

Surname	Centre Number	Candidate Number
First name(s)		0



GCSE

C800UB0-1



TUESDAY, 14 MAY 2024 – MORNING

FRENCH

Component 2: Listening

HIGHER TIER

Approximately 45 minutes (with an additional 5 minutes' reading time)

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Where numbers are required, figures may be used.

You will hear a recording which contains a number of items in French and you will answer questions on each of these in English or French as instructed.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

You will have five minutes to read the questions before the recording begins.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

Before you hear the recording, you will be allowed **five minutes** to read the questions. You may make notes on the booklet during this time. The recording will be played and you will hear question 1 as it appears in your booklet, introduced by the question number or part-question number. The French item will then follow. At the end of this there will be a pause and the item will be repeated. All other questions will be heard in the same way. **You may make notes or write your answers at any time.**

The paper carries 45 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	5	
2.	5	
3.	5	
4.	4	
5.	4	
6.	5	
7.	5	
8.	6	
9.	6	
Total	45	

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Answer **all** questions.

1. Listen to this radio show. [5]

Answer the questions **in English**.

Section 1

- (a) What is the topic of the radio show? [1]

.....

- (b) In what year did the event first take place? [1]

.....

- (c) How long has the event taken place in France? [1]

.....

Section 2

- (d) What can you visit at the event in the morning? [1]

.....

- (e) How much is the entrance fee for students? [1]

.....



2. Listen to Luc talking about working abroad.

[5]

Answer the questions **in English**.

Section 1

(a) What are the advantages of working abroad? Write **two** details.

[2]

-
-

Section 2

(b) When working abroad, what must you do? Write **two** details.

[2]

-
-

(c) How does Luc describe working abroad?

[1]

.....



3. Listen to this blog about school uniform.

[5]

Complete the tables below **in English**.

Section 1

Three facts about school uniform in France	• • •
--	---

[3]

Section 2

Two facts about the pupil's opinion on school uniform	• •
---	--

[2]



4. Listen to Olivia talking about an environmental issue. [4]

Answer the questions **in English**.

Section 1

- (a) According to Olivia, what shouldn't we do? [1]

.....

- (b) In order to protect the environment, what must we reduce? [1]

.....

Section 2

- (c) What happens every year? Write **one** detail. [1]

.....

- (d) What can be done to help this situation? Write **one** detail. [1]

.....



5. Écoute ce reportage sur le tourisme.

[4]

Coche (✓) la bonne case.

Section 1

(a) Passer des vacances près de la plage est... pour certaines personnes.

[1]

pénible	
idéal	
impossible	

(b) Il est... de faire des réservations.

[1]

difficile	
facile	
utile	

Section 2

(c) Louer une maison en été au bord de la mer est souvent très...

[1]

cher.	
amusant.	
bruyant.	

(d) Les régions touristiques ne sont pas toujours idéales pour les...

[1]

enfants.	
familles.	
personnes âgées.	



6. Écoute ce blog sur le sport et les ados.

[5]

Coche (✓) les bonnes cases.

Section 1

Coche (✓) **deux** cases.

[2]

Le sport peut aider les ados dans leur vie quotidienne.	
Certains ados détestent marcher dans la nature.	
La danse est barbant pour beaucoup d'ados.	
La plupart des ados ne sont pas actifs.	
Il n'est pas difficile de pratiquer un sport au lycée.	

Section 2

Coche (✓) **trois** cases.

[3]

On a besoin de confiance pour pratiquer un sport.	
C'est une bonne idée de pratiquer un sport comme le rugby.	
Pour certains ados, le sport au lycée est très barbant.	
On devrait commencer à pratiquer un sport à quatre ans.	
Le sport peut réduire les problèmes de santé mentale.	
Certaines jeunes trouvent le sport dangereux.	
La santé mentale est un problème pour tous les jeunes.	



7. Listen to David's radio show about part-time jobs. [5]

Answer the questions in **English**.

Section 1

- (a) What is the advantage of working as a waiter? Write **one** detail. [1]

.....

- (b) Why does David's sister like being a waitress? Write **one** detail. [1]

.....

Section 2

- (c) How does David describe pet sitting? [1]

.....

- (d) According to David, what qualities are required to be a pet sitter? Write **one** detail. [1]

.....

- (e) According to David, what should you talk to the clients about? [1]

.....



8. Listen to Sabine speaking on a radio show about the English town where she used to live. [6]

Answer the questions **in English**.

Section 1

- (a) What does Sabine compare the town with? [1]

.....

- (b) How does the apartment block seem different now? Write **two** details. [2]

•

•

- (c) How do you know that Sabine is not happy with how the town has changed? Write **one** detail. [1]

.....

Section 2

- (d) Why doesn't Sabine like tourists in the town? Write **one** detail. [1]

.....

- (e) Why is Sabine happy that there are more cafés? [1]

.....



9. Listen to this conversation between Henri and Sara about robots. [6]

Answer the questions **in English**.

Section 1

Henri

- (a) From what year will robots have an important part to play in our lives? [1]

.....

- (b) According to Henri, in what way will robots be better? Write **one** detail. [1]

.....

- (c) What everyday tasks will robots be able to do? Write **two** details. [2]

•

•

Section 2

Sara

- (d) Why is Sara worried? Write **one** detail. [1]

.....

- (e) What has a robot already been able to do better than a human? [1]

.....

END OF PAPER



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