

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

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

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**GCSE French  
Paper 3 Higher Tier  
Reading and Understanding in French  
Examiner Report**

The time allocation appeared to be sufficient for students to complete all of the questions. For the most part students were entered at the correct level, and this fact was reflected in the higher marks students taking this paper achieved in the questions which were common to the Foundation and Higher tiers.

**Q1**

Students had to read a short text and identify which person's statement fitted each question. The majority of students scored at least 3 marks out of 4. 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.

**Q2**

Students had to read a text about Stéphane's family and indicate four correct statements from eight possibilities. Most scored at least 3 marks out of 4. 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.

**Q3**

Students were required to read Sophie's email about a problem she encountered on her birthday, and answer multiple choice comprehension questions on what they had read. Each of the questions was found to be of about the same level of difficulty, and the majority scored 2 or 3 out of 4. Access to similar texts in the learning environment would help students to gain the skills required.

**Q4**

This was targeted at Grade A, and students of a lower ability seemed to find this question challenging. Comprehension of a text based on an adapted authentic original was tested by questions in English. Very few made the mistake of answering in French. The answers for the questions could generally be found sequentially in the text, and in questions worth 2 marks, there were more than 2 possible answers, allowing students to discard material they felt they did not understand fully. Some answers offered seemed to be based on guesses rather than information in the text. Students need to have access to authentic

materials containing some quite complicated structures to develop their ability to perform satisfactorily in an exercise at this level.

#### **Q5**

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 3 out of 4. Practice at reading short authentic texts helps students to develop their ability to cope well with such tasks

#### **Q6**

In this question students were presented with a text about a family's shopping trip to Rouen. The multiple choice questions required the ability to extract detailed information from the text. Students can easily undertake similar exercises in their preparation for the examination. The skills needed are similar to those tested in Q1.

#### **Q7**

Students had to read an on-line discussion about various means of transport, and identify which of the young people had expressed particular opinions. Most gained 2 or 3 marks out of 4. Authentic sources were the basis of this question, and access to on-line discussions in French would help to develop students' performance in such exercises.

#### **Q8**

This was aimed at Grade A\*, and the text was adapted from an authentic original. It contained some complicated material and structures, as is appropriate for a question at this level. Those gaining the lower grades for which this paper is designed seemed to find this task demanding, but a pleasing number of students scored well. Students had to pair up the beginnings and ends of four statements, with one extra end needing to be discarded, and then choose the correct alternative of three in answer to four multiple choice questions. As with other higher grade tasks, access to authentic published material would help students to deal effectively with exercises of this kind.

## **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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