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In French (1FR0) Paper 1H

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1FRO GCSE FRENCH LISTENING TEST SUMMER 2024 HIGHER LEVEL

The unit was worth 50 marks and was divided into two sections: A and B. The first 2 questions, section A, were set in the target language (10 marks). The remaining eight questions, Section B, were set in English (40 marks).

Candidates had 40 minutes in which to complete their answers, plus five minutes of general reading time at the start of the test.

SECTION A

QUESTION 1

Candidates were asked to identify key points and details about a visit to a restaurant. Candidates had to complete five sentences in the target language. They had to select five answers from a given list of 11. The most common correct answers were in part (a), *végétariennes*, in part (d), *désagréable* and in part (e), *la réservation*. In part (b), many candidates were unable to match *Il y avait beaucoup de gens* with the word *clients* in the box and chose answers which were grammatically incorrect such as *poli* or *cher*. In part (c), less successful candidates either did not hear the negative in the sentence, *Le repas était bon, on n'a pas payé cher* or read the negative in the question, *Le repas n'était pas ...* and *bon* was a common incorrect answer. As with other questions where candidates were asked to choose answers from those given in the box, some candidates ignored the given answers and attempted to complete the task as open-ended questions.

QUESTION 2

Candidates were asked to identify information about a school trip. Candidates had to complete five sentences with the correct name from a given list of four. The most common correct answers were (b), 'Ahmed', (c), 'Sylvie' and (e), 'Elia'. In part (a), many candidates did not match the reference to *acheter des souvenirs* with the word *magasin* in the question, presumably because they did not listen to the whole sentence, but homed in on the single word *magasin*. The most common incorrect answer for part (a) was 'Sylvie', with candidates incorrectly matching *Sylvie a perdu 50€ dans le magasin* with this part of the question. In part (d), many candidates either did not understand the sentence *Ahmed a trouvé le voyage en bus amusant mais Gaspard était assis à côté du professeur, il ne s'est pas amusé* or again did not see the negative in the question (... *n'a pas aimé le voyage*), or because the candidates were operating at word level rather than understanding the full sentence, and 'Ahmed' was the most common incorrect answer for this part of the question.

SECTION B

QUESTION 3

Candidates were asked to identify key points in an extract of someone speaking about a visit to a festival. There were four multiple choice questions. The most frequently correct answers were parts (ii) and (iv). In part (i), less successful candidates failed to recognise *dure 10 jours* and match it with answer B, '10 days'. Part (iii) was the least well done, with many candidates failing to match *il y a de longs embouteillages* with answer A, 'causes lots of traffic'; the most common incorrect answer was B, 'creates a lot of rubbish', with less successful candidates failing to understand *il y a peu d'ordures*.

QUESTION 4

Candidates were asked to identify the key points made by someone speaking about their future plans. They were asked to select three correct statements from a given list of seven. Successful candidates were able to recognise the use of tenses and time indicators and negatives to eliminate incorrect answers. The most common correct answers were G, 'Family is important to her', followed by D, 'She wants to be well paid'. The correct answer F, 'She plans to work part-time in the future' was not well done; many candidates did not know the meaning of *mi-temps* in *je vais travailler à mi-temps*. The most common incorrect answer was A, 'She is going to do volunteering', with candidates failing to recognise the negative in the *pas moi* in the sentence *Beaucoup de mes amis veulent travailler comme volontaire mais pas moi*. Answer B, 'She wants to be a vet', was also a common incorrect answer, with candidates not recognising the tenses and time indicators in the sentence *Quand j'étais petite, je voulais être vétérinaire mais maintenant je veux travailler dans le tourisme*.

QUESTION 5

Candidates were asked to identify key points and details of someone talking about their leisure activities. There were three multiple choice questions. The most frequently correct answer was part (i) D, 'playing in a group', followed by part (ii) A, 'friend's house'. In part (iii), less successful candidates did not identify the use of the present tense in *j'organise un journal tous les mois pour le collège* to match it with answer B, 'runs a school newspaper'. The most common incorrect answer was A, 'writes a blog', with some candidates not recognising the time indicator or the use of the immediate future in the sentence *Je vais bientôt écrire un blog*.

