



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

November 2020

Pearson Edexcel GCSE
In French (1FR0) Paper 3H: Reading and
Understanding

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: www.pearson.com/uk

November 2020

Publications Code 1FR0_3H_2011_ER

All the material in this publication is copyright

© Pearson Education Ltd 2020

Introduction

GCSE French paper 1FR0_3H is assessed by means of a sixty-minute examination. During this time, candidates are assessed on their understanding of written French across a range of different types of texts. The paper draws on vocabulary and structures across all of the themes.

The assessment consists of 10 questions and the total mark for the paper is 50 marks.

Section A has six questions set in English, two of which are questions based on literary extracts.

Section B contains three questions set in French.

Section C contains one translation passage from French into English.

Texts for individual questions within the assessment use high frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials. Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level.

A majority of candidates at this level achieved a good measure of success on questions with English prompts which required the recall of familiar vocabulary items from the list provided in the specification and most candidates were able to gain some marks on the new translation into English task. However, the weaker candidates were less successful on questions which required processing or interpreting meaning and although the literary texts and questions with rubrics in French proved accessible to those achieving higher scores on the paper, they were more problematic for less successful candidates.

Q7 was a multiple-choice question with the options written in French. This question required understanding of time frames, recall of common vocabulary included in the specification and the ability to recognise synonyms in French. Some candidates found this question type particularly challenging and scored less well on it.

Question 1

This question addressed the theme of the International and Global Dimension and the topic of Campaigns and Good Causes. Candidates had to read an article about an animal charity and answer questions about the article in English. Full sentence answers were not required.

Question 1 (a)

A vast majority of candidates correctly identified the aim of the charity "sauver et protéger les animaux" with "save" **and/or** "protect" animals acceptable correct answers. Answers which were unclear such as "the protective society of animals" were not accepted. Candidates are advised to consider the wording of answers in English to ensure that they fully answer the question.

Question 1 (b)

This part of the question gave candidates three possible choices as correct answers and the more successful gave all three. This question was correctly answered by the majority of candidates at Higher Tier.

Question 1 (c)

This part of the question was less well tackled with a number of candidates not identifying the correct answer which involved understanding the entire last sentence of the article. Most who were not successful gave a partial answer such as "take your pet with you".

Question 2

This question addressed the theme of the Identity and Culture and the topic of Socialising with Friends and Family. Candidates had to read a short literary text set in 1916 and answer questions about the text in English. Full sentence answers were not required. Some candidates found parts of this question which also appeared on the Foundation Tier paper rather challenging.

Question 2 (a)

Around one quarter of candidates at Higher Tier surprisingly were unable to translate the word "anniversaire" with incorrect answers typically "it was her anniversary" or more inventive ideas such as "the ceremony lasted 11 hours". Candidates were often unsure of the gender of Étienne but were not penalised for assuming that he was female.

Question 2 (b)

Around one quarter of Higher Tier candidates did not answer this question correctly (classroom) with most drawing upon current cultural knowledge which assumes that wedding meals take place in hotels and mistranslating "hôtel de ville" in an unrelated part of the text as "town hotel". Some more unusual answers included "in the hall room" or "in a dressing room, as it was cold outside". Some simply wrote "indoors" which was an insufficient answer.

Question 2 (c)

This part of the question was answered correctly by the overwhelming majority of candidates with all recognisable spellings of the word "guitar" being accepted as correct.

Question 2 (d)

This part of the question was poorly tackled by some, with candidates guessing answers such as "it was very cold". Those who did not mention who was leaving on 1st January (eg "she was leaving on 1st January" which implied that the author was leaving then) did not score a point as the answer was ambiguous.

Question 3

This question was an internet chat forum with comments from three people set in the Theme of Future Aspirations, Study and Work and the topic of Work. Candidates needed to read and understand the comments and then answer questions in English based on them.

For 3 (a) candidates needed to understand and process two sentences of Chantelle's comment to arrive at the correct answer which was "she enjoyed her work experience", with or without inclusion of the fact that it was in a pharmacy or that her neighbour suggested it to her as she worked there. Typical incorrect answers referred simply to the fact that her neighbour suggested a medical career to her indicating that candidates had not fully processed the text to arrive at the

answer. Around half of the candidates did not provide a sufficiently detailed answer.

