

Surname	Centre Number	Candidate Number
First name(s)		0



GCSE

3800UB0-1



S25-3800UB0-1

WEDNESDAY, 21 MAY 2025 – MORNING

FRENCH

Unit 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.

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

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.



JUN253800UB0101

Answer **all** questions.

1. Listen to this podcast about the *Carnaval de Québec*. Complete the tables in **English**. [5]

Section 1

(a)	How long the carnival lasts.		[1]
(b)	How the winter carnival is described.		[1]

Section 2

(c)	What there is for children.		[1]
(d)	What the famous drink is made of.		[1]
(e)	What you can watch. Write one detail.		[1]



2. Listen to this interview with Axel about his work. Answer the questions **in English**. [5]

Section 1

- (a) Why is Axel happy about being a scientist? [1]

.....

- (b) Who does Axel normally work with? [1]

.....

- (c) How do we know Axel enjoys the job? Write **one** detail. [1]

.....

Section 2

- (d) Where else has Axel worked? [1]

.....

- (e) Why didn't Axel enjoy it? Write **one** detail. [1]

.....



3. Listen to this conversation about skills and qualities. Answer the questions **in English**. [5]

Section 1

- (a) What is important to Marc? Write **one** detail. [1]

.....

- (b) Why does Julie think it is important to be flexible? [1]

.....

- (c) What are Marc's strengths? Write **one** detail. [1]

.....

Section 2

- (d) What does Julie think people need? [1]

.....

- (e) Why is this good advice, in Marc's opinion? Write **one** detail. [1]

.....



4. Listen to this report about changes to school life in France. Answer the questions **in English**. [4]

Section 1

- (a) When did these changes happen? [1]

.....

- (b) What change has been made to the age children start school? [1]

.....

Section 2

- (c) Write **two** ways in which the Bac changed? [2]

-
-



5. Écoute ce reportage sur le stress chez les jeunes.

[4]

Section 1 Coche (✓) les **deux** phrases correctes.

[2]

(i)	50 % des adolescents sont touchés par le stress.	
(ii)	Le phénomène ne touche pas les réseaux sociaux.	
(iii)	Le stress affecte leur vie de tous les jours.	
(iv)	L'école stresse les ados plus que toute autre chose.	

Section 2 Coche (✓) les **deux** phrases correctes.

[2]

(v)	Les filles souffrent le moins du stress.	
(vi)	Les garçons n'aiment pas parler du stress.	
(vii)	Le stress peut être bénéfique.	
(viii)	On ne peut pas combattre le stress.	



6. Écoute ce podcast d'une visite au Parc National Eryri (Snowdonia). Coche (✓) les bonnes cases. [5]

Section 1

- (a) En arrivant au Parc National... [1]

il y avait beaucoup de monde.	
il y avait très peu de monde.	
il n'y avait qu'eux deux.	

- (b) Pendant la montée en train... [1]

ils ont dû rester assis.	
prendre des photos était interdit.	
ils ont mangé un sandwich.	

- (c) Au sommet... [1]

il y avait une vue incroyable.	
ils n'ont rien vu à cause du temps.	
il faisait du soleil.	

Section 2

- (d) Ils auraient préféré... [1]

manger au sommet.	
passer plus de temps à Liverpool.	
monter au sommet à pied.	

- (e) Ils ont décidé de... [1]

vivre au Pays de Galles.	
ne pas revenir en Angleterre.	
refaire la montée de la montagne.	



7. Listen to this report about Madagascar. Complete the tables in English.

[6]

Section 1

(a)	Causes of the serious situation in Madagascar. Write two details.	
(b)	Action required to improve the situation.	

Section 2

(c)	Number of people affected by famine.		[1]
(d)	Countries that should help.		[1]
(e)	Cause of the problem according to the government.		[1]



8. Listen to this conversation between Juliette and Mathieu. Answer the questions **in English**. [5]

Section 1

- (a) What sort of relationship is this conversation about? [1]

.....

- (b) What does Juliette say about these relationships? Write **two** details. [2]

-
-

Section 2

- (c) What does Mathieu say about his friends? Write **one** detail. [1]

.....

- (d) What does Mathieu never do? [1]

.....



9. Listen to this advert. Answer the questions **in English**.

[6]

Section 1

(a) What kind of theme park is *Le Puy du Fou*?

[1]

.....

(b) How are the shows presented? Write **one** detail.

[1]

.....

(c) What do they promise?

[1]

.....

Section 2

(d) Why is a little boy mentioned?

[1]

.....

(e) What is special about the 2000 actors? Write **one** detail.

[1]

.....

(f) What does the academy do?

[1]

.....

END OF PAPER



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