GCSE
FRENCH

8658/LF Paper 1 Listening Foundation Tier
Report on the Examination

General comments

Changes were made to the 2023 papers to reflect the removal of the regulatory requirement to test vocabulary outside of the published vocabulary list.

There were many positive aspects to this year's paper. Firstly, many students were able to gain marks in most questions throughout the paper, regardless of the question type. Secondly, there were very few instances of students not answering non-verbal questions. Thirdly, it was evident that students were prepared well to tackle the range of questions and question types.

On the other hand, there were similar issues to previous series particularly with verbal questions requiring answers in English. Although these often discriminate well, the answers given by students can sometimes be vague and/or lack clarity. In some cases, basic vocabulary items (eg, numbers, months, dates, age, family members…) and/or topic-specific vocabulary items do not appear to be known by students, thus preventing them from accessing the material and answering some questions correctly.

Teachers should continue to remind students of the following tips:
- identify the questions which have more than one part (eg, 6.1 and 6.2)
- listen to the whole utterance once <u>before</u> writing down your answer. This is particularly useful in P/N/P+N questions, A/B/A+B questions as well as in multiple-choice questions
- pay particular attention to the words which have been emboldened on the question paper (eg, **two** hobbies)
- write down option letters carefully and neatly, ideally using capital letters
- cross out clearly the answers/letters you do not want to be marked
- only write answers which are possible (eg: A, B or C in an ABC multiple-choice question)
- avoid giving alternative answers and/or unnecessary additional information
- spend part of the 5-minute reading time on Section B looking at the questions and options in the Target Language.

Section A

Questions 1 & 2

These questions were low demand in order to help students start this paper confidently. The majority of students scored at least one mark for each question.

In question 1, A was commonly identified correctly by most students. E posed a few problems, suggesting that *serveuse* was not well known.

In question 2, B was identified correctly by most students. Fewer identified F correctly and chose option C instead, having associated the word *espagnole* with a school subject.

Questions 3-6

This section proved challenging for many students.

In question 3, *sud* was not well known by students and, as a result, very few scored a mark in this question. It was nonetheless pleasing to see that many attempted an answer.

Question 4 was done marginally better and was the most successfully answered question of this section. The most common incorrect answer here was 'baker'. Other incorrect answers were guesses suggesting that *boucherie* was not known by many.

Nearly half of students scored one mark in question 5 by correctly identifying the word *promenade*. Additional incorrect details which did not contradict the key idea were ignored (eg, 'walk on the beach'). *Musée* did not appear to be well known with many students writing down 'music' as an answer instead.

The first part of question 6 was correctly answered by nearly half of all students. In addition to those who did not know the word *voiture*, others incorrectly based their answers around the word *sport* (eg, sport stuff, sport equipment…). The second part of question 6 was only answered correctly by a minority of students which suggests that *mari* was not known.

Questions 7-10

This section was done well, in particular questions 8 and 9. The success rate of question 7 was perhaps lower than anticipated. The numerous clues *hiver*, *montagne* and *neige* were not recognised by some who chose option E-'Safari' as an option. Question 10 was the least successful question of this section. Common incorrect answers were E and F suggesting that *VTT* was not commonly known, and that *Alpes* proved too much of a distractor for some.

Question 11

This section led to two very different outcomes. Part 1 proved challenging with only a minority of students scoring a mark for it. As the most popular incorrect answer chosen was option A, this suggests that students did not pay attention to the whole utterance and only noticed the sentence '*mais pas en ce moment*'. Part 2, on the other hand proved very accessible with the vast majority scoring a mark.

Question 12

In this section, although both 12.1 and 12.2 were of a lower demand than 12.3, they performed differently. 12.1 proved challenging and it was clear that *bâtiment* was not well known by many students. In some cases, students lost the mark due to the ambiguity of their answer. This was often the case with those students who had not paid attention to the prompt 'During a visit to the campus, first, go and see the main university...'.

12.3 was one of the least well-answered questions of this paper. Although it was high demand, many students did show some understanding of the key vocabulary tested which was pleasing. Those who gained the mark were able to lift and translate the answer whilst those who lost the mark had often attempted to rephrase the key idea which led to ambiguous answers.

It is worth reminding students that for this type of extended question:
- the prompts on the question paper always closely match the transcript in order to help students identify where the answer appears (eg, Don't forget the famous… = *N'oubliez pas la célèbre…*)
- answers can be found in the utterance with no manipulation or rephrasing being required.

Questions 13-17

This overlap question was done well overall. All questions in this section were high demand at this tier. Questions 14 and 16 proved the most accessible, whilst questions 15 and 17 proved more challenging. As is often the case in exercises such as these, students who successfully score the marks are those who listen to the whole utterance. Those who only single out individual key items of vocabulary lose the mark as they miss out the key idea. This was the case in question 15 where

the majority of students chose P incorrectly, most likely due to the words *formidable* and *bien*. In question 17, *heureuse* did not appear to be well known.

Questions 18 & 19

This high-demand section, which is an overlap section, unsurprisingly proved challenging for many students at this tier.

In question 18, a large proportion of students were able to identifty the key idea that Magali's physics teacher was absent and were therefore able to score one of the two marks available. Those who did not score here had confused physics with PE. The mark scheme ignored additional extra incorrect details which did not negate the key idea (eg, 'Magali hates her physics teacher'). A much smaller proportion were able to gain a mark for the second key idea. Here, answers were either totally wrong, too vague (eg, 'Her head teacher was nice to her') or led to interpretations (eg, she received a certificate / she got a reward) and therefore could not be credited. It is also worth noting that *directeur* was not commonly known.

Question 19 was the least well-answered question of this paper. Only a small proportion of students scored one mark and very few scored the two marks available. The main issues here were around students having misunderstood the passage with many writing that Rémi had got lost on the way to school and that he was late to school.

Despite the apparent challenges this section brought to some of the students at this tier, very few left these questions blank.

Questions 20 & 21

These low-demand questions were done well overall and proved to be a positive end to Section A. Nearly three-quarters of students scored at least one of the two marks available. In both questions, the majority of students were able to identify successfully the activity mentioned. Identifying the floor proved more difficult suggesting that this type of vocabulary was not commonly known by students.

Section B

Questions 22 & 23

This high demand overlap question discriminated well at this tier.

In question 22, part 1 was more successful that part 2 with the majority correctly choosing option C. This question was also testing the relationship between tenses. Part 2 discriminated well with a broadly equal proportion of students choosing one of the three possible options. As each option was plausible, it is important that students are reminded to listen to the whole utterance rather than latching onto single words out of context. This might explain why option A was incorrectly chosen by some students for instance.

Question 23 followed a similar pattern with part 1 being answered more successfully than part 2. Part 2 discriminated well. In addition to the plausibility of the three options and the need to listen to the whole utterance, this item was also testing the relationship between tenses. As such, this question targeted the highest level of demand on this paper.

Question 24

This last question proved accessible to all students with nearly all of the students at this tier scoring at least two of the four available marks. Options C and F were commonly identified by most. Option A, on the other hand, was not always identified correctly. Despite the use of the word *danse* as a clue, *spectacle* and *feu d'artifice* were not as commonly known.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.