

Examiners' Report June 2018

GCSE French 1FR0 3H

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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.

This is the first examination under the new 2016 specification and although the general syllabus content is similar to the previous specification, there are some new content areas, notably the following: role models, languages outside the classroom; the global dimension and volunteering. Candidates were faced with some familiar test types but others which represented a significant change from the previous specification, including the testing of literary texts, the introduction of translation into English and four questions posed in French, where formerly nine questions on the paper Higher Tier were posed in English.

Most 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, some candidates were less successful on questions which required processing or interpreting meaning. The literary texts and questions with rubrics in French proved accessible to those achieving higher scores on the paper.

Question 1

Q1 (a) A number of weather conditions were mentioned in the passage ("C'était la saison des pluies ... il a fait chaud et un temps ensoleillé **presque tous les jours, sauf** le dernier jour, quand il y a eu une pluie torrentielle.") This part of the question required candidates to recognise the time phrase "presque tous les jours" and to determine that this was referring to most of the holiday. Understanding of the phrase "sauf le dernier jour" (except the last day) would also further clarify the correct answer. Acceptable responses included simple one word responses such as "hot", "sunny" or "fine" or more extended answers such as "despite the fact that it was the rainy season, it was hot and sunny almost every day, except the last day when there was torrential rain". It is important that candidates understand that it is not necessary to write a lengthy answer and that sometimes lengthy answers can be contradictory and cause candidates to lose marks. Many candidates were successful with this part of the question.

Q1 (b) This part of the question was not well answered and a minority achieved the correct answer "sailing". In order to achieve success in this question, candidates needed not only to recall the meaning of the word "voile" but also to eliminate other sports mentioned by understanding time frames. "Skiing" was an extremely common incorrect answer, particularly by candidates who had answered the first part of this question incorrectly, assuming that "chaud" meant "cold".

Q1(c) This part of the question was well answered by most of the cohort at this level and required candidates to read a larger portion of the text to identify that the most memorable part of the holiday was the boat trip in the national park, where he saw waterfalls. A range of brief answers were acceptable such as "the boat trip" "the national park" or "the waterfalls". A minority of candidates included all of this information in their response but it was not necessary to do so. Typical incorrect answers included reference to visiting the volcano or tropical forest, where candidates had referred to the incorrect portion of the text to obtain their answers. Other misconceptions were that he went souvenir shopping; he bought a souvenir on the boat or he visited a castle.

Question 2

This literary text was a crossover question requiring answers in English which appeared in both Foundation and Higher Tier papers. A third of candidates in the Higher Tier cohort scored two points on this question which required candidates to recognise and respond to key information and ideas in a more extended authentic text, deducing meaning and drawing inferences. The importance of fully reading the question set cannot be over-emphasised in this question.

Question 3

Q3 (a) In order to achieve success at this part of the question, candidates needed to understand the phrase “vivre à la campagne serait mieux” to determine that Louis would like to live somewhere else. They also needed to understand the other two texts and process them to determine that they did not make reference to the desire to live elsewhere.

Q3 (b) This question proved problematic to some, who, rather than fully reading each passage may have spotted the word “bruit” in the passage referring to Jeanne and drawn the conclusion that this was the correct text. In fact, candidates needed to focus on the phrase “c’est **bruyant** jour et nuit”. to consider looking for nouns and adjectives to find correct answers, regardless of how the question may be set in English.

Q3 (c) This part of the question was well answered with candidates able to provide a clear negative statement that there are **no** open spaces/green areas (for children). If candidates wrote that there were not enough or few green spaces, they did not score any marks for this question.

Q3 (d) There were some good responses to this part of the question, although some candidates struggled to produce a suitable expression in English for “une zone piétonne”. A range of answers were acceptable for this including area/zone/path for walkers. Most candidates who gained a mark for this question gained it for comments relating to the pedestrian area.

Question 5 (a)

Q5 (a) Candidates needed to identify which of the teenagers enjoyed cultural trips and the correct response was **Claude** does not enjoy cultural trips.

