

Examiners' Report/ Principal Examiner Feedback

Summer 2014

Pearson Edexcel International GCSE
in French(4FR0/01)
Pearson Edexcel Certificate
in French(KFR0/01)

Paper 1: Listening in French

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2014

Publications Code UG038827*

All the material in this publication is copyright

© Pearson Education Ltd 2014

**International GCSE French
Unit 1 Listening in French
Examiner Report**

Candidates' Responses to Specific Questions.

Questions 1-3 Le sport

Only in extremely rare instances was a mark dropped in these three questions.

Questions 4-6 Le temps

A significant majority of candidates secured full marks across these questions, showing a confident grasp of basic weather forms. In those rare instances where a mark was lost, it tended to be where candidates did not recognise the term *froid* in the recording.

Questions 7-12 Les matières au collège

The majority of candidates were able to recognise all the school subjects tested here, with *maths* understandably proving the most straightforward. Most other subjects were known by a significant majority of candidates. *Chimie* proved the most difficult to secure in the context of a listening test. Perhaps a few candidates were unable to ignore the presence of a negative clause which appeared in the recording. Candidates may be more familiar with the term *science* as opposed to identifying discreet sciences. *Éducation physique* proved challenging to some candidates who were possibly more familiar with alternative terms for PE.

Question 13 Soukenya se présente

Overall, this question elicited a high degree of success, in the vast majority of cases. In particular, the nature of the question required some basic knowledge of numbers.

13(i) Whereas two marks were awarded in the vast majority of case, candidates need to be mindful not to offer attempts of phonetic spellings or vocabulary from other languages. Some of these may cause ambiguity. These included: *cette, cet, cept, set, siete*. In a few cases, candidates offered 17, rather than 7.

It is important that candidates are advised to learn the spelling of months of the year, as some versions of *octobre* were not immediately comprehensible.

13(ii) The overwhelming majority of candidates were able to pick out *quatre/4* from the recording. In a very small number of cases, the incorrect number was offered, usually *quatorze/14*. In a few instances, *sept/7* was offered, as it had appeared as part of the previous item. A few candidates need to be reminded of the importance of clarity, as some figure 4s would look like 9s. There were also occasional spellings such as *qauter*.

13(iii) A large majority of candidates were familiar with *vélo*. Some found it difficult to pick the key word out of the recording. A small number

therefore offered *bus* or *pied*, perhaps having understood the actual question.

13(iv) This was the most successfully attempted item within question 13. As the answer appeared at the end of a sentence, candidates almost invariably found it easy to avoid confusion with an alternative time of day.

13(v) Whereas *classique* was understood by most, some candidates offered the distracter *populaire* as their response. Candidates are however tending more and more to pinpoint possible distracters when seeking a correct response and this was an excellent example of how they typically apply that skill.

Question 14 Mes amis et le shopping

This question required a sound basic knowledge of opinion adjectives, key verbs, negatives and intensifiers. A significant proportion of candidates achieved maximum marks. It was equally clear that teachers had been mindful to train their candidates to pause before responding, rather than listening just for a single item of vocabulary.

14(i) It was important for candidates to listen to everything Maryse had to say, before applying a response. Indeed, most navigated the use of a negative, listening carefully for the ensuing correct information.

14(ii) Most candidates were cautious to listen to Benjamin's entire response, meaning that they noticed both positivity and negativity in his attitude towards shopping. A significant minority of candidates seemed however to only understand one of the two elements of opinion offered by Benjamin.

14(iii) Overall, candidates encountered no difficulty in picking out *favori* from the recording.

14(iv) In this instance, candidates needed to listen attentively for the use of *nul*, as it was embedded in the very middle of Robert's comments. They did so extremely well.

14(v) Identifying *J'aime bien* caused very little difficulty to candidates.

14(vi) By this point, candidates were generally becoming more familiar with the demands of question 14 and confidently located both elements of opinion within Ibrahim's response.

Question 15 Nadine a aidé à la maison

Candidates were required to deal with some more complex vocabulary, negatives, infinitives, pronouns. Some understanding of past tenses was required. Whereas not all of these elements were actually being targeted, candidates needed to discriminate between various distracters. Most importantly, candidates had clearly been reminded by teachers of the need to read the overall instructions at the beginning of each new question. In this instance, all the responses offered needed to relate to what Nadine did to help at home, with the focus being on Nadine rather than other family members.

15 (i) A significant majority of candidates were able to avoid selecting the response relating to *lit*, even though it appeared earlier in the recording than the correct information.

15 (ii) In this instance, candidates were being tested on their knowledge of *aspirateur*, one of the less well known terms relating to *ménage*. They also needed to avoid being drawn towards *dîner*. By this point, most candidates had appreciated the need to isolate the distracter present in each item.

15 (iii) Most candidates realised the need to determine who was doing which task around the home. Most had taken time during the pauses to carefully read the instructions at the beginning of the question and waited for the correct piece of information relating to Nadine's Sunday morning contribution.

Question 16 Aller au collège

In most instances candidates were careful to ensure that their response corresponded to the information in the recording, whilst at the same time checking that it was grammatically correct. However, some seemed to just look for a single grammatically correct and potentially plausible response from the eight available.

16 (i) A high proportion of candidates dealt well with this item, grasping the link between lateness and the two chronologically stated times.

