

Examiners' Report/
Principal Examiner Feedback

Summer 2016

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Paper 1: Listening

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International GCSE/ Edexcel Certificate French
Unit 1: Listening
Examiner Report

Candidates' responses to specific questions

Questions 1-3 La famille

It was extremely rare for one mark to be lost across these three questions.

Questions 4-6 En ville

There were only one or two cases where a mark was lost across these three questions.

Questions 7-12 Le règlement scolaire

An overwhelming majority of candidates were able to recognise the whole range of school rules, with very few exceptions indeed. *Devoirs* was marginally less well known than the other items.

Question 13 Les transports

This question required candidates to insert responses, using words or numbers. A high degree of success was recorded in virtually all cases. Candidates possessed a clear knowledge of vocabulary relating to forms of transport, numbers and opinions. Centres are clearly emphasising the learning of targeted vocabulary as part of their overall teaching and learning strategies. There were however a few candidates who seemed unable to secure the mark relating to time of day, even though it was a relatively straightforward example. Two examples of transport forms were required in part 13(iii), with the principle of *bus* causing very few difficulties. A few more candidates found it difficult to contend with the idea of *métro*, perhaps unfamiliar with this means of transport. In part 13(iv), it was pleasing to note that most candidates found a comprehensible means by which to convey the issue of "lack of comfort", generally by reference to *pas confortable*. Ambiguity was the main reason for which this particular mark was not secured, although even this was relatively rare.

Question 14 Mon ordinateur

A clear knowledge of adjectives relating to the use of a computer at home was required in this question. Emphasis was equally placed upon the need to discriminate between positive and negative opinions. Maximum marks were achieved in a significant number of instances. The practice of taking time to reflect before responding meant that many candidates succeeded in avoiding the distractors on offer for each item. This ability to process an entire sentence, rather than a single word, was in evidence in a large number of cases.

All items were correctly identified by most candidates, although some items did prove to be more accessible than others. Items 14(i), (ii) and (vi) were the most successful. In 14(i), despite the presence of a plausible distracter, candidates were able to identify the correct colour. Equally, it is pleasing to report that candidates were generally able to identify *bon* and *mauvais* as potential responses in 14(iii), before opting for the former. In 14(vi), most

candidates made the link between *grande vitesse* during the recording and *rapide* on the Question Paper. The three remaining items only proved accessible where candidates had a secure knowledge of core vocabulary relating to this specification.

Question 15 Vive le sport !

Overall, candidates responded well to this question, across all three items. 15(i) was the most successful. The recording contained some more complex vocabulary. Candidates equally needed to contend with additional tenses, negatives, modal verbs, pronouns and infinitives.

15(i) A significant majority of candidates were able to establish the link between *se faire très mal* on the recording and *dangereux* on the Question Paper. For such a high percentage of candidates to secure the mark for this item is indicative of regular practice of similar task types.

15(ii) Once again, most candidates were successful. Some were however unable to match *drôle* with the adjective *amusant*. This would suggest that some candidates would need to prioritise the acquisition of a broader range of everyday synonyms.

15(iii) Most candidates made the connection between *dormir* and *fatigant*. As per 15(ii), most but not all candidates seemed to be familiar with synonym/word family practice tasks.

Question 16 Le logement

Candidates seemed familiar with positive and negative phrases, performing well across this question. Items 16(i) and 16(ii) were the most successful.

16(i) A significant majority of candidates were correct in noting that there was no evidence of positive comment in the recording, even though *Sophie* had actually planned to purchase the apartment.

16(ii) This was a clear case of one positive and one negative statement being made by Saïd, with a significant majority of candidates extracting this mixture of views.

16(iii) Although most candidates were successful, the presence of the word *inconvenients* in Malika's account may have led some candidates to conclude that her comments were not entirely positive.

16(iv) In most cases, candidates were successful in extracting the principle of *même si* from the recording, but the mark could still be gained without knowledge of this.

