option choices are short, using vocabulary from the prescribed list. The dialogue uses limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are several pointers in the utterance to provide support towards the correct answer.

Question 9

Level of demand: Medium (1 mark)

Rationale for item type

This question is set within the topic of Media and technology and deals with apps, a feature of everyday life for students. This provides a formal context with advertising as the setting. There is a slight increase in demand from questions 5-6 which fits the design principle of a gradual ramping of demand throughout the paper. The question style of one from six options (although students will already have used two of them to answer Questions 7 and 8) is the same as questions 1-4 and the familiarity provides reassurance to students.

Content sampled (vocab/grammar)

apprendre, langue, étrangère

Mark scheme considerations

Students write one letter in a box according to the option they have chosen. There is only one correct answer, so marking is straightforward. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

A familiar topic has been chosen for this question, and the option choices are all short, using vocabulary from the prescribed list, thus making it even more accessible. The dialogue uses limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are several pointers in the utterance to provide support towards the correct answer.

Question 10

Level of demand: Medium (1 mark)

Rationale for item type

This question is set within the topic of Media and technology and deals with apps, a feature of everyday life for students. This provides a formal context with advertising as the setting. There is a slight increase in demand from questions 5-6 which fits the design principle of a gradual ramping of demand throughout the paper. The question style of one from six options (although students will already have used three of them to answer Question 7-9) is the same as questions 1-4 and the familiarity provides reassurance to the students.

Content sampled (vocab/grammar)

ville, chercher, chemin

Mark scheme considerations

Students write one letter in a box according to the option they have chosen. There is only 1 correct answer, so marking is straightforward. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

A familiar topic has been chosen for this question, and the option choices are all short, using vocabulary from the prescribed list, thus making it even more accessible. The dialogue uses limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are several pointers in the utterance to provide support towards the correct answer.

Question 11 OVERLAP

Level of demand: High (1 mark)

Rationale for item type

This is another familiar question type, this time on the topic of Education and work. The level of demand has increased from all the previous sets of questions in line with the design principle of ramping within a paper. Students are asked to identify whether the opinions they hear are positive, negative or positive and negative. There is a requirement to identify some key details and listen to the whole utterance in order to select the correct answer.

Content sampled (vocab/grammar)

malheureusement, trop, tôt, embêtant, voudrais, plus

Mark scheme considerations

P, N or P+N have to be written in the answer boxes.

Accessibility considerations

There are the same three option choices for all questions in this set, and the instructions are laid out clearly with the option (eg positive) and the associated letter (P) indicated in bold to aid student accessibility. There is limited complexity of language (as per Subject Content, para. 10 reference

including footnote explanation) with the use of some familiar language in relation to this topic area and to express opinions. The utterance for this question contains several prompts to provide support towards the correct answer.

Question 12 OVERLAP

Level of demand: High (1 mark)

Rationale for item type

This is another familiar question type, this time on the topic of Education and work. The level of demand has increased from all the previous sets of questions in line with the design principle of ramping within a paper. Students are asked to identify whether the opinions they hear are positive, negative or positive and negative. There is a requirement to identify some key details and listen to the whole utterance in order to select the correct answer.

Content sampled (vocab/grammar)

chance, disponible, pour + infinitive, aider

Mark scheme considerations

P, N or P+N have to be written in the answer boxes.

Accessibility considerations

There are the same three option choices for all questions in this set, and the instructions are laid out clearly with the option (eg positive) and the associated letter (P) indicated in bold to aid student accessibility. There is limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation) with the use of some familiar language in relation to this topic area and to express opinions. The utterance for this question contains several prompts to provide support towards the correct answer.

Question 13 OVERLAP

Level of demand: High (1 mark)

Rationale for item type

This is another familiar question type, this time on the topic of Education and work. The level of demand has increased from all the previous sets of questions in line with the design principle of ramping within a paper. Students are asked to identify whether the opinions they hear are positive, negative or positive and negative. There is a requirement to identify some key details and listen to the whole utterance in order to select the correct answer.

Content sampled (vocab/grammar)

d'accord, certain, règle, autre, inutile

Mark scheme considerations

P, N or P+N have to be written in the answer boxes.

Accessibility considerations

There are the same three option choices for all questions in this set, and the instructions are laid out clearly with the option (eg positive) and the associated letter (P) indicated in bold to aid student accessibility. There is limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation) with the use of some familiar language in relation to this topic area and to express opinions.

Question 14 OVERLAP

Level of demand: High (1 mark)

Rationale for item type

This is another familiar question type, this time on the topic of Education and work. The level of demand has increased from all the previous questions in line with the design principle of ramping within a paper. Students are asked to identify whether the opinions they hear are positive, negative or positive and negative. There is a requirement to identify some key details and listen to the whole utterance in order to select the correct answer.

Content sampled (vocab/grammar)

salle, classe, parfait, toilettes, toujours, propre

Mark scheme considerations

P, N or P+N have to be written in the answer boxes.

