

GCSE FRENCH 8652/RF

Paper 3 Reading – Sample assessment materials

Item commentary booklet – Foundation tier

Questions 1-3

Level of demand: Low (3 marks)

Rationale for item type

A straightforward set of matching tasks on the topic of jobs. Students are required to identify the job.

Content sampled (vocab/grammar)

Key vocabulary: serveuse, chanteuse, caisse, supermarché.

Mark scheme considerations

These questions are in a very familiar task type with clear instructions for students.

Accessibility considerations

This set of questions is a recognisable type of question which should ensure that students clearly understand what is required of them. The questions have short and accessible texts on a familiar topic to give students a confident start to the paper. The amount of reading required by students in these questions has also been taken into account in order to match the requirements for low demand.

The introduction to these questions has been broken down into two short and simple sentences. Visuals have been included in these questions to add context. The kind of jobs mentioned are straightforward and could be done as temporary jobs by students.

The command 'Write the correct letter in each box' explains to students what is required of them. This should ensure that there are no barriers to understanding the requirements of the task.

Questions 4-8

Level of demand: Low (5 marks)

Rationale for item type

A straightforward set of matching tasks on the topic of education. Students are required to identify simple opinions.

Content sampled (vocab/grammar)

Key vocabulary: à pied, préféré, histoire, maths, travailleur, devoirs, notes, gentil, strict.

Mark scheme considerations

These questions are in a very straightforward task type with clear instructions for students.

Accessibility considerations

This set of questions is a familiar type of question which should ensure that students clearly understand what is required of them. The questions have short and accessible texts on a familiar topic to give students a confident start at this early stage of the paper. The amount of reading required by students in these questions has also been taken into account in order to match the requirements for low demand.

The introduction to these questions has been broken down into simple sentences. A visual has been included in these questions to add context and this contains the word 'école' which is a key vocabulary item for the topic.

The command 'Write the correct letter in each box' explains to students what is required of them. This should ensure that there are no barriers to understanding the requirements of this set of tasks.

Questions 9-12

Level of demand: Low/medium (4 marks – 2 at each level)

Rationale for item type

This set of questions requires short written answers to a stimulus on the topic of celebrities.

Content sampled (vocab/grammar)

The key vocabulary which is tested here is: stress, mode, célèbre, santé, expliquer, pauvreté, adolescents.

The GCSE Subject Content states that, for Reading, only 'up to 2% of words (rounded to the nearest whole word) of any given text can be comprised of true and exact cognates'. In this text of 61 words, the cognate vocabulary item 'stress' is used.

Mark scheme considerations

The mark scheme identifies the key ideas, with alternatives suggested to ensure that a different way of expressing the same idea is credited. A reject column is part of the mark scheme to ensure that there is clarity around student responses which will not be rewarded and to enable accurate and consistent marking.

Accessibility considerations

This is an accessible text with straightforward sentence structure and a mixture of low and medium demand vocabulary items.

Questions 13-18

Level of demand: Medium (6 marks)

Rationale for item type

This set of questions requires students to identify opinions which are positive, negative or positive and negative. Students are required to read each review carefully to reach the overall opinion. As required by the subject content, this set of questions includes an inference task in question 18.

Students are required to infer the meaning of single words, in this case 'chevet' to identify where one would expect to find 'la table de **chevet**'. Students are able to use the context of the sentence containing the phrase and the other vocabulary, eg dormir and rêves, to draw a plausible meaning and select the correct answer.

Content sampled (vocab/grammar)

These questions are set on the topic of media and technology. Key vocabulary items are: pratique, urgence, bien, télécharger, oublier, rendez-vous, médecin, marcher, apprendre, éviter, nécessaire, difficile, aider, dormir, rêve.

The GCSE Subject Content states that, for Reading only under Derivational Morphology, nouns may be created by adding -ation to the verb stem, where the English equivalent is -ation. In this text hésitation is used and derived from the verb hésiter, as the verb is listed in the specification vocabulary list.

Mark scheme considerations

Each answer is either P, N or P+N for one mark per question.

Accessibility considerations

This is a fairly accessible text with some more difficult vocabulary items included to reflect the level of demand. There is also an example of using derivational morphology to access a noun. The opinions for each person are made up of between two and three short sentences. The instructions are clear with bold type used to emphasise the key elements, eg whether an opinion is positive, negative or both positive and negative.

The inference question appears at the end of this set of questions. An additional instruction is provided before Question 18 indicating to students that this is a different type of task and which review they need to re-read for this question. The word 'chevet' is emboldened both in the text and in Question 18, to assist students further.

Questions 19-24

Level of demand: Low (6 marks)

Rationale for item type

This is a set of familiar multiple choice style tasks, with three short texts on places in Morocco, reflecting the French speaking world. The texts are straightforward to reflect the level of demand with few distractors.

Content sampled (vocab/grammar)

Key vocabulary: jardin, forêt, marché, sans, usine, soir, danser, nord, montagne, bonne cuisine which are accessible and familiar vocabulary items.

The proper nouns Marrakech, Fès, Chefchaouen are deemed to be easily understood, as the introductory rubric above the text refers to three places to visit in Morocco.

Mark scheme considerations

This is a set of multiple choice tasks with only one correct answer with students selecting one answer from a choice of three for each question. The two incorrect answers are suitably plausible and use vocabulary taken from the prescribed vocabulary list.

Accessibility considerations

This is a short and accessible stimulus where the incorrect answers can be eliminated if the text is largely understood. The rubrics and instructions are clear. The inclusion of a photo provides some cultural context to the task.