Question 17 Les informations

Candidates were required to contend with complex vocabulary and structures, identifying distracters which offered seemingly plausible alternatives. There is clear evidence, from the overall success rate across this question that centres are training candidates to reflect before offering a response. Item 17(iv) was particularly successful.

In 17(i), most candidates made the link between *d'autres pays* and *à l'étranger*, indicating a knowledge of two items of more complex vocabulary within a single response. This was equally the case in 17(ii), where knowledge of two complex items of vocabulary was needed to secure the mark.

In 17(iii), the link between *captivée* and *intéressantes* was made by a small majority of candidates.

Despite having to discount other information before meeting the correct response, candidates were more successful in item 17(iv) than across the other items within this question.

In 17(v), although candidates were required to navigate a range of tenses and negative clauses, most were able to respond correctly and were not distracted from the task by this complexity of structures.

In 17(vi), whereas three distinct forms of media were mentioned during the recording and indeed offered within the answer options, most candidates steered clear of both distracters.

Question 18 Un Noël au Canada

Overall, candidates performed well across question 18. They needed to navigate a range of complex vocabulary and structures, whilst at the same time ensuring that distracters were circumvented.

Please note the following, in respect of the correct response options:

For option A, candidates needed to process information presented in different ways, as a negative was used on the Question Paper, but not on the recording.

Choice of Option D indicated that candidates had grasped the inference relating to the amount of space occupied by the *sapin*, once it had been placed in the *salon*.

Option F conveys the father's role in preparing the meal, as per recording.

Option H is dependent upon candidates establishing the link between *invitées* and *accueillir*.

Option J establishes the connection between *gourmands* and *mangent trop*.

By choosing option L, candidates had understood that Henri would not be leaving Canada in future years.

Question 19 Quelle carrière choisir ?

This is an untiered examination, question 19 targeting grade A* level responses. It is therefore most encouraging to report that virtually all candidates made some attempt to respond. This is a tribute to the excellent guidance and practice given across centres. In some instances, less confident candidates were able to secure occasional marks on this challenging question.

Candidates had clearly been advised by teaching staff to be mindful of the very brief responses offered in the examples. This was evident in the concise nature of most responses.

19(i) and 19(ii) were interchangeable.

There were three correct responses available here, from which candidates were expected to select two. Many candidates were successful in the first item, bearing in mind that the response had to be precise in relation to the length of the *journée*. Candidates who conveyed the low rate of *chômage* gained a mark, as did those who were specific in terms of what was *intéressant* in terms of being a teacher.

19(iii) Once again, candidates were awarded with a mark in cases where they conveyed the volume of *copies à corriger* or the large number of *réunions*. Either of these principles was essential in order to obtain the mark. Candidates sometimes seemed to base their responses upon prior knowledge and opinion, rather than gathering the evidence from the recording. These instances were rare, indicating once again that candidates have been taught to offer responses reflective only of the recorded material.

19(iv) and 19(v) were interchangeable.

To secure both marks, candidates needed to convey two ideas: the uniqueness of each working day and the opportunity to help others. Whereas many candidates dealt effectively with both strands of the question, some placed their response in the wrong column of the grid, so the mark could not be awarded. This happened in more cases this year than during the two previous series. Perhaps attempting to be concise, a small minority of candidates offered insufficient information to be awarded certain marks. More candidates than in the 2015 series made efforts to express the response in their own terminology. This sometimes led them away from an acceptable response.

19(vi) and 19(vii) were interchangeable.

As part of the response, several incorrect spellings of *bureau* were offered, but these did not usually impede communication, so the mark was awarded in most cases. Candidates did however need to be precise in terms office based police work. A small proportion of candidates were successful in conveying the principle of police officers not always being appreciated by the general public. In this instance, concise answers were usually more effective than those where the candidate wrote a full sentence. Offering additional detail is not always in the best interests of the candidate.

Administrative Matters

As per the two previous series, centres are to be commended for their excellent standard of administration.

Grade Boundaries

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