



GCSE
French

8658/LF Paper 1 Listening Foundation Tier

Report on the Examination

8658
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General comments

This year's paper discriminated well between students at this tier. It was pleasing to see that the majority of students attempted most questions on the paper. Students appeared to be well prepared to tackle the range of questions in this paper.

As per last year's report, students continued to find verbal questions requiring answers in English the most challenging. Even those questions targeting a lower level of demand can sometimes prove challenging. In some cases, students' answers lacked clarity. In other cases, an item of vocabulary tested was not known or was confused with another item, thus preventing students from scoring the mark. There has been an increase in the number of answers which could not be credited due to illegible handwriting or because they did not make sense (eg a number as the answer when only a letter could be an answer for instance).

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 before 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.
- listen out carefully for negative words (eg it is *not* fun).
- 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 at all costs giving alternatives 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 and set within a familiar topic to help students engage with the paper confidently. The majority scored the two marks available for each question.

In Question 1, E was the option which was identified the most, most likely because students are familiar with the word *collège*.

In Question 2, B was the option which most identified correctly.

Questions 3-6

This section proved challenging overall for most students at this tier.

Question 3 was a positive start to this section with many identifying the correct time.

In Question 4, *ascenseur* was not known by the majority of students. As a result, very few scored a mark for this question. It was nonetheless pleasing to see that many attempted this question.

Of the two marks available in Question 5, nearly half scored one mark for correctly identifying the key word ‘water’. The mark scheme allowed answers which contained incorrect additional details which did not contradict the key idea (eg ‘sparkling water’). Many students wrote ‘Minerals’ as their answer. *Clé* was not known and therefore only very few scored the mark for this.

The first part of Question 6 was done well by the majority of students. Answers which were too vague or ambiguous were rejected. This enabled those who had recognised the key idea to be credited. The second part of Question 6 proved the most challenging question in this section. Only a very small proportion of students answered this question correctly. There were two main issues here: *carte* was not known, and many confused this with *quatre*.

Questions 7-10

This section was done well, in particular Questions 9 and 10. The clues in these two questions (*chien*, *chat*, *hôpital* and *santé*) helped students to identify the correct answers. In Question 7, the clues *personnes âgées* and the reference to age did not appear to be identified by many students.

Question 11

In this two-part question, which was a high level of demand, 11.1 produced the expected outcome. Just over a quarter of students scored the mark for this question. Many incorrectly chose A+B as the answer to 11.1, most likely because both key words were mentioned in the recording. As is the case each year, questions such as these often require some elements of drawing a conclusion rather than identifying isolated key words. 11.2, on the other hand, was done very well with nearly half of students 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 very challenging for two main reasons. *Piste cyclable* was not well known and many students confused *cyclable* with recycling or *piste* with *piscine*.

12.3 was one of the least well-answered questions in this paper. *Louer* was not known. It was nonetheless pleasing that many students attempted this question and had identified part of the answer.

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, First, the town has more and more... = *d’abord, la ville a de plus en plus...*).
- answers can simply be lifted and translated. As such, no manipulation or rephrasing is required.

Questions 13-17

This set of overlap questions was done well overall, particularly Questions 16 and 17. Questions 13 and 14 discriminated well. In Question 13, only a quarter of students knew the meaning of both *parfait* and *dommage*.

In exercises such as this one, students who did well continued to be those who listened to the whole utterance. Those who appeared to have singled out individual key items of vocabulary tended to lose the mark as they often missed out the key idea. This was the case in Question 14 where N was incorrectly chosen by the majority of students having ignored the use of the negative before *compliquée*.

Questions 18-19

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

In Question 18, answers often lacked clarity. The mark scheme was designed to ensure that a range of alternatives was accepted in order to reward those who had understood the first key idea. There were two main issues for this first idea: some answers were too vague (eg, 'it was wet') whilst others were slightly incorrect (eg, 'it was raining during the match'). The second key idea was not done well at this tier. *Vide* was not known but often misunderstood to mean 'loud' or 'wide'.

Question 19 was the least well-answered of the two in this section. Only a small proportion of students scored one mark and very few scored the two marks available. The main issue for the first key idea was lack of clarity in answers (eg, 'it was her last match'). The main issue for the second key idea was confusion of vocabulary. Many appeared to confuse *perdre* with *père* which has led to numerous answers about her dad watching the match.

Despite the apparent challenges this question brought to some of the students at this tier, it was encouraging to see that the vast majority did attempt it.

Questions 20-21

These low-demand questions were designed to end Section A on a positive note. Over three-quarters of students scored at least one of the two marks available. In both questions, the 'Reason' was often identified correctly. Identifying 'When' proved more difficult. In Question 20, *semaines* was sometimes confused with *jours*. In Question 21, *demain* did not appear to be commonly known.

Section B

Questions 22-23

This high-demand crossover question discriminated well at this tier.

In Question 22, part 1 was done well with just nearly three-quarters identifying the correct option. 22.2 discriminated well. The majority of students incorrectly chose option B for this part. *Glace* was the only key word used in both the transcript and the options. As such, this suggested that those who chose B may have done so simply because they heard the word.

In Question 23, part 1 was testing the relationship between tenses. This discriminated well at this tier. Part 2 proved challenging. Many students did not appear to know *mairie* and/or *hôtel de ville* and that these were synonyms. As options C and B were the most chosen by students, this suggests once more that students tended to select an answer if they heard a word mentioned in the recording rather than listening to the whole utterance and making sense of it.

Question 24

This last question proved accessible to all students with nearly all of them at this tier scoring at least two of the four marks available. Options E and F were commonly identified by most. Option H was not always identified correctly despite *piscine* and *escalade* being used as clues.

Mark Ranges and Award of Grades

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