



General Certificate of Secondary Education

French 3651 Full Course *Specification A*

3651/L Listening

Report on the Examination *2007 examination - June series*

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Listening

General Comments

Centres are reminded that scripts for these tests are scanned and marked electronically. Candidates should avoid the use of pale ink, and should ensure that they write their answers in the appropriate place – in the box or on the line provided. If they change their mind about an answer, they should cross it out and write their final answer. **If this is outside the space provided for that answer, they must make this clear by the use of, for example, an arrow.** As always, candidates should bear in mind when answering the multiple-choice items that the letter they write must be clear, or it will not score. Letters which (sometimes deliberately) are written so that they could be read as, for example, either D or B will not be given any credit.

Foundation Tier

Section A was generally quite well done, with a number of candidates gaining all seven marks. The only questions which regularly caused difficulties were Question 3 – some candidates wrote “swimming” both here and in Question 4, and to a lesser extent Question 2, where ‘brown’ was sometimes given for either ‘blonds’ or *bleus*. Spelling in this section, as in French answers, were not penalised unless it made the meaning unclear.

Section B contains three distinct types of question. Questions 7 to 10 were as usual very accessible, though slightly more demanding than last year. In Questions 11 and 12, numbers, as always, proved too demanding for many candidates. The telephone number was challenging, since every digit had to be correct, though the repetition within the utterance (so that effectively candidates heard the number a total of four times) should have helped. A significant number of candidates wrote the correct number twice as a result of this, but as long as every digit was correct each time, the mark was awarded. More surprising was the difficulty candidates had in producing the time correctly in Question 12(ii). *Dix-neuf heures* and *sept heures* (and clearly the equivalent times in figures) were allowed, but not ‘7 pm’. As well as many simply wrong answers, many candidates wrote *Dix heures neuf*. Question 12(i) was very well done, as was Question 12(iii) (despite many unusual spellings in both cases), though many candidates negated ‘Suzanne’ by adding other names.

In Question 21, most candidates recognised the destination as Lyon, but only about half understood *aller-retour*. The final set of questions was as usual deliberately accessible, in an attempt to leave candidates with a positive feeling about the test. In Question 26 a significant number of candidates were misled by hearing *salle de bains* into choosing option A, but the other items were overwhelmingly answered correctly.

The overlap questions produced varying degrees of success, as is always the case with questions which are targeted at Grades C and D, and are therefore only accessible to the most able of the candidates entered at this tier. Questions 13 to 16 were the best done, though many candidates were confused in their understanding of the *avoir* expressions. In Question 14 *avoir soif* was frequently confused with *avoir faim*, while many candidates did not pick out the mention of *fraîche*, and chose option C (a sandwich), while in Question 16 a very large number chose option D (sunglasses) possibly because they confused *j’ai froid* with *j’ai chaud*.

Questions 17 to 20 were much more demanding, as is always the case with any items targeting Theme 4B (the environment) at Foundation Tier. Question 18 was the most accessible of these questions, with well over half of the candidates scoring the mark, possibly because one of the key words in the transcript *végétarien* and the correct answer are both near-cognates. Fewer than half of the candidates made the connection between *douche* and *bain* in the transcript and *eau* in the list of options. In Question 17 almost a quarter of all candidates heard *collège* and chose *les enfants* as their answer. The fact that in each question significant numbers of

candidates chose each of the wrong options indicates that there was a great deal of guesswork here.

The overlap questions which required answers in French (Questions 22 to 24) the most accessible was Question 22, where most candidates gained at least one mark by mentioning *ordinateurs* in one of the columns, and many were able to add either 'Internet' or 'e-mail' in the second column to score the second mark. However some candidates did negate correct answers by implying that the work was in an Internet café. Question 24 was also reasonably well done. Although most candidates answered *hôtel* in column 1, they often gained the mark by adding *dans la cuisine*, and many were able to add 'chef' in column 2 in order to gain both marks. However, those candidates who answered 'chef' in column 1 and *amusant* in column 2 scored 0. By far the most demanding question of this section was Question 23. Many candidates wrote simply *supermarché* in column 1, with a reference to *légumes* in column 2 and failed to score. There were many references to *chats* (from *porter les achats* on the cassette) - and even *chiens* - in column 1, followed by *adore les animaux* in column 2. In column 2, 'euros' was often wrongly transcribed *anéro* for example.

