Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In French (1FR0 3F)

Paper 3F Reading

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Question 1

This question, targeted at grade 1 and required candidates to recognise single words/short phrases. There were no obvious distractors. The vast majority of candidates performed well on this question.   Familiarity with vocabulary from the list in the specification was essential for success on this task.

Question 2

This question, aimed at grade 2 required candidates to recognise single words/short phrases and place them in a gap-fill sentence in English. Most candidates succeeded well with this task. However, a small number of candidates filled in multiple answers for some parts (e.g., 2 (d)) in which instance, the first answer written was the one taken. There were also some examples of candidates who filled in their own words rather than selecting from those provided. It is important that candidates are familiar with the task type to succeed at this question.

Question 3

This question targeted candidates at grades 2 and 3. The two parts of this question targeting grade 2 were 3 (a) (i) and 3 (b) (i). 3(a) (i) which required candidates to recognise the number "quatre-vingts" was surprisingly badly tackled with only a very small number of entrants writing 80. There were a variety of other answers, common incorrect ones being 900, 60, 240 and 24.

À pied was also not widely known (3a ii)

Very few candidates knew "démodé "and many wrote that the uniform was grey and green rather than giving Serge's opinion of it.

Knowledge of basic numbers and vocabulary contained in the list meant that many candidates lost marks on this question.

Question 4

 Many candidates performed well on this question with parts (i)- (iii) inclusive generally very well done by most entrants. Parts (iv) and (v) requiring knowledge of the words "nom" and "naissance" were less well tackled. Once again, lack of familiarity with basic vocabulary lost candidates marks.

Question 5

This overlap question was targeted at grade 4 candidates. Most candidates were able to answer part (a) successfully, recognising the near cognate "collègues" and recognisable spellings of

"colleagues" in English were accepted as correct. Candidates fared less well on (b) and even less well on (c) with the meaning of "j'ai l'après-midi de libre" often misinterpreted and the term "au chômage" rarely known. Lack of vocabulary was again a problem for weaker candidates on this question.

Question 6

Some of the higher performing candidates at Foundation Tier tackled this overlap question which was a literary extract aimed at grade 5 quite well. Part (a) of this question was well done. Part (b) required candidates to understand the word "chez" and those who simply wrote "with a friend" instead of "at a friend's house" did not gain a mark, so many lost marks here and the word "copine" was not always known and sometimes rendered incorrectly as "cousin". Part (c) required entrants to understand the phrase "il y a six mois" and many managed to do this. Part (d) was an inference question, which required candidates to draw the conclusion that his life was busy now. Many failed to do this, with only a very small number achieving success on this part. Candidates at both tiers had trouble with this question and homed in on the emotional side of a possible understanding of Lisa's father's life. Answers such as "sad" and "depressing" were commonplace and many homed in on '*dîners d'affaires* '(understanding here that Lisa's father had many affairs).

Question 7

This question was targeted at grades 3-5. Candidates always find this question type very difficult and many wrote answers which were simply guesses. Others copied words from the text to fill the gaps in the sentences rather than using the ones provided in the box. Lack of practice of this test type may have been a factor in the very poor performance of some candidates.   It is important for candidates to be taught skills such as recognising where a plural might be needed in a gap-fill sentence to enable them to eliminate some of the possible words.

Question 8

This crossover question which was aimed at grade 4 was well tackled by many candidates entered at Foundation Tier.   The skills required in this question included the ability to recognise synonyms (e.g. discuter/bavarder) and time frames (part v) as well as to infer meaning.

Question 9

Higher performing candidates at Foundation Tier achieved pleasing scores on this crossover question aimed at grade 5. Part (a) of the question was unknown by most as it involved linking the phrase "Je suis allée à ma première colonie" with "…… a fait une nouvelle activité". Most candidates who scored higher marks on the paper fared well in the other four parts of the question. Many candidates were successful in linking words such as "plage" and "au bord de la mer", "un stage d'art dramatique" with "theatre". Knowledge of vocabulary, recognition of synonyms (e.g. "dures" and "difficiles") as well as the ability to recognise tenses were important for success in this question.

Question 10

On the whole, the first sentence of the translation aimed at grade 1 was translated accurately but a large number of candidates translated "ville" as "village". Surprisingly, some candidates did not know " j'habite" in sentence 1. Most candidates were able to translate "J'aime" in sentence 2, aimed at grade 2, but not many knew "la vie ici". "Animé"' was a different matter as the vast majority of candidates either did not understand it at all or thought it referred to cartoons.

The third sentence aimed at grade 3 was probably the most accurately translated sentence. Very few candidates did not know "vélo". Some candidates rendered "sportif" "active", which was accepted as an answer.

Many candidates recognised the past tense in the fourth sentence aimed at grade 4, but failed to understand the time phrase "La semaine dernière" and "j'ai vu" was frequently mistranslated as "I had".

All but the highest performing candidates at Foundation Tier struggled to translate the final sentence, aimed at grade 5. Whilst the majority of the candidates translate "centre-ville" correctly (a few used"'village" again), "on a besoin de"was not well-known and neither was "pistes cyclables"'. There were some very varied and amusing translations for this last sentence. A lot referred to a crash with other cyclists or taking the broken bike to the town-centre.

Candidates should be taught to carefully check their translations, particularly looking at tenses as many lost marks because of attention to detail. Lack of knowledge of vocabulary from the Foundation Tier vocabulary list in the specification meant that some candidates lost marks.

The performance of better candidates was characterised by:

- careful reading of the rubric and questions
- good knowledge of vocabulary from the list in the specification
- recognising the use of negation
- a good command of English giving them the ability to recognise synonyms
- attention to detail, giving full rather than partial answers in the questions requiring written answers in English
- expressing themselves clearly and unambiguously when writing in English and relating their answers to facts in the text
- drawing logical conclusions from inferred statements
- reading over and correcting their answers