Success at 3 (b) required candidates to correctly render the lexical item "la conseillère d'orientation". Many did not do this with incorrect answers including "orientation adviser" and "parents". Some candidates did not read the question correctly and continued to refer to Chantelle, writing the incorrect answer "her neighbour". It is important for centres to stress to candidates to read the question fully.

To arrive at a correct answer for 3 (c), candidates needed to understand "il n'y avait plus de places". Most succeeded in doing so.

In order to achieve a mark for 3 (d), candidates needed to understand the "on m'a offert un apprentissage". A small number were unfamiliar with the word "apprentissage" and wrote answers such as "she was offered a job" for which they did not receive a mark.

Around one quarter of candidates did not arrive at a correct answer for 3 (e) which was "work hard /(to) get good grades". Some gave a very full answers, but others made guesses such as "look for a different career path" or "to become a writer".

Question 4

This question required candidates to read a short literary extract and to complete multiple-choice questions with four possible answers.

Question 4 (i) required candidates to infer from the text that Maigret felt envious of the cars he saw outside the hospital. Some questions on the paper require candidates to understand feelings and to draw inference and centres should be sure to give them practice at this skill.

Question 4 (ii) required candidates to process the text to determine that Maigret wished he had completed his medical training.

In question 4 (iii) some candidates were misled by the incorrect response (B) "asked Maigret to sign the register" and selected this instead of the correct response (D).

Question 4 (iv) required candidates to understand "va de mieux en mieux" to arrive at the correct response (D).

In question 4 (v), candidates needed to read the possible answers and to draw the conclusion from the context and dialogue that Maigret thought the hospital rules were irritating. This is again an example of inference which some candidates find challenging.

Question 5

This question was a text about young people and museums and was set in the theme of Local Area, Holiday and Travel and the topic of Town – places to see. Candidates needed to read all texts and identify names for each part of the question a-d. For e (1 and 2), they needed to refer to what Jeanne said about a recent survey and distinguish between facts about the survey and Jeanne's own opinion about museums.

In question 5 (a) candidates needed to determine who does not like all the crowds at museums. The correct response was Martine. None of the others mention museums being crowded although Jeanne says she prefers the cinema and Pierre stated that he used to hate museums if forced to go with the school.

In question 5 (b) candidates needed to identify who never visits museums with his/her family. Only one of the four possible choices mention the word "famille" and this was Pierre. This made some candidates draw the incorrect conclusion that this was the correct answer. In order to arrive at the right response, candidates needed to understand Jeanne's comment "Je ne vais dans un musée qu'avec le lycée". This required knowledge of ne... que, which some candidates lacked.

Question 5 (c) required candidates to understand the last sentence of what Luc wrote. Jeanne also mentions school but does not mention that her studies are enhanced by going to museums and Pierre also mentions school but says that he hated museums when forced to go with the class. Martine does not mention school or studies at all.

Question 5 (d) required candidates to understand tenses and to draw the conclusion that Pierre enjoyed a recent visit with his family to a museum. Luc mentions enjoying museum visits since she started an archaeology course but does not mention a recent visit. Jeanne prefers going to the cinema and Martine says she likes guided tours of museums but again, does not mention a recent visit.

For question 5 e (1 and 2), candidates needed to refer to what Jeanne said about a recent survey and distinguish between facts about the survey and Jeanne's own opinion about museums. Most candidates scored the two points available. Where candidates scored 1 or 0, it was because they confused opinions such as "museums should include more activities for young people".

Question 6

In this question, candidates needed to read a web page about plastic pollution. This was set in the theme of the International and Global Dimension and the topic of the Environment.

Candidates had to read seven statements and choose which three were correct according to the text. Only around one quarter of candidates were successful in achieving all three (A, D, G).

A – Plastic pollution is a growing concern. This is correct as the text states "nous sommes de plus en plus préoccupés par les dommages que le plastique cause sur l'environnement ».

B- It takes about a thousand years for a plastic bottle to decompose. This is clearly false as the text states that it is around half a century.

C- Millions of sea creatures are becoming trapped in plastic bags. The fact that this is happening is stated in the text, but a number of creatures is not stated so this is false.