Higher Tier

The overlap questions (Questions 4 to 7; Questions 12 to 15; Questions 18 to 20) were as usual done better than at Foundation Tier, though the common errors were the same as those mentioned at that Tier, and Question 19 (Question 23 at Foundation Tier) was by far the most demanding.

Questions 1 to 3 were very well done, all but a very few candidates gaining at least one of the marks in each question – most often for the food item. Questions 8 to 11 were much better done than the similar question last year, possibly because each item contained a number of clues, with Question 9 proving one of the most accessible questions on the paper. Even Question 10 (the most challenging of this set) produced correct answers from almost three-quarters of the candidates.

Questions 16 and 17 were fairly well done, with almost all candidates in Question 16 and well over half in Question 17 scoring at least one of the marks. In Question 16, *scientifique* very often scored, despite a wide variety of spellings. In the second part, those candidates who attempted to give 'parents' as the reason often gained the mark, whereas those who tried to express the idea that a *bac scientifique* was of more value for getting a job often failed to express themselves precisely enough, often putting simply *plus de possibilités* – which was ambiguous. In the first part of Question 17 it was necessary to communicate the idea of **wanting to** continue *veut, voudrait* etc, but not just *va* or 'continue' which give the wrong message) continue with art in order to score. In the second part, many candidates failed to score the mark by not making *sérieux* negative – despite a very tolerant approach to the construction of the negative in the mark scheme.

Questions 21 and 22 as last year, and as is expected of questions targeting Grade A/A* were the most challenging questions on the paper. Almost half of the candidates gained the mark for *chanteur* in Question 21(i), but very few managed to score in part (ii). Although we are tolerant of spelling in this paper, we are obliged to reject mis-spellings which result in a different French word - unfortunately this was always the case with *voix*!

Question 22 was very challenging. part (i) relied on understanding *il m'a fallu seulement trois demi-journées*, and part (ii) on drawing the correct conclusion from *je me sens plutôt chanteur qu'acteur*. It was pleasing, however, that the most able candidates understood the whole of what they heard clearly enough to gain both these marks.

Once again this year, candidates generally coped quite well with Section B, with almost all candidates gaining at least two marks (often in Question 24, where there was a wide choice to

select from). There were still a significant number of candidates who answered this section in French – again, often candidates who had understood what they heard quite well.

Question 23 was well done only by the most able candidates, who often gave a great deal of correct information – that Madagascar was one of the largest islands in the world, which used to be a French colony, but became independent in 1960. However, the year was often not understood (though an incorrect year did not negate correct information). Many candidates simply picked out the reference to *français*, and references to French-speaking were common. In Question 25, most candidates identified that the hotel and/or the food was excellent ('good' was not enough to gain the mark), and many were able to extract the information either that the tourists were rich or the inhabitants were poor. Question 26 was again well done only by the most able candidates. Others were often able to understand that there was a reference to 'fish', but could often not produce any accurate information about it.

Although this section covered a number of themes, including Tourism, Healthy Living, The Environment and Social Issues in an adult way, and included an extended range of language such as superlatives, a range of subordinate clauses and tenses, and some less well-known vocabulary *îles, territoire, paysage, tandis que, pauvreté, Océan Indien, destiné* and *exportation* – often construed as 'deportation' with confusing results, this was all within the compass of the Specification. It was pleasing to see that many candidates had been well prepared for such an item and were able to cope with, for example, drawing the contrast between the lifestyle of the inhabitants and the tourists, showing true understanding of what they had heard.

Mark Ranges and Award of Grades

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