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Edexcel

Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel International Advanced Level
In French (9FR0/01)
Paper 1: Listening, Reading and Translation

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This paper performed very much as expected, differentiating successfully through the ability range of candidates in this cohort. However, the cohort was very small and a full ability range was not evident. There was some evidence that candidates' summary skills [in Q4(b)] seem to have improved; many candidates are now successfully presenting their three ideas clearly in both parts of the summary question. However, candidates continue to struggle with the literary text question (Q8 in this paper) and also with the translation question (Q10) where the marks scored were in a similar range to 1906.

In the Listening exercises, testing AO1:

Q2: on the whole, candidates were able to give the correct information in response to (a) and (b), although some failed to score the mark by not clarifying their answer. The recording tells us, "Ces services concernent le ramassage scolaire, l'aide aux instituteurs et la cantine" but, in Q2(b), it is not enough for the candidate to offer la cantine alone as an answer to the question "Quel travail font les gens dont les postes sont menacés?" The answer should be clear: ils travaillent/aident à la cantine. Candidates were less successful in (c) and (d) as they were not always able to distinguish between information given about the maternelle and the école primaire.

Q3: (a) and (b) were well-answered, with most candidates understanding that Marc has joined the maquis to avoid being sent to Germany for the STO and that he felt sad on the join when he arrived at the camp. (d) and (g) caused the most problems; in (d), candidates often failed to communicate the idea of se lever (given in the text by debout) and many did not understand the inference of toilette as faire sa toilette. In (g), some struggled to convey the two ideas that the majority were pacifists but that they used weapons because it was necessary. The expression "qui se donnaient un mal de chien pour nous trouver de quoi manger" caused much confusion with some candidates thinking that the maquisards had been forced to eat dog-meat. It is also worthy of note that candidates continue to confuse les (direct object pronoun) with leur (indirect object pronoun); this can cause the intended message to become unclear.

Il s'agit ~~de~~ les ont donné un chien pour manger car ils
n'avaient pas beaucoup à manger.

Q4: in (a), some candidates did not understand faute de secours in (i) and un seul W.C. in (iii) and so tried to reproduce the vocabulary phonetically. This made Q4(a) (iii), challenging for some candidates but Q4(a) (iv), was generally answered well. Overall, this question challenged appropriately. In (b), many candidates are now adopting the technique of answering using bullet points (as advised in previous reports) or three clear statements so that ideas are clearly conveyed; the first idea in each bullet point is assessed but, if the candidate presents the summary in a paragraph form, it is the first three elements in the paragraph that are considered. Candidates performed more successfully in this section than in 1906 but largely because of the shift towards presenting their answers in a clearer form.

The following candidates present their responses clearly; there are three separate answers clearly given as a response to each one of the bullet points.

(1)

Évacuer le camp dans le jardin ; en cas de refus les forces de l'ordre doivent être appelés ; ils vont faire un effort de loger les réfugiés

(ii) Résumez ce que l'homme nous raconte sur :

- l'emplacement du logement (1)
- les migrants prioritaires (1)
- le soutien offert chaque jour (1)

On ^{les} installe dans un gymnase désaffecté ; certains migrants pourraient avoir été de mauvaise santé due aux conditions d'hygiène mauvais ; on va leur donner des repas quotidiennement.

(Total for Question 4 = 12 marks)

(1)

Tout d'abord, ils évacuèrent le jardin public. En cas de refus, les forces de l'ordre seront appelés. L'aide envisagée pour les migrants est de les héberger.

(ii) Résumez ce que l'homme nous raconte sur :

- l'emplacement du logement (1)
- les migrants prioritaires (1)
- le soutien offert chaque jour (1)

Nantes ouvre un gymnase pour ^{accueillir} les migrants habitant actuellement dans les migrants prioritaires ^{sont} ceux ~~habitent~~ ^{habitent} avec des mauvaises conditions d'hygiène. L'intention est aussi de fournir quotidiennement des repas.

In the Reading exercises, testing AO2:

Q6: this question performed similarly to Q6 in 1906. This year, some candidates confused A and B but, overall, there were a range of marks scored.

Q7: questions (a) and (b) sometimes elicited answers that were too general, e.g. pour s'occuper des enfants in (a) and les mercredis sont plus longs in (b). In (c), some candidates did not score both marks as they failed to consider the role of both sets of grand-parents, or to make the comparison and, in (d), candidates did not always score the first mark as they failed to give a clear explanation that the grand-parents lived too far away (the answer la distance alone does not answer the question dans quelles circonstances..?). However, once again, this question performed in a similar way to Q7 in 1906.

Q8: in this question, candidates are required to answer questions based on a literary text. The text in this paper was a contemporary piece but set during the period of the Occupation. Q8 (a) was answered well with most candidates understanding the inference that Simon was Jewish. However, (c) and (e) proved challenging as the answers given were often unclear or failed to give a full explanation of Lucien's actions, e.g. Il donnait un coup de pied. In (d), where two marks were available, some candidates failed to score the first mark because of an incorrect use of cacher which needs to be in the reflexive form to convey the correct information. Overall, candidates continue to find comprehension of a literary text challenging, as in 1906.

Q9: some candidates found this question challenging, possibly due to the subject matter. Some attempted to offer the idea of increased accessibility in both (d) and (e); candidates should remember that the same idea cannot be credited in the answers to two different questions. In addition, where only one mark is available, candidates should offer one idea in response to the question; if two ideas are offered, only the first will be considered.

In the comprehension sections, candidates should be aware that the language used must be accurate enough to convey a clear message in the answer that they are giving in order to allow the mark to be awarded.

In the Translation, testing AO2:

Q10: the translation exercise performed in a similar way to Q10 in 1906 and there was a similar range of marks. Candidates continue to find translation an exacting skill. The

sections of the translation that caused the most difficulties were Box 1 dans ce restaurant dans le vent, Box 3 Amadi dresse les derniers desserts, Box 13 il s'est donc vu contraint, Box 18 se souvient son employeur and Box 19 je ne lui en ai pas voulu ; however, there were also problems with vocabulary that a candidate would be expected to know at this level, such as embauché, son pays d'accueil, un proche and there were sometimes inaccuracies in the translation of verb tenses.

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