QUESTION 6

Candidates were asked to identify the key points and some details of someone talking about homework. Candidates had to answer open-ended questions in English. The extract was divided into two parts, (a) and (b). In part (a), candidates answered two questions worth one mark each and in part (b), three questions worth one mark each. The most frequently correct answer in part (a) was question (i), and in part (b), question (ii). In part (a)(i), candidates had the choice between two answers, the most commonly correct one was 'helps her organise her time'. The alternative answer 'helps her learn her lessons/subjects' was less well done, with many candidates confusing the verbs *comprendre* and *apprendre* and giving answers such as 'helps her understand her lessons' rather than 'helps her learn her lessons'. Some candidates took elements from both answers to create incorrect answers, such as 'helps her organise her lessons/subjects'. Part (a)(ii) was not well done, with many candidates not recognising or understanding the sentence *En semaine, je rentre à 18h donc, c'est dur de faire mes devoirs*. Incorrect answers such as 'she has 18 hours of homework', 'she has too much homework' were common. The number 18 caused problems for a number of candidates and was often rendered as 10 o'clock or 8 o'clock. Quite a lot of answers were not based on what was heard but possibly experience, with answers such as 'she has a lot of activities in the evening', 'she goes out', 'she is busy', 'she goes to lots of clubs'. In part (b)(i), less successful candidates did not pick up or understand *je ferme mon portable* and gave incorrect answers such as 'she puts her phone on silent', 'she uses her phone', 'she messages her friends'. Part (b)(ii) was generally well done, but where candidates did not score, answers such as 'maths/ science/ speaking homework' were common. In part (b)(iii), candidates had the choice of two answers: 'They (her parents) know she always does her homework' was the most common correct answer. However, some candidates misinterpreted the *toujours* in the phrase *ils savent que je fais*

toujours mes devoirs for tous les jours and incorrectly wrote 'she does her homework every day'. The alternative answer, 'her parents/they leave her to do her homework' was less well done. Many candidates did not recognise the use of *tranquille* in the sentence *mes parents me laissent tranquille*, and answers such as 'her parents keep quiet while she does her homework' were common, as was 'her parents are relaxed/calm/laid back'.

QUESTION 7

Candidates were asked to identify the key points and some details of someone talking about the cinema in France. Candidates had to answer open-ended questions in English. The extract was divided into two parts, (a) and (b). In part (a), candidates answered two questions worth one mark each and in part (b), three questions worth one mark each. The most frequently correct answers were part (a)(ii) and part (b)(i) and (iii). In part (a)(i), *connu* was generally not well known and incorrect answers, such as 'it is the best in the world', 'it is the most popular', were common. Part (a)(ii) was generally well known, with many candidates successfully identifying 'American action films' as the correct answer. Some candidates, however, did not pick up on the use of the comparative in the phrase *ils sont plus populaires que les films français et anglais* and incorrectly wrote 'they prefer French and English films'. Part (b)(ii) proved difficult for some candidates, as some candidates misheard *heures* for *euros* and wrote answers such as 'it lasts for 4 hours', some misheard the *euros* as the English word rows and incorrectly wrote 'you can only sit in the 4th row'. The number 4 was rendered variously as 3/5/14. Other less successful candidates gave answers not mentioned in the extract, e.g. 'all cinemas are free', 'you can watch films'. There was a choice of two answers for part (b) (iii), and the most commonly correct answer was 'he can forget his problems'; the alternative answer 'because of the big screen' was less common. Where candidates failed to score, they gave answers such as 'the cinema solves all his problems' or, again, answers not based on what was heard, 'he goes with his mother' was a relatively common incorrect answer.

QUESTION 8

Candidates were asked to identify key points, details and opinions given by two speakers about going on holiday. There were six multiple choice questions and the question was broken into two parts, part (a) and part (b), each with three questions worth one mark each. In part (a), the most common correct answers were (i) D, 'the countryside' and in part (b)(i) C, 'to different countries' and (ii) B, 'Greece'. In part (a) (ii), less successful candidates failed to recognise or understand *Visiter une région, c'est bien, moi, je veux me reposer* and match it with answer B, 'resting'. In part a(iii), some candidates did not understand the noun *la lecture* in the sentence *La lecture, c'est la meilleure activité en vacances* and so did not give the correct answer, C, 'reading'. In part (b)(iii), some candidates did not successfully match *Voyager, c'est l'occasion de rencontrer des gens d'une culture différente* with answer A, 'meet new people'.