Targeted phrase is "pour moi, le pire ce sont les voyages culturels" (for me, the worst thing is cultural trips).

Candidates had to read and understand the content of all texts and to draw conclusions to arrive at the correct response.

Coralie mentions culture but says it is helpful to visit places of cultural interest.

Mathilde mentions monuments but says that she enjoyed visiting them.

Alice does not mention culture at all.

Well over half of candidates succeeded in selecting the correct response.

Question 5 (b)

Q5 (b) Candidates needed to identify which of the teenagers wants better grades and the correct answer is that **Coralie** wants better grades.

Targeted phrase is "Je suis nulle en histoire et dessin, donc aller dans une galerie d'art et dans un château m'aidera" (I am bad at history and art, so going to an art gallery or castle will help me).

Mathilde mentions a trip with her class but not grades.

Alice mentions a school visit, but not grades.

Claude mentions exams but not grades.

Half of the cohort selected the correct response for this question and those who did not would have been swayed by distractors as listed.

Question 5 (c)

Q5 (c) Candidates needed to identify which of the teenagers did something she had always wanted to do and the correct answer is **Mathilde** did something she had always wanted to do.

Targeted phrase is "Mathilde a réalisé son rêve" (Mathilde realised her dream)

Alice says that she wanted to return but does not say it is something she had wanted to do.

Coralie is going to go on a trip so this is not in the past tense.

Question 5 (d)

Q5 (c) Candidates needed to identify which of the teenagers plans to repeat the experience and the correct answer is that **Alice** plans to repeat the experience.

Targeted phrase is "J'ai envie d'y retourner" (I'd like to go back there).

None of the others plan to repeat the experience.

Mathilde describes her enjoyment of it.

Coralie and Claude are both talking of future trips but not of repeat ones.

Candidates needed to read all texts and draw conclusions in order to arrive at the correct answer. This part of the question was correct in the case of more than three quarters of the cohort.

Question 5 (e) (f)

Q05 ef This part of the question was well done with over half of the cohort achieving at least one of the two marks available.

5 (e) was the section most commonly correct with many candidates writing full answers which mentioned that she gained self-confidence from her instructors. Some candidates lost marks here by saying that the instructors were confident.

5 (f) was not as well tackled with some candidates losing marks by the common incorrect response "she has passed her exams".

Candidates are advised to familiarise themselves with false friends such as "passer les examens".

Question 6 (i)

Q0 6i Candidates did well on this part of the question with over half of the cohort scoring 2 of the possible three points available.

This question involves identifying three correct sentences out of seven.

A The music festival is only celebrated in France – This is clearly false as the text states that it is celebrated in more than 100 countries.

B Jack Lang is the musical director – This is clearly false as he is the Minister for Culture who nominated Maurice Fleuret as musical director.

C The first event took place in June 1981. This is correct and the targeted section is “la première fête a eu lieu le 21 juin de cette année”. The first festival took place on 21st June of that year. 1981 had been mentioned in a previous paragraph.

D You don't have to pay to go to the festival. This is correct and the targeted phrase is “Complètement gratuite,…” (Completely free).

E The festival is held at various outdoor venues. This is correct and the targeted phrase is “dans les rues, les jardins et les places”.

F Most French people have not heard of the festival - This is incorrect and candidates would need to understand that even if they have not been along, most French people know the festival.

G A beer festival takes place at the same time – The festival has been criticised as being an “enormous beer festival” but it is not a beer festival which takes place at the same time.

Candidates were well prepared at this level to cope with tasks of this nature which involve eliminating sentences which are false or which do not appear in the text.

Question 6 (i) (i) - (iii)

Three quarters of candidates were successful in gaining one mark in this part of the question which involved answering questions in English. Most were able to deduce that the festival is held on 21st June as it is the longest day of the year. Entrants were less successful with (iii) and many made guesses, perhaps based on their own experience of music festivals.

Answer the following questions in English.

(ii) Why is the music festival held on 21st June?

