
GCSE

FRENCH

8658/LF: Listening Foundation
Report on the Examination

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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. In questions requiring responses in English, the answers occasionally lacked precision and/or clarity.

It was pleasing that very few answers were left blank this year. Students should continue to be encouraged to attempt all the questions in the paper, including multiple-choice questions.

In some cases, basic items of vocabulary, including classroom target language, were not well known by students.

Teachers should continue to remind students of the following techniques:

- highlight the title and rubric of each section to help focus on the topic being tested
- identify the questions which have more than one part (eg 10.1 and 10.2)
- note down synonyms and/or words associated with the key words on the paper
- listen to the whole utterance once **before** writing down your answer
- pay particular attention to the words which have been emboldened
- avoid giving alternatives and/or unnecessary additional information
- cross out clearly the answers you do not want to be marked
- write down option letters carefully and legibly
- only write answers which are possible (eg A, B or C in an A B C multiple-choice question).

Questions 1-4

These questions were completed well. Question 2 attracted the most correct answers. Question 1 was not as successful as expected, suggesting that *boulangerie* was not well known. In Question 3, those who did not identify F as the correct answer had not made the link between the words heard (*enfants, école primaire*) and the job listed.

Questions 5-9

There were variations in performance in this section, with the most successfully answered questions being Questions 6 and 8. In Question 6, students were familiar with the vocabulary tested. Those who did not recognise *natation* often confused it with horse riding or holidays. In Question 8, the majority of students successfully conveyed the key idea of watching television as being the reason for lacking sleep, extra details which negated the key idea were disregarded. In Question 7, the verb *fumer* was not commonly known; it was often confused with the English word 'fume' and therefore led to a number of answers such as 'she gets angry'.

Viande in Question 5 did not appear to be well known. There was some confusion over the article *du* which many misunderstood for *deux*, but this was ignored by examiners, thus allowing those who wrote ‘two fish’ to be credited.

Question 9 was the least successful of the section. Some misread the question as relating to future aspirations and careers. Furthermore, the word *mince* was not recognised. Finally, those who had understood the reference to weight did not appear to listen to the whole utterance. This resulted in incorrect answers suggesting that she wanted to lose weight.

Question 10

In this section, almost all students gained at least one mark, with only a few gaining the three marks on offer. Options B and E were often chosen correctly by students. The third option incorrectly chosen by students was F, most likely because of the cognate *chocolat*.

Questions 11-15

This overlap question was done well. Students are familiar with and prepared well for this type of question. Questions 11, 13 and 15 were the most successful in this section. Negatives continue to be an issue for students; for example in Question 12, those who wrote P+N did not identify the negative being used before ‘*Bienvenue!*’. Although Question 13 was done well, *sensass* was not always recognised as a positive adjective. Question 15 proved challenging with a significant proportion of students having chosen P, suggesting that *embêtant* was not commonly known.

Questions 16-18

This section proved challenging, particularly Question 17. Most issues stemmed from the students’ lack of precision in their answers. In Question 16, answers such as ‘different/lots of music’ as an advantage were deemed too vague and therefore not credited. Similarly in Question 17, very few answers referred to unhealthy eating as a disadvantage.

In Question 18, references to the quality of the music were often made and therefore rejected as they did not convey the key idea. There were also issues with regards to students’ examination technique. As indicated in the rubric, students were only required to provide **one** advantage and **one** disadvantage. Some answers could therefore not be credited as alternative answers had been provided (eg ‘it’s expensive and loud’ in Question 16 and ‘the music was bad and loud’ in Question 18 contained two different alternatives and were consequently not awarded any mark in line with the general principles of marking).

Questions 19-21

This section was accessible to most students, especially Question 19 which was the most successfully answered. In Question 20, *photos* and *vidéos* distracted a minority of students who incorrectly picked Option E. The use of *rencontrer* in Question 21 proved to be a challenge for a minority of students.

Questions 22-23

Question 22 caused difficulties for many students at this tier, with Questions 22.2 and 22.3 being the least well-answered questions of this paper.

In Question 22.1, many were able to identify *cultivé* through communication strategies. The utterance *toute sorte de légumes* was misinterpreted by some who wrote ‘sorted the vegetables’; this was not accepted. The lexical item *assiette* in Question 22.2 was not known and resulted in students guessing or not attempting the question. In a small minority of cases, the extra detail ‘recyclable/paper’ used by some in their answers prevented them scoring the mark as this conveyed a different key message to the one heard. In Question 22.3, very few understood the phrase *fermer les fenêtres* and therefore were unable to gain the mark. In Question 23, the majority of students gained the mark.

Question 24

This last question in Section A was universally successfully well answered which was pleasing. The specification topic of *Future plans* is one which students handle well. *Voyager* appeared to be well known to students.

Questions 25-28

This section was a pleasing start to Section B, with the only difficulty being in Question 27, those who focused solely on the phrase ‘*changé les règles*’ incorrectly picked Option C as their answer. Question 26 was done particularly well with two-thirds of students correctly choosing A, thus demonstrating their ability to identify the relationship between three tenses which was pleasing. In Question 28, those who did not pick A as the correct answer may not have identified *sauf*.

Questions 29-32

This section proved more challenging than anticipated and was completed with varying degrees of success. Although the majority of students selected the right option in each of the four questions, a couple of issues were identified. The vocabulary in the grid did not appear to be universally well known, the link between the clues was not heard and the options on offer were not always made by students.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.