

Examiners' Report

Summer 2010

GCSE

GCSE Applied French (5754)
Paper 01 Reading

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5304 PAPER 3(B) READING

Candidates were well prepared for the various test types and generally performed well across the paper as a whole.

The vocabulary for Q1 *A L'Aéroport* was accessible and many candidates scored full marks. Part (i) *billets* was possibly the most difficult item.

Q2, *En Ville* proved difficult for many candidates, possibly because they failed to either read or understand the rubric. Some candidates would appear to have not understood common vocabulary for directions. It was felt that the lay out might have been confusing for weaker candidates and for example in part ((ii) both answers C and E were accepted. This difficulty in understanding the map was taken into account at awarding.

Q3 *The New NNT Phone Deal from Télémobile*, was generally well done with many candidates being able to identify the key elements in the text. Again individual items of vocabulary were less well known such as *compris*, *maintenant*, *calculatrice*. Weaker candidates tend to hone in on individual words eg ticking *It has a video camera* because they see *Camera vidéo* in the text, but failing to notice the *pas de (caméra vidéo)*.

Q4, *Cherche emploi* was well done by the better candidates. Weaker candidates failed to match *après-midi seulement, de 14h à 18h (C)* with *temps partiel* in (ii), *il faut avoir déjà travaillé (B)* with *expérience* in part (iv) and again the *pas* in *pas d'expérience* was missed by weaker candidates who put C as an incorrect answer to part (iv).

Q5-8, targeted at grade C and above, proved challenging for weaker candidates and only the better candidates were able to demonstrate the understanding required at this level.

Q5 *Les Notes Photocopiées* was a good discriminator and required a close reading of the text. Again the ability to recognise paraphrasing was essential , eg matching *On est malade/ on n'est pas à l'école* with *absent* in part (a), *je préfère faire le travail moi-même et penser pour moi-même* with *d'une façon plus indépendante* in part (e)

Q6, *On cherche les vacances* required candidates to match sentences with short paragraphs and required careful reading of the text. Again this type of question where the choice is wider and more open (rather than limited) proved difficult for all but the better candidates. Candidates need to read the text as a whole before starting to answer questions and to not just give the first answer containing a word they recognise from the text e.g. putting D *Crosières en bateau* for question (i) because it contains the word *mer*. Again the ability to recognise paraphrasing is important eg matching *pour vous reposer (C)* with *pour me détendre* in part (ii).

Q7 and Q8 were challenging for weaker candidates and were good discriminators with only the better candidates scoring the higher marks. However, as with the listening paper these types of question with limited choices, were generally accessible to candidates, all of whom felt confident to attempt the questions. Both questions required careful reading and involved paraphrasing. In Q7 *Une Plainte*, the performance of weaker candidates was again characterised by ticking choices based on the recognition of single lexical items rather than from reading the text as a

whole eg upon reading *les aires de pique-nique étaient sales* incorrectly ticking answer (h) *There was nowhere to eat their picnic*.

Q8 *L'Argent de Poche des Français* proved challenging. The number of choices increased the difficulty of the task and only the better candidates understood enough of the detail to answer this question well. Candidates did have to infer and to discriminate carefully between the choices, as is appropriate at this level, and again the recognition of single lexical items led many candidates to incorrect choices eg upon reading *ils aident (volontiers) à la maison* ticking answer B (*aident à la maison*) in part (ii) without reading the rest of the sentence (*sans être payés*).

The performance of better candidates was characterised by:

- careful reading of the questions and texts
- sound knowledge of core vocabulary
- reading the whole sentence/text rather than homing in on individual words
- attention to detail
- applying logic
- checking their answers

Grade Boundaries

Grade	Max Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	40	34	30	26	22	19	16	13	10	0
Uniform mark scale boundary	60	54	48	42	36	30	24	18	12	0

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