16 (ii) Candidates were usually quick to spot the presence of a key distracter on the question paper, possibly before listening to the recording. They were then able to focus their attention on the issue of cost of bus transport, mindful of the negative *pas cher*.

16 (iii) Although most candidates were successful here, a significant minority found this item difficult, as they were perhaps unable to establish the link between *je m'amuse* and *agréable*.

16 (iv) It was reassuring that a large majority of candidates were aware of the synonyms *voiture* and *auto*.

Question 17 L'environnement

Amidst increasingly complex vocabulary and structures, candidates needed to spot distracters and take time to reflect when a potential response at this level appeared to be relatively straightforward. Their skill in doing precisely this is essentially thanks to a broad range of techniques being taught. This is based primarily on the strategy of not being too hasty in responding.

17 (i) A significant majority of candidates made the link between *vélo* and *bicyclette*.

17 (ii) Candidates' responses tended to be extremely successful here, with a clear grasp of the relationship between *trop de circulation* and *nombre de véhicules*.

17 (iii) Despite the presence of two robust distracters in this item, a large majority of candidates correctly associated *obligatoire* with *imposé*.

17 (iv) Only candidates with a secure knowledge of lower frequency vocabulary were able to match the concepts of *embêtant* and *m'énerve*. It is pleasing to report that the majority of candidates offered a correct response, endorsing the emphasis which is placed by teachers on the acquisition of an extended range of vocabulary.

17 (v) Although there were three potentially plausible yet diverse responses available on the question paper, over half of candidates secured the mark by linking *déchets* with *ordures*.

17 (vi) In order to arrive at the correct response, candidates needed to navigate the use of two negatives within the recording. Most succeeded in doing so, indicating that they had been well prepared in how to circumvent issues relating to this grammatical area.

Question 18 Les études

Candidates were expected to show a good level of attention to detail in order to avoid choosing distracters as their preferred responses. Confident recognition of a significant range of tenses/grammatical structures was required.

Clearly, most candidates had been well prepared in how to recognise different ways of conveying future actions. The majority seemed familiar with *paresseux* and were able to connect this to the recording, despite the additional presence of negation.

A high number of candidates were able to discriminate between *fort dans la plupart* and *fort en tout*, thus dismissing this potential response.

There were opportunities for candidates to discard the idea of Pierre having already decided on attendance at university, either using *peut-être* or *j'hésite* as justification for rejecting option E.

Candidates usually made the link between higher education costs, as they were mentioned specifically, both on the question paper and within the recording.

In dealing with items relating to the uncle's experiences of university, candidates needed to be aware of time frames and to distinguish between Pierre and Philippe.

To understand Pierre's career intentions, candidates usually understand that future actions can be conveyed in several ways. They were equally expected to interpret the use of a range of tenses within a short paragraph. Where understanding of tenses was not being targeted in questions, the mere presence of a range of tenses within close proximity was an element well navigated by a significant proportion of candidates.

Question 19 La vie moderne

In this untiered examination, it needs to be mentioned that question 19 targets grade A/A* level responses. It was nevertheless encouraging to note that virtually all candidates made at least some attempt to respond. This is indicative of excellent advice and practice across centres, serving the best interests of candidates.

19 (i) and 19 (ii) Some candidates misunderstood the beginning of the task and offered responses concerning TV, overlooking the fact that TV was the example. There were several instances where the phrase *reste informé* appeared in the internet section of the answer grid.

A minority of attempts at the spelling of *meilleur* were successful, although most candidates appeared to understand the meaning. Again, the spelling of *prix* was variable. Far more candidates offered the idea of price information as opposed to the concept of staying at home to shop. Many candidates stated: *on peut rester à la maison* without qualifying the response with *pour faire des achats*. A significant minority of candidates successfully conveyed *éviter les embouteillages*, indicating an excellent grasp of much more complex vocabulary.

19 (iii) A number of candidates were able to convey the lack of human contact associated with internet shopping. Some were even able to paraphrase the idea with responses including: *On ne peut pas parler au vendeur*. Those who were not confident at this level found it rather too difficult to express the required principle.

19 (iv) Candidates who found most of question 19 challenging were usually able to convey the idea of texting during lessons. This was clearly the most successful answer. However several did not secure the mark because they made their response general and not specific to 'the class'. There was occasional lack of knowledge of the verb *envoyer*, including regular confusion with *voir*. There were diverse renderings of *en classe*, most of which were immediately comprehensible.

19 (v) A minority of candidates attempted to convey *légers*, but its basic spelling was not widely known. The whole concept of lightness of the mobile was indeed missed by most candidates. Some did however guess that it may have been referring to the size. Many candidates resorted to other French vocabulary they knew eg '*l'âge*', '*les jeux*'.

19 (vi) Some candidates seemed to understand the idea of theft, but offered too much detail or just the infinitive *voler* or even the past participle *volé*. Many were equally drawn to state the *inquiétant* aspect as a negative reason, completely omitting the *vol* idea.

19 (vii) There were some truly excellent responses here, indicating linguistic ability at the higher end of even the A* grade. Some candidates did however overlook at least one of the details required, possibly because of prior knowledge of the issue. *Conduire* was not very widely known, with few correct spellings.

Administrative Matters

Centres are to be commended, as in previous series, for the excellent standard of administration during this series.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE