

Examiners' Report/
Principal Examiner Feedback

June 2011

GCSE French (5FR03) Paper 3H

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Question 1

This was aimed at Grade D. A short text was presented to candidates who had to identify four items mentioned. Most scored at least 3 out of 4. As most of the eight possible answers made reference to material in the text, but only four of them were accurate, candidates had to demonstrate an ability to appreciate ideas rather than simple knowledge of items of vocabulary.

Question 2

This was aimed at Grade C. Candidates were required to read a longer text made up of six responses to a discussion of personal problems on the Internet and to select the name of which individuals had particular problems. Most candidates managed to score at least 3 out of 4. Practice with similar Internet material develops the skills needed to perform well in this type of exercise.

Question 3

This was aimed at Grade B. Candidates had to read an email and choose the correct completion to four sentences from three alternatives. The questions were found to be of equal difficulty and the majority of candidates scored at least 2 out of 4. Students can be given ample opportunity to complete similar exercises during their period of study.

Question 4

This was aimed at Grade A. Candidates had to show their comprehension of a text about healthy eating by answering questions in English. Despite the complexity of the task, there were few candidates who scored very poorly; and some gained all eight marks. Some who found the task demanding ignored the direction in (a) to material in the **first paragraph** and in (c) to the content of the **third paragraph**. Answers targeting material from other paragraphs were of course irrelevant. Similar texts for study are available in course textbooks and on line.

Question 5

This was aimed at Grade D. Candidates had to read a short text about events being organised during the summer holiday for young people and select four correct statements from eight possible answers. Most scored at least 3 marks. The skills needed were similar to those tested in Question 1.

Question 6

This was aimed at Grade C and was based on a longer text, an extract from a letter. Candidates had to demonstrate their comprehension of ideas in the text by selecting the correct completion of sentences from three possibilities. Most scored over half marks. Practice at reading short authentic texts for gist helps students to develop their ability to cope well with such tasks.

Question 7

This was aimed at Grade B. Eight young people presented their ideas on the talents they would like to possess in a discussion on line; and candidates had to identify which ones fitted four statements at the end. The text was longer than those used in questions targeting lower grades and there were some similar themes discussed by the individuals. Students therefore need to develop their abilities to appreciate details as well as generalities in what they read in French in order to perform well in such exercises. Most candidates managed to score at least 2 out of 4 marks.

Question 8

This was aimed at Grade A*. The text was based on an authentic original and contained some complicated material and structures, as is appropriate for a question at this level. The tasks set were also harder, as the statements for the questions on the text were in French and not phrased in identical ways to material in the actual text. Candidates had to select four correct statements from eight alternatives and then choose the correct conclusions for four more statements. Very few candidates failed to score at all in this question, and it was pleasing to note that some did manage to achieve eight marks. In this exercise, good comprehension skills are needed, as is an ability to draw conclusions from the text as a whole through deductive reasoning. Access to authentic published material would help students to deal effectively with such tasks.

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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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