QUESTION 9

Candidates were asked to identify key points and details from a text on the charity *Copains du monde*. Candidates had to answer open-ended questions in English. The question was divided in two parts, part (a), with five questions worth one mark each and part (b), with four questions worth five marks. Whilst full sentences are not required, some candidates lost marks with answers that lacked detail at this level, often one-word answers which did not score marks, such as in 9b(iii), writing 'responsible' or 'skills' when the correct answer is either 'she is more responsible' or 'she has gained new skills'. The most frequently correct answers

were part 9(a), (i), (iv) and (v) and in part 9(b), (i) and (iii). In 9 (a)(ii), *On va d'abord dans les boulangeries et on nous donne des sandwiches* was not well understood, particularly the reference to the verb *donner* and incorrect answers, such as 'they buy sandwiches from the bakeries' or 'they make sandwiches at the bakery' were common. In part (a)(iii), very few candidates picked up on the sentence *Pour aider les SDF, quelquefois, nos mères cuisinent des repas chauds* and common incorrect answers were 'they make them themselves', 'they get them from the homeless people' and quite a few candidates gave the answer 'from the mayor'. Whilst part (a)(v) was generally well done, there was a variety of incorrect answers based probably on guess work, answers such as 'it is the colour of Christmas', 'so they stand out/are more visible', 'so they can sing', 'it's the colour of the charity'.

In part (b)(ii), the word *sourires* in the phrase *parce qu'on voit les sourires des gens qu'on aide* was not well known. In part (b)(iv), the phrase *Le plus difficile, c'est quand on demande au public de nous aider et qu'il refuse* was not well understood and the most common incorrect answer was 'when people refuse their help/ the food'. Some incorrect answers were based on candidates not listening to the whole but homing in on individual items of vocabulary, such as the verb *demande* with answers such as 'the demand is too great', 'the public is demanding', or the noun *le public* with answers such as 'she doesn't like going out in public/ speaking in public'.

QUESTION 10

Candidates were asked to identify key points and opinions of two speakers talking about their jobs. There were two parts to the question, 10 (i) and 10 (ii), each with a different speaker and each worth two marks. Candidates had to tick two statements from a given list of five for each part of the question. In part (i), the most frequently correct answer was A, 'He is ambitious', but the second correct answer, E, 'He doesn't see his family during the week' was also generally well done. In part (ii), the most common correct answer was B, 'There is a lot of competition for jobs'. The second correct answer, D, 'She wants to work in television' was less well done with less successful candidates failing to understand *Mon rêve est de jouer dans un feuilleton sur une chaîne nationale*. The most common incorrect answer was A, 'Her last acting role was as a waitress' where some candidates homed in on the word *serveuse* instead of listening to the whole of the sentence *Parfois, je suis au chômage parce que beaucoup de gens veulent travailler dans le théâtre, alors je dois travailler comme serveuse*.

SUMMARY AND ADVICE TO CENTRES

Marks lost in this examination are most typified by answers provided in the following questions.

SECTION A

Questions 1 and 2: These are set in the target language and require candidates to complete sentences in Question 1 and to identify the views of named individuals in Question 2.

TIPS:

- Advise candidates to use the reading time to try and work out in Question 1 what part of speech is required to complete the sentences. For example, Question 1 (b), *Il y avait beaucoup de* needs to be followed by a noun so answers such as *poli* or *cher* are

not correct. In Question 2, candidates should take time to work out the meaning of the individual statements. They should also listen for negative and positive statements, comparatives, time indicators and tenses.

SECTION B

Questions 3, 4, 5, 8 and 10 (and also 2): These questions require candidates to pick out key points and some details both of information and opinions by choosing from a given range.

TIPS:

- Advise candidates to listen to the whole and not just to home in on individual items of vocabulary. They should listen for the use of negation, time indicators and tenses, qualifiers, the use of the comparative, positive and negative opinions.

Questions 6, 7 and 9 require candidates to respond to questions in English.

TIPS:

- Advise candidates to use the reading time available to think carefully about the questions asked, to read the questions carefully and to check the number of marks available.
- Whilst the required answers are not long, candidates should ensure they give precise or complete answers to the questions, for example in Q9(b)(iii), she is more responsible not simply responsible. On the other hand, too much information given can sometimes negate the given response, particularly where there are alternative answers and candidates take elements of each one to create an incorrect answer, e.g. in Q6 part (a)(i), helps her to organise her lessons.

Throughout the paper, knowledge of the vocabulary listed in the specification (Foundation and Higher) is essential and candidates often lose marks because they do not know key vocabulary. The question titles across the paper also provide an important clue to comprehension e.g. 'Homework', 'Leisure activities'.

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