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GCSE French 5FR03 Paper 3F

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Question 1

This was aimed at Grade G. Candidates were required to match food vocabulary items with pictures, and most coped well. Revision of vocabulary in themed sections helps students to prepare effectively for such tasks.

Question 2

This was aimed at Grade F. Candidates needed to identify where individuals could obtain the services they required. Sections (ii) and (iii) were particularly well answered. Learning individual vocabulary items is necessary to perform well in such a task together with a small amount of deductive reasoning.

Question 3

This was aimed at Grade D. Candidates needed to read an email and indicate the four items that were discussed in it. Most scored 2 to 3 out of 4. As some of the suggested answers included references to material contained in the text, but in an incorrect context, candidates had to do more than merely pair French items with English equivalents. They had to show an ability to appreciate the sense of whole sentences.

Question 4

This was aimed at Grade E. All parts were well answered, with part (iv) being found slightly harder than the others. The ability to read a short text and to identify which characters in it do particular actions or have particular qualities is being tested. Because of the nature of the task, deductive reasoning and a knowledge of a variety of vocabulary are involved.

Question 5

This was aimed at Grade G. Here individual vocabulary items from the Topic Area of Future Plans, Education and Work were being tested in the context of finding information on a school's website. Part (iii) was found harder than the other three, which were well answered. As in Question 1, revision of vocabulary in themed areas helps to prepare students for such items.

Question 6

This was aimed at Grade F. Statements concerning basic weather and leisure were tested with candidates needing to identify which person commented on a particular subject. Parts (i) and (ii) were well answered. In this task students need to display the same types of skills as in Question 2.

Question 7

This was aimed at Grade C. Candidates were required to read a longer text in the form of a letter concerning a visit to a restaurant and the problems encountered there, and to choose the correct completion for each of four sentences to demonstrate their comprehension. This task was inevitably found to be more complex than the previous ones, with part (d) in particular being found difficult. Studying texts of a similar complexity with comprehension being tested develops the skills students need to perform well in such exercises.

Question 8

This was also aimed at Grade C. The text about a film festival based on an authentic model. Candidates were required to identify four facts mentioned in the text and did not need to be able to understand all of the text. Most scored between 2 and 3 out of 4. Practice at reading short authentic texts for gist helps students to develop their ability to cope well with such tasks.

Question 9

This was aimed at Grade D. Candidates had to read a short text and identify the four correct statements. Most scored between 2 and 3 out of 4. The skills needed were similar to those tested in Question 3.

Question 10

This was aimed at Grade E. Candidates were required to read a short text about summer jobs and answer questions in English to demonstrate comprehension. Question (a) was less well answered than the other parts and part (d) was found slightly harder than parts (b) and (c). Work to develop students' abilities to extract information from a complete text rather than single sentences enables them to perform well in such tasks.

Grade Boundaries

Grade	Max Mark	C	D	E	F	G	U
Raw mark boundary	40	30	24	18	13	8	0
Uniform mark scale boundary	41	36	30	24	18	12	0

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