



GCSE

French

8658/LH Listening (Higher)

Report on the examination

Version: 1.0
June 2025

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Questions 1-3

This crossover section was done well with nearly all students scoring at least one mark in each question. Marks were often lost either because students did not know the vocabulary that was tested (e.g., 'pluie') or because of a lack of precision in their answers (e.g. 'There are shops' in question 3).

In question 1, the advantage (lively) was more commonly identified than the disadvantage (rain).

In question 2, the disadvantage was widely identified correctly suggesting that many students appeared to be familiar with 'circulation'.

Question 3 was the most successful question with most students correctly identifying both the advantage and the disadvantage.

Questions 4-9

This section was done well, particularly questions 5, 6 and 9. There was strong evidence that students had listened to the whole utterances carefully to identify the correct answers.

Questions 10-12

This section with high-demand questions was done unexpectedly well, particularly questions 10 and 11.

In questions 10 and 11, it was pleasing that just over half of the students were able to identify higher tier vocabulary ('réduire', 'chômage', 'déboisement'). In question 11, there was a number of answers referring to animals being endangered due to a lack of water. This was likely due to students having heard the 'bois' part of 'déboisement'.

Question 12 discriminated well. Unsurprisingly, the first key idea (i.e. 'increase in the price of entry') was only identified correctly by a small proportion of students. The second key idea (i.e. 'fewer tourists') was more commonly identified. However, in some cases, a lack of clarity in answers (e.g. 'the number of tourists has changed' with no reference to an increase) or the addition of details which negated the key idea (e.g. 'fewer tourists because the hotels are closed') prevented students from scoring.

Questions 13-14

This section proved widely accessible despite targeting the highest level of demand at this tier.

Questions 13.1, 13.2 and 13.3 were done exceptionally well with over three-quarters of students scoring the mark for these. This was particularly pleasing given that these questions were two-part questions which students often find challenging and that they contained challenging vocabulary and grammatical structures.

Question 15

Nearly all students scored at least two of the three marks available in this question. B and C were the two options that were widely identified correctly. Option E proved more challenging with many students incorrectly choosing option F instead.

Questions 16-19

This section proved very accessible to students, particularly question 19 which was correctly answered by nearly all students. Question 18 was the least well answered of this section, suggesting that 'carte' and 'voler' were not well known.

Questions 20-22

This set of high-demand questions discriminated well.

In question 20, the first key idea (i.e. 'love one another') was more commonly identified than the second key idea (i.e. 'money does not make you happy') which proved a challenge to many. Many answers lacked clarity or were too vague (i.e. not conveying the key idea). Examples of these were for instance: 'be kind / nice to others' for the first key idea and 'you don't need money to have a good time' for the second key idea.

In question 21, many missed out on marks by missing out a key element of the key idea (e.g. 'number one song' without reference to weddings), by adding an incorrect detail which changed the key idea (e.g. 'number one song in the charts') or by incorrectly rendering what they had heard (e.g. 'one million downloaded the song').

Question 22 discriminated the most effectively and enabled those who are working at the highest level to stand out. Answers which could not be credited in this question often lacked precision (e.g. 'travel to Africa') or had been slightly misunderstood (e.g. 'go to / start university').

Questions 23-26

This medium-demand question was done well overall.

Question 23 was the least well-answered question in this section despite the reference to wearing the same thing in the recording. Option C appeared to be a popular incorrect answer suggesting that students had perhaps based their answers upon hearing 'parents'.

Question 26 proved hugely successful with nearly all students scoring the mark. The reference to 'l'examen de maths' was clearly well recognised and led many to the correct answer.

Question 27

Although this crossover question performed significantly better than at Foundation tier, it still proved challenging for some students at this tier.

Many lost marks due to a lack of precision or clarity particularly when conveying the first two key ideas. For instance, the reference to work in the first key idea was often missed out by students and the reference to going out for the second key idea was often unclear.

The third key idea, on the other hand, was often identified correctly despite some occasional additional incorrect details included in the students' answers (e.g. presents for the children / birthdays...).

Questions 28-31

As is to be expected, this overlap section was done significantly better at this Tier. Questions 28 and 30 proved accessible and were answered well. Questions 29 and 31 were of a higher demand and required careful listening to the whole utterances and the drawing of a conclusion. As such, these proved more challenging for some students.

Questions 32-34

This section, which was designed to test the highest level of demand at this tier, produced different outcomes.

Question 32 performed as expected for this level of demand and therefore discriminated well. A large proportion of answers referred to the idea of returning. This was likely due to students having misheard 'retenue'.

Question 33 required careful listening from the recording. As such it was pleasing to see it perform better than expected with nearly half of students scoring the mark.

Question 34 proved a lot more accessible than anticipated with three-quarters of students scoring the mark in 34.1 and over half scoring the mark in 34.2. Alternative acceptable answers (e.g. contents / heureux) were added to the mark scheme to reward those students who had clearly understood the key idea.

Questions 35-36

The final section was a positive end to the paper with both questions being answered well by students.

Question 35 performed better than expected with nearly all students answering it correctly.

Question 36 performed as expected for the level of demand. As 'viande rouge' was mentioned in the recording, Option D was unsurprisingly a common incorrect answer chosen for this question. This last question was therefore a good discriminator which enabled those students who listened carefully to the whole utterance rather than relying on key words to be rewarded.

Mark Ranges and Award of Grades

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