(1)

longest day of the year

(iii) Give **one** safety measure which has been introduced at the festival.

(1)

security



This script is typical of many candidates in this part of the question, in that the candidate has succeeded in identifying the correct answer for (ii) but writes an incorrect answer for (iii) (security) which is not detailed enough.



For Q6 (ii) and (iii) which aims to assess more detailed understanding of a passage, candidates need to give an extended answer.

Question 8 (a)

Q8 (a) required candidates to identify which one of three texts related to having worked outdoors. Over half of candidates were successful as they not only read but also processed and interpreted meaning in this crossover question which appeared on both the Foundation and Higher Tier papers. There were several clues for candidates who selected the correct answer of Christophe. He says that he does not like working indoors; he mentions that his father is a bricklayer and gave him work experience (this is an outdoor job); he says it is a heavy job outdoors. By assimilating all of this information, successful candidates would deduce that the correct answer is Christophe. Some candidates wrote Damien as the answer to this question but he states that he would hate to work outdoors. Candidates may have chosen this option as he mentions "à l'extérieur" which appears in the gapfill.

Question 8 (b)

Over half of candidates succeeded at Q8(b). Success involved recognition of the vocabulary "la mairie" and finding the synonym "l'hôtel de ville". In order to succeed at questions of this type, candidates need to complete exercises involving synonyms included in the vocabulary list at the learning stage.

Question 8 (c)

Just under half of candidates succeeded at Q8(c). Success involved recognition of the adjective "fatigant" and finding the synonym to describe how he felt "épuisé". In order to succeed at questions of this type, candidates are advised to complete exercises involving synonyms included in the vocabulary list at the learning stage.

Question 8 (d)

This part of the question was answered successfully by 85% of the candidates who were clearly able to link the word "collègues" with "le directeur and la réceptionniste" mentioned by Damien.

Question 8 (e)

This part of the question was answered successfully by well over half of the cohort. It involved understanding the gapfill text (did not have their first choice of placement) and then reading, understanding, processing and drawing conclusions that the correct answer was Anouk. There were several clues to assist candidates with this. She states that she wanted to do a placement in a tourist information but that others had the same idea (implying that this was not possible for her). She then states that she found a placement in a shopping centre (indicating that this was not her first choice).

Question 9

This question was specifically targeting candidates aiming for the highest grades on this paper and half of these achieved 4 marks of the 5 available. Most candidates attempted at least parts of the question and the mean score for the cohort as a whole was 3 marks, achieved by one quarter of the candidates. This is an indication that centres are by and large entering their students for the correct tier of examination and are preparing them well for the demands of this question.

There were a few examples of answers written in English and several who wrote the final answer (e) in English and the rest in French. Candidates need to be reminded that answers need to be written in French throughout although full sentences are not required and phrases may be lifted from the text.

Réponds aux questions **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

(a) Quelle est la durée moyenne de séjour dans les camps de réfugiés ?

(1)

en moyenne dix-sept années

(b) Qu'est-ce qu'on livre premièrement en cas de crise ?

(1)

la livraison de ~~denrées~~ nourriture et d'eau potable.

(c) À part les livres, qu'est-ce que les réfugiés reçoivent de l'organisation ?

(1)

les vêtements et la fourniture de services médicaux

(d) Quelle est la contribution de Philippe Starck au projet ?

(1)

créer 'Ideas Box'

(e) Quel est l'avantage principal de « Ideas Box » ?

(1)

C'est facile à transporter



This script is an example of the candidates who scored the mean score for this question of 3/5 marks.

For (a) and (b) the candidate has written a fully correct phrase which is acceptable for one mark. In the case of (b) one or other of the options (la nourriture et l'eau potable) would have been fine.

For (c), this candidate has made a common error in lifting material from the incorrect part of the text and thus scores 0 marks for this.

Although (d) is not a full sentence, this brief answer was accepted as correct. Indeed, "Ideas Box" alone was also a common acceptable response.

