

Examiners' Report/  
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCSE  
in French (5FR03/3F)  
Paper 3F: Reading and Understanding  
in French

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**GCSE French**  
**Unit 3: Reading and Understanding in French**  
**Examiner Report**

Candidates performed well across the paper as a whole and there were some good performances. Most were well prepared for the different test types although questions with a greater choice of answers and questions which required answers in English remain a challenge for less able candidates.

**Question 1**

Question 1 targeted at G grade students and requiring the candidates to recognise single lexical items was answered very well although individual items of vocabulary did cause problems for a small number of weaker candidates. *Les jeux de console* was known by almost all candidates but the very weakest failed to recognise *ordinateur* and *amis*.

**Question 2**

Question 2 which was targeted at F grade students was not well done. *Le car* was incorrectly identified as meaning a car which caused candidates difficulties with 2i and 2iii. Candidates also had difficulty in identifying that *à pied* referred to walking.

**Question 3**

Many candidates struggled with this question which was targeted at D grade. Part i) required candidates to identify two ideas (boring and difficult), both of which were expressed as negatives (not interesting and not very easy). Some candidates spotted the word *ennuyeux* in B and chose this as the correct answer, without considering the fact that they also needed to find the idea of difficulty. Candidates also struggled with the phrase *trop de devoirs*, with almost half of entrants unable to recognise that this meant too much homework. Many candidates also failed to find the negative phrase *je n'ai pas le temps*, choosing the incorrect *je fais mes devoirs en une heure* assuming that this meant that they had insufficient time. The verb *apprendre* was also not commonly known.

This type of task requires candidates to do more than simply find a French term and its equivalent in English, as some of the answers included references to material in more than one of the texts and candidates need to look for more precise details and consider negative statements. Centres are advised to teach students to learn to understand full statements rather than vocabulary items in isolation in order to perform well in such tasks.

#### **Question 4**

This question was targeted at C grade candidates and a good number of candidates at this level achieved full marks. Most candidates around C grade fared well with parts i) and ii) and iii) of this question. Part iv) presented the most difficulty with some candidates failing to identify the phrase *on devrait y construire un grand centre sportif* as the correct answer to this part of the question. In questions of this nature, candidates require the ability to understand sections of text and centres are advised to prepare candidates for this by using similar material with a degree of complexity at the learning stage in order to help them develop the necessary skills.

#### **Question 5**

Question 5 aimed at E grade candidates was quite well done with all but the weakest candidates achieving a good score in this question. The part of the question which caused most difficulty was part iv) with some candidates failing to recognise phrases used for inviting a friend to go out such as *Tu es libre? Tu veux venir?*, opting instead for the incorrect option D which referred to how a friend celebrated their birthday. Tasks such as this require a good knowledge of basic vocabulary items as well as the ability to identify the context in which a text might be set and centres should prepare candidates by undertaking exercises which develop this skill as part of the learning process.

#### **Question 6**

Most candidates scored well in this question targeted at F grade. Candidates had the most difficulty in identifying the word *les cours*. The skills required for this question were similar to question 2 but the vocabulary items in this question proved more accessible to candidates.

#### **Question 7**

This question, written predominantly in the perfect and imperfect tenses was targeted at C grade candidates and required them to understand a range of verbs in these tenses, which the more able candidates were able to do successfully. Part ii of this question was the part with which candidates experienced the most difficulty with some spotting the word *erreur* in statement C and identifying this as the correct response rather than B. The question required candidates to demonstrate the ability to extract detailed information from the text.

#### **Question 8**

Most parts of this question aimed at D grade candidates were tackled well by candidates at this level. The phrase *vêtements de marque* was not well known. Questions such as this require candidates to read the French and English statements very carefully to help them to arrive at the correct answer and

practice of similar exercises in the learning environment should help them to develop this skill.

### **Question 9**

This G grade question which required candidates to match single lexical items with food items was very well done with many candidates gaining 3 or 4 marks. *Légumes* and *riz* presented the most difficulty for candidates. As in question 1, revision of vocabulary in themed sections helps to prepare candidates for tasks of this nature.

### **Question 10**

This question which should have been accessible to E grade candidates was not well done with many candidates scoring two marks out of four. Some candidates wrote answers in French and centres should be sure to stress to students that if questions are written in English, then the responses must also be in English. It is also important that candidates give precise answers and are not misled by extraneous material which may invalidate a correct response.

10a) – This part of the question was generally well done although some candidates wrote the incorrect answer of Italy or Portugal.

10b) - Although many candidates identified the word *la campagne* correctly as the countryside, a large number misread this and wrote *camping* as their answer.

10c) - This question was answered well in most instances.

10d) – Many candidates referred to parents paying for his holiday rather than simply stating that they have more money. Some candidates drew the conclusion that going on holiday with parents was more fun.

The performance of better candidates was characterised by:

- careful reading of the questions
- sound knowledge of core vocabulary and differences between positives and negatives.
- identifying cognates and familiar words in unfamiliar contexts
- attention to detail
- applying logic

## **Grade Boundaries**

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