D- Former surfers have devised a way to collect plastic waste. This is correct as the text states "deux anciens surfeurs ont créé « la poubelle des mers » pour collecter les déchets dans les ports ».

E- Five million disposable cups are thrown away every year in France. This is clearly incorrect as the number in the text is "cinq **milliards**".

F – Many cafés sell disposable cups which customers can buy. This is not mentioned in the text.

G – Some cafés reduce the price if you bring your own cup. This is clearly stated in the text "certains cafés offrent une réduction aux clients qui apportent leur propre tasse."

In question 6 (i) and (ii), candidates needed to refer to the final paragraph of the webpage in order to answer questions in English. Most were successful in locating two correct answers from the options listed in the mark scheme.

Question 7

This question addressed the theme of the Identity and Culture and the topic of Cultural Life- Music. Candidates had to read a blog and then complete five multiple choice questions with four possible answers.

Question 7(i) required candidates to link "le week-end dernier" (A) with "Samedi dernier" in the text.

Question 7(ii) required candidates to carefully read the text and to link Gabriel's comment "je me suis très bien amusé" with the word "formidable" (B).

Question 7(iii) required candidates to find the synonym for "mon meilleur copain" in the possible answers (son ami préféré). Centres are advised to train candidates to recognise synonyms like this.

Question 7(iv) required candidates to identify that Alice "préfère la musique pop" by linking this with "Alice écoute d'habitude de la musique pop" in the text and was extremely well tackled.

Question 7(v) again involved candidates in linking two synonyms "célèbre" and "connu". The skill of identifying synonyms is therefore essential for this examination. A small number of candidates were unsuccessful in this part of the question.

Question 8

This question addressed the theme of School and the topic of School Types. Candidates had to read internet commentaries about four schools and complete five gap-fill sentences in French, deciding which school each statement applied to.

Candidates at Higher Tier found this question accessible although a small number were drawn by single lexical items within a distracting text, selecting incorrect responses.

Question 8(a) required candidates to identify the negative in the gap-fill sentence "n'accepte pas de garçons" and to deduce that this meant it related to a school for only girls. Most were able to process this information to arrive at the correct answer although a small number of candidates simply found the word "garçons" in the incorrect school description.

In Question 8(b), candidates had two schools to choose from to link the word "nager" with "piscine". Most were successful with this although a few chose the

incorrect school as it was the first on the list and did not take account of the adjective "couverte".

For question 8(c), candidates again could choose between two schools which had the word "library" in their description. Misunderstanding of the phrase "avoir besoin de" led around one quarter of candidates to select the incorrect school.

Question 8 (d) was well done by the majority as there was less choice with candidates readily able to link the words "gymnase" and "gymnastique".

Question 8 (e) required candidates to identify that the gap-fill sentence was in the near future. This led a small number of candidates to select the incorrect school with the word "ordinateurs" in the description.

Question 9

This question was set in the theme of School and in the topic of School Events and Exchanges. It was an authentic article about a school exchange adapted for the paper. This question specifically targeted candidates aiming for the highest grades on this paper. Most attempted at least part of the question.

There were a few examples of answers written in English. Candidates should be reminded that answers need to be written in French throughout although full sentences are not required, and phrases may be directly lifted from the text if appropriate.

Around one quarter of candidates did not answer 9 (a) successfully, some drawing their answers from incorrect parts of the text such as "les parents ont toujours attaché beaucoup d'importance aux langues."

Over half of candidates did not write a sufficiently clear answer for 9 (b) with a common incorrect response being "ses cousins avaient vécu cette expérience l'été dernier" which did not answer the question.

Question 9 (c) was well tackled by the majority of candidates as there were two possible answers to this question. Some of the more successful candidates gave both answers. The section "l'agence scolaire" was accepted as correct answer even though a direct lift from the text.

Over a quarter of candidates did not write a correct response for 9 (d) with most of these writing an answer which in no way answered the question such as "Laura sera placée chez une autre famille", failing to mention an amount of time.

Most candidates wrote a correct response to 9 (e). Where candidates were unsuccessful, they either made reference to improving her standard of English or being more independent. Clearly, they had unfortunately did not link "Selon Laura" in the question with "pour Laura" in the text.