For (e), the candidate has again made an error which many made as it was important to note the question, which required the **main** advantage. From the text it is clear that it is installed in twenty minutes. Therefore brief answers such as installée en vingt minutes would be correct.



Centres should note that it is not necessary to write full sentence answers and that short phrases or single words may suffice for this question. Indeed, if candidates wrote answers which were over-lengthy and often lost marks because of ambiguity caused.

Réponds aux questions **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

(a) Quelle est la durée moyenne de séjour dans les camps de réfugiés ?

(1)

dix-sept années dans un camp.

(b) Qu'est-ce qu'on livre premièrement en cas de crise ?

(1)

L'accès à la culture à l'information pendant les crises.

(c) À part les livres, qu'est-ce que les réfugiés reçoivent de l'organisation ?

(1)

la livraison de nourriture et d'eau potable et

(d) Quelle est la contribution de Philippe Starck au projet ?

la fourniture de services médicaux.

travailler en partenariat avec Bibliothèques

(e) Quel est l'avantage principal de « Ideas Box » ?

Sans Frontières pour créer 'Ideas Box'!

on peut l'installer en vingt minutes.



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In this example, the candidate has achieved three of a possible five correct answers for this question.

(a) has been correctly answered by a short phrase which is fully appropriate and receives 1 mark.

For (b) and (c) the candidate has extracted material from the incorrect part of the text and therefore not answered the question set correctly.

In (d), this candidate has written a very long phrase to describe the contribution of Philippe Starck and it is important to note that whilst this is a correct response, either half of the phrase would have sufficed.

In (e), this candidate has provided a full sentence correct answer.



This candidate needed to look at the question in (b) which reads

"Qu'est-ce qu'on **livre**.....?" and link this with the word "livraison". Such higher order skills where candidates gain practice at identifying links between nouns and verbs are crucial and may enable those at the higher end of the entry level to achieve top grades in the examination.

Réponds aux questions **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

(a) Quelle est la durée moyenne de séjour dans les camps de réfugiés ?

(1)

dix - sept années

(b) Qu'est-ce qu'on livre premièrement en cas de crise ?

(1)

la nourriture et de l'eau potable

food and drinking water

(c) À part les livres, qu'est-ce que les réfugiés reçoivent de l'organisation ?

(1)

clothes les vêtements l'accès à la culture et information

(d) Quelle est la contribution de Philippe Starck au projet ?

(1)

IL a travaillé avec Bibliothèques sans frontières pour créer 'Ideas Box'

(e) Quel est l'avantage principal de « Ideas Box » ?

(1)

on peut l'installer en vingt minutes



This script is an example where the candidate has gained full marks for this question.



It is important that candidates note that in order to achieve full marks, it is not necessary to write full sentences. This candidate has done so for (d) and (e) but for the first three parts of the question, short phrases have been written.

Question 10

Candidates were well prepared for this new question type which involved translating a short passage of French into English. The passage contains sentences which are all set within the same theme and include a range of tenses, structures and vocabulary assessed at Higher Tier. Candidates are expected to demonstrate an ability to transfer meaning accurately into English. Many candidates scored well on this question and some had not completed the questions written in French, but had fully completed the translation task. Many of those achieving higher grades gained four or more of the seven marks available for this question and there were some fine examples of faultless translations at Higher Tier.

This is an example of a candidate who has scored the full seven marks in this question.

10 Translate this passage into English.

Dans ma famille, d'habitude, on s'entend bien mais quelquefois on a des problèmes. Je me dispute rarement avec ma sœur, sauf quand elle prend mes vêtements sans autorisation. Avant-hier j'ai rendu visite à mes grands-parents. Heureusement j'ai un bon rapport avec eux. Je vais les voir la semaine prochaine et je suis impatiente d'y retourner.

