

Examiners' Report/ Principal Examiner Feedback

Summer 2016

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

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GCSE French

Unit 3F: 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 well by most although individual items of vocabulary did cause problems for some candidates. The majority of candidates achieved full marks on this question. The most frequently unknown item of vocabulary was *du poulet roti*, closely followed by *un jus de citron*.

Question 2

Question 2 which was targeted at F grade students and many candidates achieved full marks on this question. The most frequently unknown item of vocabulary was *une brosse à dents*. A good knowledge of basic vocabulary items is required together with the ability to recognise these items when presented in simple sentences. It is important to remind candidates that any vocabulary item in the minimum core vocabulary can appear in the examination.

Question 3

Most candidates performed well on this question, particularly in parts ii) and iv) which was targeted at D grade candidates. Some candidates were unable to associate the phrase *J'ai acheté un jeu video au grand magasin à un bon prix* with the English *I bought something cheap in 3i)*.

A number of candidates answered 3ii) correctly, but some selected the incorrect answer E for 3ii), as *ma soeur* appeared both here and in the correct response, C. Candidates would need to fully understand the time frame of the sentence. 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.

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 number achieved full marks. 4i) was the most challenging part of the question for some candidates who did not score on this part of the question. All means of transport were mentioned in the first paragraph and candidates needed to fully understand the passage to arrive at the correct answer. Some candidates incorrectly selected answer B for 4ii), which also appeared in the passage.

4iii) was the part of the question which was answered most successfully. Some candidates were unable to answer 4iv) successfully. Success in this part of the

question required careful reading and full comprehension of the final paragraph, as all activities are mentioned.

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

Overall candidates performed well on question 5 aimed at E grade candidates, however the phrase *chez moi* presented some difficulty and some candidates were unable to recognise that this meant *at home*, although *je déteste voyager* should have given candidates an additional clue. *La plage* and *les vacances d'hiver* were also unknown by some. Many statements gave candidates two pieces of linked information so that if vocabulary was unknown, then there was another chance to understand the statement (eg C *les vacances d'hiver sont super! J'aime bien la neige.*) If candidates did not recognise *hiver*, then *la neige* would have provided a further clue.

Questions such as this offer candidates several vocabulary items 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 6

Most candidates scored well in this question targeted at F grade. 6i) and 6iv) presented some difficulty for candidates, with some unable to link *lire* with reading, even when provided with additional vocabulary *les romans policiers* and the cognate *les magazines*. *Dessiner* was also unknown by some. The skills required for this question were similar to question 2 but the vocabulary items in this question proved less problematic to candidates.

Question 7

This question, written using a range of tenses was targeted at C grade candidates and required them to understand time frames. 7ii) was not as well answered as the other parts of this question.

A number of candidates were able to deduce that Nico's brother did not enjoy visiting the museum. The multiple choice questions required candidates to demonstrate the ability to extract detailed information from the text. The more able candidates were able to read and assimilate information successfully.

Question 8

Overall all parts of this question aimed at D grade candidates were tackled well. The majority of candidates were able to provide correct responses to this question. A small number of entrants did not recognise the word *magasin* and did not answer (i) correctly. Tasks such as this required a good knowledge of basic vocabulary items and centres should prepare candidates by undertaking exercises which develop this skill as part of the learning process.

Question 9

This G grade question which required candidates to match single lexical items with pictures of places around the town was very well done with many candidates gaining 3 or 4 marks. The vocabulary which presented the greatest difficulty was *anniversaire* and *des lunettes*. Revision of vocabulary in themed sections helps to prepare candidates for tasks of this nature.

Question 10

This question targeted at E grade candidates was not well done in all parts, with some candidates scoring only two marks out of four. A few candidates wrote some answers in French and centres should be sure to stress to students to pay close attention to the instructions in the question.. It is also important that candidates give precise answers and are not misled by extraneous material which may invalidate a correct response.

10a) – Some candidates answered this incorrectly with *7.00* and *7.15* being common incorrect answers.

10b) – The majority of candidates successfully answered that maths was Alexia's favourite subject, although a few were led astray by the distractor la *géographie*.

10c) - This question was answered well in most instances, although a small number of candidates thought that she bought food from the canteen to eat with friends or went to clubs.

10d) - Many candidates answered this question successfully, although some did not know *le mercredi*. There were some instances of candidates writing out all the days of the week in the blank area below the question to be sure of the correct answer.

The performance of better candidates was characterised by:

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

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