



GCSE

FRENCH

8658/LF: Listening Foundation
Report on the Examination

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General comments

The paper proved to be 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 answers in English, answers occasionally lacked clarity.

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

Teachers should continue to remind students of the following tips:

- identify the questions which have more than one part (e.g. 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/letters you do not want to be marked
- write down option letters carefully and neatly
- only write answers which are possible (e.g.: A, B or C in an ABC multiple-choice question)
- check that your answers are written in the correct language.

Questions 1-2

These questions were designed to test basic food items and opinions in order to enable students to start this paper confidently. Both questions were completed well, with the vast majority of students scoring at least one mark for each question.

In Question 1, E was correctly identified by most students. D posed more problems suggesting that *boeuf* and *jambon* were not familiar items of food vocabulary for some students.

In Question 2, A was correctly identified by most students. C was not as successful as expected suggesting that *fraises* and *pommes* were not well known fruit items.

Questions 3-6

There were variations in performances in this section.

Question 3 was done well by the majority of students. Answers with additional information which did not contradict the key idea (e.g., 'wedding dress') were accepted. On the other hand, answers such as 'clothes' or 'clothing' were rejected due to a lack of clarity.

Question 4 was the most successfully answered question in this section. Here students were expected to identify the occasion (i.e., the wedding). As such, references to the wrong person getting married were ignored. It is perhaps nonetheless worth noting that *petite-fille* was not known by the majority of students.

Question 5 was the least successful question of this section. In the first part, 'bad' on its own was a very common answer. Unfortunately, as the key idea was 'quality', students were therefore unable to gain a mark. In the second part, *court* did not appear to be known. This resulted in many incorrect answers which were either guesses or ambiguous.

Question 6 was done well with the vast majority of students scoring at least 1 mark. In the first part, many wrote 'reasonable' on its own as their answer. They were therefore unable to score a mark

as this was not the key idea. In the second part, *bleu*, although not listed in the specification, was very well known by most students.

Questions 7-10

This section was done well, in particular questions 7, 8 and 9. Students were able to identify the key vocabulary and use the clues to make links with the options. It was pleasing to see that question 9, which included two items of vocabulary not listed in the specification (*animaux* and *éléphants*) was the most successful question of this section. On the other hand, question 10 was the least successful. Common incorrect answers were C and D suggesting that basic vocabulary (*il fait chaud, été*) was not known.

Question 11

This section was accessible to most students, especially question 11.2. This was particularly pleasing as question 11.2 included two items of vocabulary not listed in the specification (*payant* and *cause*).

Question 12

In this section, 12.1 and 12.3 achieved the expected outcome. 12.2, on the other hand, was one of the least well-answered questions on this paper. Most were unable to identify the word *aventure* (in the specification) despite the use of clues (*drôle* and 'funny').

In 12.1, those who did not know *commissariat* were able to get to its meaning thanks to the clue 'police'.

In 12.3, some students lost the mark because of the ambiguous rendering of the key idea in English. In exercises such as this, students are only required to lift and translate the key idea. In some cases here, the key idea was no longer clear once it had been rephrased.

Questions 13-17

This overlap question was done well. Students are familiar with this type of question. Questions 14 and 16 were high demand and discriminated well between students. Those who lost the mark in question 16 did not identify the use of the negative before *ennuyeux*. Question 17 was not as successful as expected, surprisingly so given the number of clues on offer (*longs, grosses responsabilités, pression, stress, malsain*). Question 15 proved the most accessible, most likely because of the clues given (*utile, bonne forme, idéal*).

Questions 18-19

This section, which was high demand, proved to be very challenging for many students at this tier.

In Question 18, many students wrote the same key idea twice and could therefore only be awarded one mark overall. In some cases, it was the lack of clarity in the answers which resulted in the loss of the mark. For instance, 'Ibrahim copies Aïcha' was not accepted as this was deemed too vague for this level of demand. Similarly, many did not know the meaning of basic vocabulary such as *cahier* which led to vague answers (e.g. 'Ibrahim uses her things') which were rejected. In most cases at this tier, the second key idea was rarely identified. Very few attempted to make sense of the last utterance (e.g. *Ibrahim dit que c'est moi qui copie*). Many focused instead on the word 'copie' to make up their answers.

Question 19 was the least well-answered question of this paper. As one of the highest demand questions on the paper it was to be expected that only a small proportion of students at this tier would be able to identify the key ideas. Many did not attempt this question. Those who did, often misunderstood the passage and wrote about Félix no longer spending time with his best friend since he had a girlfriend.

Questions 20-21

This last set of questions in Section A was successfully answered with most students gaining at least one mark in each question. The items in both questions 20 and 21 were mostly well identified. The special offer discriminated the most, particularly in question 21. Although *cadeau* was surprisingly unknown to some students, the extra clues *offrons* and *surprise* did not always help access the correct answer.

Questions 22-25

These overlap questions discriminated well at this tier with the most able students selecting the correct options.

Question 22 discriminated the most. The majority of students incorrectly chose option C as the answer. As always with these types of questions, students need to be reminded that every option is indeed plausible. Furthermore, those who only listen to single key words and not whole utterances picked up on *pâtisserie* which did not lead them to the correct answer.

Question 23 was testing the relationship between tenses. It was pleasing to see that the majority were able to differentiate between tenses and access the correct answer.

Question 25 was one of the best-answered question in this section and indeed this paper. The clues given, of which many were cognates, helped students access the correct answer.

Question 26

This last question, which discriminated well at this tier, proved equally accessible with almost every student scoring at least one mark. Answers C and A were commonly identified by most. The accessibility of the vocabulary used helped students make links between what was heard and the options presented to them. Option D, on the other hand, proved to be the most challenging one. This was due to *logement* being unknown and the clues not being identified.

Mark Ranges and Award of Grades

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