Accessibility considerations

There are the same three option choices for all questions in this set, and the instructions are laid out clearly with the option (eg positive) and the associated letter (P) indicated in bold to aid student accessibility. There is limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation) with the use of some familiar language in relation to this topic area and to express opinions. The utterance for this question contains two prompts to provide support towards the correct answer.

Question 15

Level of demand: Medium (2 marks)

Rationale for item type

This question is set within the topic of Customs, festivals and celebrations with a context students will have heard about and the setting is formal. This is the first verbal task for this tier, strategically positioned in the paper after a series of straightforward multiple-choice questions with an increasing level of demand.

Questions requiring verbal answers often discriminate well between students of different abilities.

Two short verbal answers are required for this question. The question is of lower demand than the previous question to accommodate the design principle of peaks and troughs within a paper. The phrasing of the question has been designed to help gear students to a very short answer as this is a low-demand question.

Content sampled (vocab/grammar)

acheter, voiture, partir, voyage

Mark scheme considerations

Students answer this question with two short verbal answers. The mark scheme indicates that one-word answers will be credited for each detail. The mark scheme also allows for other acceptable alternatives to give clarity for markers and to aid effective standardisation.

Accessibility considerations

The question is phrased in a student-friendly manner to ensure understanding and to direct students towards conveying the key idea as simply as possible in order to be successful at this level of demand.

‘two’ and ‘English’ have been emboldened to provide a clear instruction to students.

The dialogue includes language of limited complexity (as per Subject Content, para. 10 reference including footnote explanation). The vocabulary used is straightforward and allows for students offering alternatives to render the key idea so their answer can be credited.

Question 16

Level of demand: Low (2 marks)

Rationale for item type

This question is set within the same topic as Question 15. Two answers are required, and students have to choose these from a range of four possible options – including some plausible distractors. This is the same style of question as questions 5 and 6 with which students are familiar. The question is of lower demand than the previous question to accommodate the design principle of peaks and troughs within a paper. This also encourages students to continue engaging with the paper.

Content sampled (vocab/grammar)

donner, argent, enfant, changer, maison

Mark scheme considerations

Students choose two options which can be written in any order. A single letter is used to indicate which option has been chosen and this allows for accurate marking.

Accessibility considerations

The option statements use simple and accessible language with all being feasible (though not necessarily correct) answers. The dialogue includes language of limited complexity (as per Subject Content, para. 10 reference including footnote explanation).

Question 17 OVERLAP

Level of demand: High (2 marks)

Rationale for item type

This is the second verbal task for this tier, strategically positioned after Question 16 in order to maintain students' engagement with the paper. This verbal task is of a higher demand than that of the previous set of questions (15 and 16) and should prove to be a good discriminator at this level for this tier. The topic for this question is Travel and tourism including places of interest and is set in the wider French-speaking world. This supports the idea of the global use of the French language.

Content sampled (vocab/grammar)

hiver (recognition), côte, printemps (recognition), défilé

Mark scheme considerations

Short answers are required, and the mark scheme offers other acceptable alternatives to give clarity for markers and to aid effective standardisation.

Accessibility considerations

The language in the prompts matches the transcript closely to provide clear signals to students. 'Answer both parts of the question' and 'English' have been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence. Alternative ways of expressing the key ideas have been considered and added to the mark scheme to ensure all appropriate answers will be credited.

Question 18 OVERLAP

Level of demand: High (2 marks)

Rationale for item type

This third verbal answer question demonstrates an increase in demand from the previous set of questions (questions 15 and 16) supporting the design principle of a steady incline of demand (with peaks and troughs). This verbal task is strategically positioned in the paper, as it comes after a series of questions which should have enabled students at this tier to feel confident. The topic for this question is Travel and tourism including places of interest and is set in the wider French-speaking world. This supports the idea of the global use of the French language.

Content sampled (vocab/grammar)

été (recognition), feu (recognition), détruire, forêt, automne (recognition), nuit (recognition), vent

Mark scheme considerations

Short answers are required, and the mark scheme offers other acceptable alternatives to give clarity for markers and to aid effective standardisation.

Accessibility considerations

The language in the prompts matches the transcript closely to provide clear signals to students.

'Answer both parts of the question' and 'English' have been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully when the recording is produced with clear breaks before each sentence. Alternative ways of expressing the key ideas have been considered and added to the mark scheme to ensure all appropriate answers will be credited.

Question 19 OVERLAP

Level of demand: High (2 marks)

Rationale for item type

This question maintains the same level of demand as that of the previous question and is placed here to re-engage students who might have struggled with the verbal answers of the previous question. Its position supports the 'peaks and troughs' approach of the design principles. As a multiple choice task, it is the most straightforward of question types, but students are still required to listen to the whole dialogue in order to reject the distractors, all of which are plausible. Some simple drawing of conclusions is required in question 19.2 to get to the correct answer. Celebrity culture is a topic with which students will be comfortable and the interview style of dialogue is one with which students are familiar.