Questions 25-28

Level of demand: High (4 marks)

Rationale for item type

This is a set of questions which is testing students' understanding of the different time frames and will be a good and effective discriminator between students of different abilities.

Content sampled (vocab/grammar)

This set of tasks is on the topic of free-time activities, in this case sport and is focussed on the participation of girls. The key vocabulary items are: natation, commencer, équipe, courir, essayer, temps. Grammar tested – present, perfect, imperfect, periphrastic future tenses.

The GCSE Subject Content states that, for Reading only, 'up to 2% of words (rounded to the nearest whole word) of any given text can be comprised of true and exact cognates'. In this text of 92 words, the cognate vocabulary item 'rugby' is used as an easily understood cognate.

Mark scheme considerations

Students are required to write a letter in each box.

Accessibility considerations

This set of questions requires the whole text to be read and the key grammatical details picked out to demonstrate the understanding of the different tenses. The rubric explains to students what is required of them and the different options are emboldened. This should ensure that there are no barriers to understanding the requirements of the task. A visual is included to add context to the text.

Questions 29-31 Overlap

Level of demand: High (5 marks)

Rationale for item type

This is a set of questions requiring verbal answers in English. These are high demand tasks at this tier, and the various questions will ensure that this section is a good discriminator between students of different abilities. There is an inference question as the final task.

Content sampled (vocab/grammar)

This text is set in Togo, in Africa, to reflect the cultural context from around the French-speaking world. Key vocabulary items are: voisins, heureux, bâtiments, chaud, difficile, supporter, magasin, loin, légumes, boisson. There is also an inference multiple choice question where students have to work out the meaning of a Togolese dish.

The mark scheme identifies the key ideas, with alternatives suggested to ensure that a different way of expressing the same idea is credited. A reject column is part of the mark scheme to ensure that there is clarity around student responses which will not be rewarded and to enable accurate and consistent marking.

Accessibility considerations

This set of tasks is set in a French-speaking country outside Europe, and the level of vocabulary is appropriate to reflect the level of demand. Bold text has been used to emphasise that, in each case, 'two' pieces of information are required. There is a numbered line for each item of information to make it clear to students that they must write two separate answers.

The inference question appears at the end of this set of questions. An additional instruction is provided before Question 31 indicating to students that this is a different type of task and that they must re-read the last sentence of the stimulus. The word 'veyi' is emboldened both in the text and in Question 31, to assist students further.

Questions 32-35 Overlap

Level of demand: High (4 marks)

Rationale for item type

This is a multiple choice style set of tasks with a text on a festival to celebrate the end of slavery on the island of Martinique, reflecting the French speaking world. The text is more demanding to reflect the level at this stage of the paper with a variety of distractors within each question.

Content sampled (vocab/grammar)

This set of questions is based on the topic of customs, festivals and celebrations and is set around a festival in Martinique, a French speaking island in the Caribbean, to reflect the French speaking world. The festival relates to the end of slavery and a period of historical importance. Key vocabulary items are: réussir, terminer, découvrir, passé, préférer, faire la fête, l'après-midi, le lendemain.

In line with the requirement that no more than 2% of words (rounded to the nearest number) may be glossed, in this text of 79 words, the word 'l'esclavage' is glossed.

Mark scheme considerations

Students are required to choose the correct answer from the three possible responses and to write the letter in the box. There is only one correct answer to each question.

Accessibility considerations

This is a text which contains more challenging vocabulary and grammatical structures. To assist students, 'esclavage' is glossed and a visual is included to support cultural context.

Questions 36–38 Overlap

Level of demand: High (3 marks)

Rationale for item type

This is a set of matching tasks with a variety of headlines from a French newspaper. The texts are short, but the vocabulary within each headline reflects the level at this stage of the paper.

Content sampled (vocab/grammar)

This set of questions is based on newspaper headlines. Key vocabulary items are: arrêter, tomber, se marier with chômage and réchauffement as distractors.

Mark scheme considerations

Students are required to choose the three responses and to write the correct letter in each box. There are five headlines provided, with two headlines used as appropriate distractors in this context. There is only one correct answer to each question.

Accessibility considerations

This is a text which contains more challenging vocabulary.

Question 39 Translation

Level of demand: Low/medium/high (4/2/4)

Low demand: sentences 1 and 2, Medium: sentence 3, High demand: sentences 4 and 5.

Rationale for item type

The GCSE Subject Content states that 'GCSE specifications in French, German and Spanish must require students to: translate in writing short sentences or texts, from the language to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language'.

Content sampled (vocab/grammar)

Key vocabulary items are: vacances, contente, fatigué, monter, chambre, étudier, langues, avenir, s'entendre avec, père, se disputer, jamais, hier, écouter, musique, ensemble, salon. The vocabulary is taken from all three themes, all of which is included in the vocabulary list. The range of grammar includes: adjectives, prepositions, negation, different subject pronouns and reflexive use of verbs. Tenses targeted are: present, periphrastic future and perfect.

Mark scheme considerations

This task is marked according to the detailed mark scheme where each sentence is broken up into sections and marks awarded. As the Subject Content requires 'an appropriate and sufficient rendering of the meaning of the original language', this is reflected in the range of different answers which are accepted and credits those which are not exact translations of the original language but still convey the meaning sufficiently. This can be seen in the columns used in the detailed mark scheme for the question.

Accessibility considerations

The translation is set as five sentences which increase in demand from part 1 through to part 5. There are two lines for the translation of each sentence to ensure there is sufficient space for students to write their answers. The instruction is clear and, as the sentences are not linked in terms of topic, no context is needed.