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GCSE

**FRENCH**

8658/LH: Listening Higher  
Report on the Examination

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## General comments

The paper proved to be accessible for the vast majority of students.

Questions requiring a written answer discriminated well. Students must remember that questions aimed at the top grades require precision and clarity, as well as sometimes to draw small conclusions based on what has been heard.

This year, an unusually high proportion of students wrote answers in English in Section B. Students should signpost this section during their 5 minutes' reading time.

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.

## Question 1

This question proved accessible with most students scoring at least one mark. Option A was widely identified as a correct answer. Option E was the most frequently chosen option suggesting that students linked *moins fatigués* with 'Sleep well'.

## Questions 2-3

These medium-demand questions discriminated well across students at this tier with question 2 achieving a slightly higher success rate. In question 2, the vast majority of students were able to identify both options correctly; nonetheless, a small proportion put these down in the incorrect order. Question 3 proved a little more challenging, most likely because it required careful listening to the whole utterance. Those who did not and focused on single words or phrases (e.g. *jouer de la guitare*), incorrectly chose D as an option.

## Questions 4-6

This section was designed to test a range of levels with some medium and high-demand questions. Overall, the questions discriminated well between students and achieved the expected outcome.

Question 4 discriminated well. This was a high-demand question and, as expected, was done well by those who are working at this level. In 4.1, many answers missed out the word 'young'. This was rejected as this was too vague and did not fully reflect the key idea.

Question 5 proved the most challenging of this section. In 5.1, those who did not score did not know the phrase *entrée libre* or misinterpreted the word *libre*. This led to answers about free time for instance. In 5.2, many found the word *gagner* difficult to render. Alternatives were rejected because they either made no sense or contradicted the key idea.

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Question 6 discriminated well as a high-demand question. In 6.1 those who are aiming for the top grades knew the word *lake*. Those who answered incorrectly either guessed (e.g., 'ice-rink' was the most popular incorrect answer) or did not read the question correctly (e.g., *winter* was a common answer). In 6.2, incorrect answers commonly identified the building of a new ice-rink as necessary, having missed out on the negative.

### Questions 7-9

This section discriminated well between students.

Question 7.1 was high demand. As such, it was not surprising that the vast majority of students answered incorrectly choosing options B or C as their answers. Question 7.2 proved more accessible for many students.

Question 8 produced the expected outcome. In 8.1, most students missed out *sauf* and incorrectly opted for A. Those who had listened to the whole utterance and heard *sauf* were able to choose the correct option. This question was high demand and as such it discriminated well. 8.2 was done well with a high proportion of students choosing the correct answer.

Question 9.1 was very accessible and over three-quarters of students identified the correct answer showing their knowledge of *paysage*. Question 9.2 proved to be challenging to most students due to its high demand. It did nonetheless discriminate well. Those who had not listened to the whole utterance incorrectly chose option B. Those who had listened and were able to draw a conclusion based on *lever du jour* were successful in gaining the mark.

### Questions 10-11

This overlap section proved considerably more accessible at this tier.

In Question 10, many students were able to identify both key ideas. As per Foundation tier, a small proportion of students wrote the same key idea twice and could therefore only be awarded one mark overall. For some, there was also a 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.

Question 11 presented some challenge still at this tier, particularly for those who only focused on key words. There were instances of answers made up around single words that had been heard (e.g., his best friend went on holiday abroad with his girlfriend).

### Questions 12-13

This section achieved the expected outcome and discriminated well between students.

As anticipated, 12.1, a medium-demand question, proved more accessible than 12.2, which was high demand.

Question 13 was a high demand question. Those working at this level had no problem identifying the meaning of the vocabulary tested here. Many students lost the mark in 13.1 by adding alternative suggestions which negated the correct answer (e.g., stains / holes). It is worth reminding students to avoid doing this.

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### Questions 14-15

This section was accessible to most students, with the majority scoring at least one mark for each question.

Although question 14 led to a range of answers, E was the answer most often identified correctly. C was a popular incorrect answer suggesting that those who had chosen it had made the decision after hearing the word *tête*. Option F was more challenging as it required drawing a conclusion based on what had been heard. As this was a high demand option, it discriminated well and was done well by those students who were able to demonstrate such skill.

In question 15, option D was identified by most students. Some chose option B incorrectly. As mentioned before, those are generally students who focus on single lexical items instead of the whole utterance. This option was high demand and it therefore discriminated well between students.

### Questions 16-19

This section produced a range of outcomes and discriminated well between students.

In question 16, many based their answers on the words *réduisez votre Vitesse* without listening further to the clues *averses* and *inondations*. Those who did this incorrectly selected options G or B as their answer.

In question 17, the most popular answer was E suggesting that most students had chosen their answer based on the word *accident*. Those, at this level, who had listened to the clues *automobilistes*, *abandonné*, *voiture*, *ne plus* and *essence*, which should be accessible at this level of demand, were successful with their answer.

In question 18, the most popular incorrect answer was unsurprisingly option C. As before, students who selected this answer based their decision upon hearing the single word *animaux*. Those who did not dismiss the other clues given (*manifestion*, *défiler*, *contre*) were successful.

In question 19, the overwhelming majority of students incorrectly chose option D. As before, those who had listened beyond single words and taken stock of the whole utterance and the hints given (*circulation interdite*, *travaux*) were successful.

### Questions 22-24

These overlap questions were done well at this tier with a significantly high proportion of students scoring in each question. Question 23 was the least well answered of all in this section. The use of the negative before *ennuyeux* was not identified and led many to consider this statement as negative.

### Question 25

This first question in Section B produced two distinct outcomes. Question 25.1 proved challenging with the majority of students incorrectly choosing option A. Those based their answer on hearing the word *bus* and disregarded the next utterance *une seule salle de classe pour tous les enfants*. Question 25.2 on the other hand was accessible and appeared to be straightforward for most students.

**Question 26**

This section, which was high demand, caused severe difficulties for many students at this tier. The main issue here was the number of answers in English. Examiners saw an unprecedented number of answers in the wrong language, many of which were indeed correct answers.

Overall, identifying the positive aspect proved easier than the negative aspect for those who did answer this question. Many were able to identify *absence* or *jeux* but did not know the phrase *aire de jeux* which had appeared in the specimen material. Some confused *aire* with *heure* which led to answers about not having any play time.

**Question 27**

This section, also proved challenging for many students, many of whom did not appear to know basic classroom language such as *tableau*.

**Questions 28-31**

This final overlap question was answered successfully by most students.

As at Foundation tier, question 28 discriminated the most. The distractor *pâtisserie* misled those who only listen to single words.

Questions 29 was testing the relationship between tenses. This produced a good outcome at this tier, with the majority of students demonstrating that they are able to differentiate between tenses.

Finally, question 31 was the best-answered question in this section. The clues given, of which many were cognates, helped students access the correct answer.

### **Mark Ranges and Award of Grades**

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