Content sampled (vocab/grammar)

regarder, émission, influenceur, donner, idée, faire, vidéo, mettre, en, ligne, succès, ne...jamais, seul, recevoir, menace, il faut, ne...pas, oublier, danger

Mark Scheme considerations

Students are required to write a single letter in each answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The conversation setting splits the question clearly into two parts, and the question in each part clearly signals to students which section of the question to answer (eg 19.1 Dudu became famous after... = Dudu, tu es devenu célèbre comment? / 19.2 ...being famous can be ... = C'est bien d'être célèbre ?). The option statements are short and clear (single words for question 19.2) to allow students to focus on what they are hearing.

'Answer both parts of question 19' has been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence.

Question 20 OVERLAP

Level of demand: High (2 marks)

Rationale for item type

This question maintains the same level of demand as that of the previous question and again supports students who might have struggled with the verbal answer questions. Its position supports the 'peaks and troughs' approach of the design principles. As a multiple choice task, it is the most straightforward of question types, but students are still required to listen to the whole dialogue in order to reject the distractors, all of which are plausible. Some simple drawing of conclusions is required. Celebrity culture is a topic with which students will be comfortable, and the interview style of dialogue is one with which students are familiar. Question 20.2 is designed to test the students' recognition of the relationship between past, present and future tenses.

Content sampled (vocab/grammar)

quitter, université, gagner (meaning of to earn), encore (meaning of yet), beaucoup, apprendre, nouvelle, compétence, avant, maintenant, créer, vêtement, prochain, carrière
Grammar : être (imperfect and periphrastic future), décider (perfect)

Mark scheme considerations

Students are required to write a single letter in each answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The conversation setting splits the question clearly into two parts and each part clearly signals to students which section of the question to answer (eg question 20.1 At the moment, Dudu ... = En ce moment... / 20.2 In the future.. = Et à l'avenir ?) The option statements are short and clear (single words for question 20.2) to allow students to focus on what they are hearing.

'Answer both parts of question 20' has been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence.

Question 21

Level of demand: Low (4 marks)

Rationale for item type

This question has a decrease in the level of demand from the previous set of questions to support the design principle of 'peaks and troughs' in a paper and also to help students finish Section A successfully and confidently before Section B starts. The setting is formal, and the topic of Healthy living and lifestyle is one with which students are familiar. The question type is similar to questions earlier in the paper so students can feel confident in their approach.

Content sampled (vocab/grammar)

heureux, raison, un, deux, trois, quatre, santé, forme, vie, familial, soleil, ciel, bleu, ami

Mark scheme considerations

Students write one letter in each of two boxes for each sub-question. There is only one correct letter for each box so there will be no ambiguity in the marking. More options than are needed to

answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

The option statements are kept short and the language used is straightforward making it simple for students to move easily through them. The language in the questions (Reason 1...) matches the transcript closely to provide clear signals to students that key information will follow. The complexity of language is limited for this level of demand thus making the question accessible to all students. The pauses will be considered carefully when the recording is produced with clear breaks before each phrase of the dialogue. The conversation setting supports the two-part aspect of the question and does not place an undue burden on the students' memory.

SECTION B: Dictation

Level of demand: this task targets low, medium and high across the four sentences.
A range of Sound Symbol Correspondences (SSCs) drawn from the prescribed grammar are tested across the four sentences.

Rationale for item type

Dictation is a required task with a minimum of 20 words, including some words from outside the prescribed vocabulary list.

Content sampled

Sentence 1

This first sentence is testing simple and familiar vocabulary using familiar SSCs (eg 'ai', silent final e, 'a' for instance). This is to build students' confidence.

Sentence 2

The sentence uses a third person singular verb form to allow the sampling of different verb forms in the context of another familiar topic for students. Different SSCs are being tested here such as the silent final consonant for example (eg 'est').

Sentence 3

A different subject pronoun has been used from the previous sentences to allow the sampling of different verb forms. One word has been taken from outside the prescribed vocabulary list (*poulet*). A range of different SSCs are tested here (eg 'un', 'on', 'an', 'ou').

Sentence 4

The sentence uses a second person plural verb form which is different from the previous sentences; this allows sampling of different verb forms. One word from outside the prescribed vocabulary list is included - the word '*chemise*'. The following SSCs are being tested here: 'ez', 'ch'.

Mark scheme considerations

The dictation is assessed for Communication of meaning (AO1) (4 marks) and Transcription and grammatical accuracy (AO3) (4 marks). When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts will be considered as a whole. Detailed guidance is included in the mark scheme to help examiners apply the criteria consistently and accurately.

To exemplify the marking criteria, and to assist examiners in accurate application of the criteria, a range of exemplar student responses has been provided in the mark scheme with marks awarded for each of the assessment objectives and a commentary.

Perfection is **not** required for full marks in either AO1 or AO3. For example, occasional missing accents and minor spelling errors do not preclude a top band mark for AO3. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for AO3.

Accessibility considerations

Each of the four sentences will be read three times in total: fully, in short sections and fully again. The transcript indicates where the short sections are in the sentence.

The format of the question paper provides clarity to students on where to write their responses in that each sentence is listed separately. Students are also reminded to check that what they have written makes sense and that their spelling is accurate.