GCSE
FRENCH
8652/RH

Paper 3 Reading – Sample assessment materials

Item commentary booklet – Higher tier

Questions 1–3 Overlap

Level of demand: Low (3 marks)

Rationale for item type

As this is a set of overlap questions, it provides a confident start to the paper with vocabulary which should be familiar at this tier. It is a matching set of tasks with a variety of short headlines from a French newspaper.

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

Accessible text on a familiar topic at the start of the paper to give students a confident start.

Questions 4–8
Level of demand: Medium (5 marks)

Rationale for item type
This is a straightforward set of tasks identifying positive and negative opinions on a familiar topic. Students are required to read each point of view carefully to reach the overall opinion.

Content sampled (vocab/grammar)
This set of questions samples the topic of jobs. Key vocabulary items are: métier, s'inquiéter, aider, supporter, mauvais, rêve, corriger, apprécier, moins, agréable, regretter, choix.

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

Accessibility considerations
Accessible text on a familiar topic early in the paper to give students a confident start. The statements are 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.

Questions 9–11 Overlap
Level of demand: Low (5 marks)

Rationale for item type
This is a set of questions which requires verbal responses in English. This is a low demand set of tasks at this tier. 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 task 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 11 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 11, to assist students further.

Questions 12–16
Level of demand: Medium (5 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 questions is from the topic of Celebrity culture and is an article about a female role model from Senegal, part of the French speaking world. Tenses which are targeted are: perfect, present and future. Key vocabulary items tested: noir, lancer, visage, partager.

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 to pick out the key grammatical details to demonstrate the understanding of the different tenses. The command 'Write the correct letter in each box' 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.

Questions 17–21

Level of demand: High (5 marks)

Rationale for item type

This set of tasks is a matching exercise where students are required to find the correct piece of advice to fit the correct person. This set of tasks is an example of appropriate testing at a high level, as students have to understand the whole text in order to identify who is the correct person.

Content sampled (vocab/grammar)

This set of questions is based on the topics of healthy living and lifestyle from Theme 1. They are topics which will be familiar to students because of their own experiences. The key vocabulary items are: appareil, écran, se coucher, tôt, nuit, tranquille, lit, auteur, randonnée, esprit, garder, rire.

Mark scheme considerations

Students choose the correct letter from the list and write the letter in the box. There is only one correct answer for each box.

Accessibility considerations

The instructions on what to do are written in clear and simple language. Bold type is used to emphasise which letters students need to write for each answer.

Questions 22–25 Overlap
Level of demand: Low (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 contains familiar vocabulary to reflect the level at this stage of the paper with a variety of distractors within each question.

This set of questions is at a lower demand than the previous two sets of questions demonstrating the design principle of 'peaks and troughs' within a paper. Its inclusion here should help to maintain students' engagement with the paper.

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
To assist students, 'esclavage' is glossed and a visual is included to support cultural context.

Questions 26–38
Level of demand: Medium/high (4 marks: 2 medium, 2 high)

Rationale for item type

This is a set of questions which requires written short answers in English. This is a mix of medium and high demand task at this tier, and written answers will ensure that this set of questions is a good discriminator between students of different abilities.

Content sampled (vocab/grammar)

This set of questions comes from the topics of Celebrity culture and media and technology. It relates to the influencer Lola. The concept of influencers in today's society is something students of this target age group will be familiar with. Key vocabulary items are: influenceuse, en train de, donner son avis, produit, recevoir, l'argent, connaître, réduction.

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 128 words, the cognate vocabulary item 'fan' 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, to enable accurate and consistent marking.

Accessibility considerations

This set of tasks is a longer stimulus with more challenging vocabulary to reflect the level of demand. Bold text has been used to emphasise where '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. Question 26 is of medium demand and Questions 27 and 28 are high demand.

Questions 29–32
Level of demand: Medium/high (4 marks: 2 medium, 2 high)

Rationale for item type
This is a straightforward set of tasks identifying who the statements relate to. Students are required to read the text carefully and then use the information in the text to match the appropriate person to the statement.

Content sampled (vocab/grammar)
This set of questions covers the topic of free-time activities, in this case cinema, but also covers relationships from Theme 1. Key vocabulary items are: se ressembler, ambition, actrice, réussir, vol, commencer.

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 131 words, the vocabulary items 'brillant' and 'dépression' are used.

The Subject Content also states that Reading Higher and overlapping texts may include a small number of words outside the Vocabulary List, but 'no more than 2% of words (rounded to the nearest whole number) in any given text may be glossed'. In this set of questions the word 'fatigue' is glossed.

Mark scheme considerations
Students choose the correct letter from the three possible options to identify the correct person or people and write the letter or letters in the box.

Accessibility considerations
The two questions which are targeted at medium demand are 31 and 32.

Questions 33–37
Level of demand: High (5 marks)

Rationale for item type

This final reading comprehension set of tasks is at high demand and is the longest text in the paper. Questions 33 and 34 require verbal responses in English and questions 35 and 36 are multiple choice questions with three options.

As required by the Subject Content, this set of questions includes an inference task in question 37. Students are required to infer the meaning of single words, in this case 'crépuscule', to identify when this could plausibly take place, taking into account the context and the other vocabulary used, eg 'le soleil se couche'.

Content sampled (vocab/grammar)

This set of questions is based around the topic of travel and tourism and places of interest and is about the city of Marseilles. Key vocabulary items are: chance, métier de la mer, soleil, se coucher, gratuit, dur, faire mal, loin, pire, complet, musée, presque, château, tous les jours, sauf, toute saison.

A number of proper nouns are included, but for each of these the text indicates what type of building these are, using vocabulary within the vocabulary lists.

This set of questions requires close reading skills, including the understanding of distractors to provide essential discrimination between students of different abilities.

Mark scheme considerations

For Questions 33-34, 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 to enable accurate and consistent marking.

In Questions 35 and 36, students choose the correct letter from the three available options and write the letter in the box. There is only one correct answer.

Accessibility considerations

A visual is included to add cultural context to this question. The text is split into shorter paragraphs to aid students in this longer text. The inference question appears at the end of this set of questions. An additional instruction is provided before question 37 indicating to students that this is a different type of task and that they must re-read the final sentence of the first paragraph. The word 'crépuscule' is emboldened both in the text and in question 37, to assist students further.

Question 38 Translation

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

Low demand items: pour mon meilleur ami, malheureusement il pleut. Medium demand items: depuis trois jours, je mange trop de viande, je vais acheter un cadeau, elle a décidé de se reposer un peu. Remainder of translation is high demand.

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: malheureusement, pleuvoir, dire, souvent, manger, trop de, viande, acheter, cadeau, meilleur, ami, quand, frère, chercher, boulot, étranger, travail, décider de, se reposer, peu.

Tenses: present, perfect, future. The range of grammar also includes depuis + present tense, preposition (après avoir) + past participle, one reflexive verb, one preverbal direct object pronoun and adverbs.

Mark scheme considerations

This set of tasks 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 this set of questions.

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.