In my family, usually, we get along well, but sometimes we have problems. I rarely argue with my sister, ~~but~~ ^{except} when she takes my clothes without my permission. The day before yesterday, I visited my grandparents. ~~Unfortunately~~, fortunately, I ~~have~~ ^{am} in ~~good rapport~~ ^{their good books} with ~~them~~. I am going to see them next week and I ~~am~~ ^{am} impatient ~~to return!~~ ^{can't wait to return!}



The text has been well translated the the meaning is fully communicated. "J'ai un bon rapport avec eux" has been translated as "I am in their good books" which was felt to fully communicate the meaning without detracting from the overall effectiveness of the translation.



Candidates need to read through the translation and check that it reads well in English. This candidate has clearly done this, judging by phrases which have been crossed out and replaced with alternatives such as the final sentence.

The mark scheme provides indicative content of the translation and there are many other acceptable alternatives.

This is an example of a candidate who has scored 3 marks of the 7 available for this question.

10 Translate this passage into English.

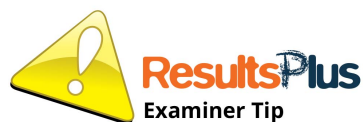
Dans ma famille, d'habitude, on s'entend bien mais quelquefois on a des problèmes. Je me dispute rarement avec ma sœur, sauf quand elle prend mes vêtements sans autorisation. Avant-hier j'ai rendu visite à mes grands-parents. Heureusement j'ai un bon rapport avec eux. Je vais les voir la semaine prochaine et je suis impatiente d'y retourner.

In my family we live and get on well but
Sometimes there ~~is~~ ^{are} problems. I rarely argue with
my sister, such as when she wears my clothes without
asking. Recently I have visited my grand parents.
~~Here~~ Here I have a nice time with them.
I go out next ~~next~~ ^{get} Saturday and I am
impatient to ~~come~~ home.



The first sentence has been well translated although the candidate has incorrectly translated "d'habitude" as "we live". In the second sentence the candidate has translated the sentence quite well but "sauf quand elle prend" has been translated as "such as when she wears" which is not quite correct. The candidate has recognised that the third sentence is in the past tense but has not been sure of the time phrase "avant-hier". This was translated as "recently" and the second part of the sentence is not fully correct, although the candidate is clear on the tense at least. In the final sentence, it is not clear that the grandparents are being visited and the meaning is not communicated at all.

It was decided that this translation would be awarded three marks as the meaning of the passage was only partly communicated and the errors in it prevented meaning being conveyed. As it is tending towards the 4-6 box, but it was awarded the highest mark in the 1-3 box.



Although this candidate has been unclear with some vocabulary items, an attempt has been made to write a full passage. It is advisable for candidates to attempt to do this even if they are unsure of the vocabulary.

In the translation task, candidates are advised that there will always be a range of tenses of regular and irregular verbs included which cover those encountered at Higher Tier. (Present including present participles, perfect, imperfect, pluperfect, passive voice, future (or future idea with "aller" + infinitive, conditional: vouloir and aimer) as well as impersonal verbs such as il faut and reflexive verbs. All persons of the verb can be expected, both singular and plural. It is advisable to prepare candidates to be able to recognise the full range of tenses within the passage and be sure not to write the whole translation in one tense. This candidate has clearly been trained to look for tenses.

It is important also to remember pronouns such as the use of "en" and "y", which this candidate did not translate correctly.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Most of the questions are set based on vocabulary included in the specification. It is important to be fully familiar with all vocabulary listed under both Foundation and Higher Tier. There will also be a small range of unfamiliar vocabulary but this is usually not essential in the required responses.
- Some of the questions require processing of information, the drawing of conclusions and identifying inferences. It also will be necessary to identify synonyms for vocabulary from the specification. Practise of these skills is recommended at the learning stage.
- When questions on the paper are posed in English, it is essential that answers are written in English and when questions are posed in French, the responses should be written in French. In both cases, full sentence answers are not needed. No credit will be given for responses in the incorrect language.
- 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 the translation task, candidates should be reminded that it will include the full range of tenses encountered at Higher Tier and to look carefully at verbs to ensure that they do not lose marks for translating the tense incorrectly.
- Greater success will be achieved at the Higher Tier if candidates read a wide range of authentic texts in the learning phase.

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