



GCSE

French

8658/LF Listening (Foundation)

Report on the examination

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Questions 1-4

This low-demand section was done well, particularly questions 1 and 4 which were answered correctly by the majority of students. Question 2 proved more challenging, suggesting 'infirmier' was not well known.

Questions 5-7

In this section, most students scored at least 1 mark for each individual question. It was also pleasing that the vast majority of students attempted to answer this section.

In question 5, 'vélo' was more widely known than 'natation'.

The second part of question 6 was correctly identified by many students. The first part was not answered as successfully, this was mainly due to students either answering 'kitchen' or because answers were too vague (e.g. 'food').

In question 7, part one was done very well. In part two, 'chanter' appeared to be less well known.

Question 8

This high demand overlap question proved challenging at this tier. It was nonetheless pleasing that nearly three quarters of students scored at least one mark.

The third key idea (being unable to buy gifts) was the most correctly identified. This was supported by the mark scheme which allowed for a range of ways to render this key idea whilst ignoring additional incorrect details.

Most students at this tier were unable to gain marks for the other two key ideas, often due to a lack of precision in their answers.

Questions 9-14

This section was done well, in particular questions 9, 12, 13 and 14. The clues in these questions ('bon', 'difficile', 'fantastique', 'désagréable') supported students in identifying the correct answers. Question 10 was the least well answered, suggesting that 'bruit' and 'trop sucrées' were not known.

Questions 15-17

This high-demand crossover section caused difficulties for many students at this tier.

In question 15, very few students scored a mark for the advantage due to the addition of incorrect details in their answers which negated the key idea (e.g. 'it is lively and quiet'). 'Pluie' appeared to be known by only a very small proportion of students.

In question 16, many wrote 'not having access or enough medecine' as a disadvantage, having misunderstood 'médecins' and associated 'difficulté' with a negative.

In other cases, many wrote 'bad public transport' as a disadvantage, having heard the sentence 'passé deux heures dans un bus'.

Question 17 produced a better outcome. The disadvantage was often correctly identified. Many lost the mark available for the advantage due to a lack of precision in their answers (e.g. 'there are shops').

Questions 18-20

This high-demand question proved accessible, particularly questions 18 and 19 where over half of students gained a mark. Those who did not score in these two questions had not identified the use of the negative.

Questions 21-22

These low-demand questions performed differently. Questions 21.2 and 22.2 were both answered very well. Question 21.1 proved very challenging with the majority of students incorrectly choosing option A having confused 'mois' and 'an'. In question 22.1, just over half of the students correctly recognised 'argent'.

Questions 23-26

This high-demand crossover question discriminated well at this tier, particularly questions 24 and 25.

The most popular incorrect answers for questions 24 and 25 suggest that students had not listened to the whole utterances and had most likely chosen their answers based on single key words heard (e.g. 'Paris' in question 24 and 'tramway' in question 25).

Questions 27-28

This last section proved accessible with nearly all students scoring at least one of the two marks available in each question.

In question 27, option C was correctly chosen by most students. Option A was often confused with option D, suggesting students did not know the meaning of 'agréable' or 'il fait froid' or had misread the question which asked them to identify a positive aspect.

In question 28, option D appeared to be correctly identified by most students.

Mark Ranges and Award of Grades

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