

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCSE French (5FR03)
Paper 3F Reading and Understanding in
French

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**GCSE French
Paper 3 Foundation Tier
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Q1

Students were required to pair French headings on a form with their English equivalents. The majority scored well, though there was some confusion between “prénom” and “nom de famille”.

Q2

Students needed to identify where in a town individuals had to go to carry out various tasks. Most scored at least 3 out of 4 marks. A good knowledge of basic vocabulary items is required in such tasks together with the ability to associate an action with the correct location to perform it. “Hôtel de ville” and “gare routière” were the vocabulary items which caused most difficulty for students.

Q3

Students had to read a text about Stéphane’s family and indicate four correct statements from eight possible answers. Many scored well here. This type of task requires students to do more than simply find a French term and its English equivalent, as some of the suggested answers included references to material in the text, but in an incorrect context. It is advised that students learn to understand full statements rather than vocabulary items in isolation in order to perform well in such exercises.

Q4

Students had to read a short text and identify which person’s statement fitted each question. This task was more complex than the previous ones, but many students scored well and no part appeared to be substantially harder than the others. In questions of this type the ability to understand sections of text is required, and the use of similar material with a degree of complexity in the learning environment helps students to develop the necessary skills.

Q5

Students were required to read a short text about Mohammed’s life, and to demonstrate their comprehension by identifying four correct statements from eight alternatives. Most students scored at least 2 out of 4.

Q6

Here the comprehension of short statements was being tested in the context of a chat room in which problems were discussed. Most students gained at least 3 marks out of 4. The skills required were similar to those involved in Question 2.

Q7

In this question students were presented with a longer text about a family's shopping trip to Rouen. The multiple choice questions required them to demonstrate the ability to extract detailed information from the text, one of the more complex tasks demanded of them in this paper. Students can easily undertake similar exercises in their preparation for the examination.

Q8

The question took the form of a short text about winter sports, with students being required to identify four correct statements from eight possibilities. Most scored at least 2 out of 4. Practice at reading short authentic texts is advised to help students develop their ability to cope well with such tasks.

Q9

Students had to read a list of telephone numbers to dial in order to access particular services in a hotel, and to write the correct number against an English list of what guests might require. Many students scored full marks. As in Q1, revision of vocabulary in themed sections helps to prepare students for exercises of this sort.

Q10

Students were required to read a notice about lost property and answer questions in English to demonstrate their comprehension. Very few students incorrectly answered in French which shows that they had been well prepared for this type of exercise. It is important that students give precise answers and are not misled by extraneous material. Many gave the answer "17th April" in response to Q10(c), which showed that they had not read the notice carefully enough. In Q10(d) some showed a lack of understanding of the word "bureau". Teachers are advised to work on developing students' skills at extracting information from a text as a whole rather than from single sentences which helps them to perform well in tasks like this.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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