Question 10

Most candidates were relatively well prepared for the translation question, which this year was set in the theme of Local Area, Holidays and Travel and the topic of holidays. The majority of candidates at this level achieved at least 4 of the 7 marks available, although there were a high number with full marks or 6 out of 7 as well as some candidates achieving 1 or 0. All vocabulary in the translation is to be found in the vocabulary list. Candidates are expected to demonstrate an ability to transfer meaning accurately into English.

Candidates should be aware that there will always be a range of tenses in the translation and that it will begin with simpler verb forms such as the present tense, with each sentence becoming more difficult to include tenses such as the perfect, imperfect or future (or future idea with *aller* + the infinitive) or the pluperfect. Candidates can also expect to encounter the conditional forms of the verbs *aimer* and *vouloir* and impersonal verbs such as *il faut*. Many candidates unfortunately lost marks for incorrect tenses even though the verb may have been correct.

Familiarity with the vocabulary list at Foundation and Higher Tiers is essential for success in this translation. Unknown vocabulary items such as "orages" (often mistranslated "oranges") "inondé" and "les prévisions météo" (all weather related vocabulary which is often unknown) lost candidates marks in the translation. Phrases such as "Notre voiture est tombée en panne" and "l'eau est rentrée dans notre tente » were often very poorly translated.

Summary

Candidates are becoming increasingly familiar with the question types in this paper and are generally being entered at the appropriate tier.

A majority of candidates at this level achieved some success on questions with English prompts which required the recall of familiar vocabulary items from the list provided in the specification and the vast majority were able to gain at least some marks on the translation into English task. It is notable however, that weaker candidates still remained less successful with questions requiring processing, interpreting meaning or drawing inferences.

Advice to centres

- Most of the questions are set based on vocabulary included in the specification. It is vital that candidates are familiar with all vocabulary listed under both Foundation and Higher Tier. Although there will be a small range of unfamiliar words, understanding of these is not usually essential in the required responses.
- Some questions on the paper required processing of information, the drawing of conclusions and identification of inferences. It will also be necessary to identify synonyms for vocabulary from the specification. An example from this year was the ability to recognise that "célèbre" and "connu" have a similar meaning. Practice of these skills is recommended at the learning stage.
- It is also essential that Higher Tier candidates are able to recognise false friends and consider the context of the text. Examples this year included the common vocabulary item "l'anniversaire" which around one quarter of candidates did not translate correctly as well as "l'hôtel de ville" which led candidates to the incorrect conclusion that the wedding meal took place in a hotel in town.
- When questions in the paper are posed in English, it is essential that answers are written in English and when questions are posed in French, the answers should be in French. In both cases, full sentence answers are not required.
- In questions requiring longer answers to be written in English, such as questions 1-3, candidates are advised not to write in full sentences as this can sometimes negate correct answers.
- Candidates should note that while direct lifts from the text are permitted in question 9, care should be taken that the lifted material actually answers the question. Candidates who copied out chunks of material from the original text in response to questions were frequently unsuccessful in this approach since their responses contained irrelevant material.

- This paper will never test candidates on their general understanding of a topic outside of what is provided as information in the examination. Therefore answers which are perceived by candidates as being correct facts will not be marked as correct unless this information appears in the text. For example, in question 6, one of the statements was "Many cafés sell reusable cups that customers can buy". This is a true statement in a real-life context but is not mentioned in the text so is therefore not one of the answers.
- Candidates should be instructed that there will **always** be a range of tense of both regular and irregular verbs in the translation and that all verbs in the translation may be found in the vocabulary list. The translation will begin with simpler verb forms with each sentence becoming progressively more challenging and including tenses such as the perfect, imperfect, pluperfect or future (or future idea with *aller* + the infinitive). Candidates can expect to encounter conditional forms as well as reflexive verbs and impersonal verbs such as *il faut*. All persons of the verbs could be included, both singular and plural. Reference should be made to the grammar lists in the specification as structures from both the Foundation and Higher Tier lists may be included in the translation task. Many candidates lost marks in the translation because of their inability to accurately translate more complex grammar items included in the translation.
- Greater success will be achieved at Higher Tier if candidates read a wide range of authentic texts set within the themes and topics listed in the specification in the learning phase.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom