



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In French (1FR0 3H)

Paper 3H Reading

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GCSE French 1FR0

Unit 3H: Reading

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Question 1

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. (Only 23% of candidates knew this). Candidates at Higher Tier did slightly better on this question than Foundation candidates with a greater number correctly able to answer all part of the question. Knowledge of basic vocabulary from the list in the specification was important for success on this question.

Question 2

Many candidates at Higher Tier tackled this overlap question 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 39% 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 3

Many candidates scored between 2 and 4 out of a possible 5 points for this question, targeted at grades 6 and 7. There were many examples of a fully correct response to this question.

"Ascenseur" was widely understood to be 'elevator', although some rendered this incorrectly as "escalator". Some candidates really made life difficult for themselves by launching into descriptions of having to go up 7 floors with luggage.

'Chaleur' and 'climatisation' presented a challenge to some candidates and weaker candidates were sometimes foxed by the false friend "la circulation". "Route principale" was not always known and some fell into the trap of mentioning a sea view because of a failure to fully understand the text.

Question 4

This question which was a literary text targeting grades 6 and 7 was well done by many with around 75% correctly responding to (i), (ii) and (iii). Part (iv) which required candidates to link "Je

n'ai aucune idée ce que je vais faire dans la vie » with « Camille has no future plans » was less well done, perhaps as candidates were unable to see the negative and aller+ infinitive and connect this to a future event. Part (v) which required candidates to infer meaning was also less well done.

Question 5

Many candidates achieved well on this question which was targeting grades 7 & 8. Candidates did well on the multiple-choice questions with many achieving full marks. Part (e) was very well done with 93% recognising three quarters. Less well-known was the word "drought" with only 46% of candidates recognising this. The importance of familiarity with all vocabulary on the Higher Tier list cannot be over-emphasised as questions frequently target this vocabulary.

Question 6

This question which was targeting grade 9 was adapted from an authentic text about Street Art in Dakar. Well over half of candidates succeeded in identifying all three statements correctly in the multiple-choice section of the question and many wrote acceptable answers to the questions in English.

Question 7

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

Question 8

This crossover question aimed at grade 5 was generally well tackled by candidates at Higher Tier. 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".

Question 9

This text about "La Fête de la Fraise » had been adapted from an authentic article and was aimed at grades 8 and 9.

(a) Well over half of entrants were able to provide a correct answer to this question but those who simply wrote "trente" scored zero. Although brief answers are to be encouraged, it is important that candidates provide all of the details in order to gain a mark.

(b) Very few candidates were able to answer this one correctly, not having recognised the link between the previous sentence and the descriptions of the parking possibilities

(c) This was well done with more than 80% of candidates answering using a targeted lift from the text (La plus grande tarte aux fraises du monde). "La principale attraction de la fête" was also marked correct.

(d) Well over half of the candidates were able to identify the venue (le Jardin public)

(e) Many candidates were successful in identifying “une exposition de voitures anciennes” as the correct answer. “Un pique-nique au bord de la rivière” was a common incorrect answer however.

Some candidates were successful in lifting longer portions from the text directly to answer questions although this approach is to be discouraged and the most successful are able to answer briefly or to reword their answers to address the question. There were still some examples of candidates responding to this question in English.

Question 10

Very few candidates, apart from the best performers on this paper, achieved the full 7 marks available in the translation. Commonly misunderstood words were “élève”, often translated as eleven and “EPS” which was often not known at all or simply left as “EPS” in the translation. The word “échouer” (fail) was very frequently rendered “pass” which meant that candidates with an otherwise correct translation scored 6 instead of 7. Another common problem was a lack of awareness of tenses with “j’ai fait un examen” often translated as “I am going to do an exam”. The word “Aujourd’hui” was also a problem for some as was the word “redoubler” and surprisingly, the simple phrase “je ne veux pas”.

Candidates should be taught to carefully check their translations, particularly looking at tenses as many lost marks because of attention to detail.

The performance of better candidates was characterised by:

- careful reading of the rubric and questions
- good knowledge of vocabulary including that contained in the Higher Tier section of the list.
- 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 or French
- 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

