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## **Examiner's Report**

Principal Examiner Feedback

January 2019

Pearson Edexcel International Advanced  
Subsidiary In French (WFR0) Paper WFR02/01

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January 2019

Publications Code WFR02\_01\_1901\_ER

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**January 2019 Examiner's report**  
**IAL French Unit (WFR02/01): Understanding and Written Response**  
**IAS compulsory unit**

## **Introduction**

WFR02/01 is a unit from the current IAL French specification which does not supersede a previous one.

External assessment: written examination

Availability: January and June

First assessment: June 2017

Total marks: 90

Weighting: 69.2% of the total IAS raw marks

34.6% of the total IAL marks

Examination time: 2 hours 30 minutes

Assessment across Unit WFR02/01 relates to the following General Topic Areas:

<b>General Topic Area</b>	<b>Sub topics</b>
Youth matters	Family relationships and friendships Peer pressure and role models Music and fashion Technology and communication
Lifestyle, health and fitness	Food and diet Sport and exercise Health issues Urban and rural life
Environment and travel	Tourism, travel and transport Natural disasters and weather

Climate change and its impact  
Energy, pollution and recycling

Education and employment

Education systems and types  
of schooling  
Pupil/student life  
Volunteering and internships  
Jobs and unemployment

## **Assessment**

The assessment for this unit has three sections.

### **Section A: Listening (20 marks)**

Students will be required to listen to a range of authentic recorded TL material and to retrieve and convey information given in the recording by responding to a range of TL questions.

Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in the target language.

### **Section B: Reading and Grammar (30 marks)**

Students will be required to read authentic TL printed materials and to retrieve and convey information by responding to a range of test types in the target language. The questions will elicit non-verbal responses and TL answers.

Questions are linked to a range of reading comprehension exercises.

Students will also need to understand and manipulate grammatical structures in the TL by selecting the most appropriate word form to fit a gap.

### **Section C: Essay (40 marks)**

Students will write a 240-280 word essay in the TL, in response to a short TL stimulus and four related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the language produced.

## Comments relating to individual questions from the 1901 series:

### Section A: Listening

**Question 1. Multiple Choice** Students were provided with four options A, B, C, or D for each item within the question (the correct response, and three distractors). Question 1 was taken from the sub topic of energy, pollution and recycling. Examples of student performance:

Q1(a) Students were required to link the concepts of *de la localité* and *habitants* from the recording. To achieve the mark, students really needed to focus attention on the very first words of the recording.

Q1(c) Students needed to target the significance of *depuis des générations*, as this would immediately rule out the three distractors on the question paper. *Ce n'est pas un problème récent* provided some additional evidence upon which to make the appropriate choice of response.

**Question 2. Multiple Choice** Students were provided with four options A, B, C, or D for each item within the question (the correct response, and three distractors). Question 2 was taken from the sub topic of peer pressure and role models. Examples of student performance:

Q2(b) Students were generally successful in determining in whom *Chloé* was able to confide. There was individual reference to all three distractors within the recording. Awareness of the synonyms *enseignante* and *prof* was crucial in this instance.

Q2(d) To gain this mark, students needed to rule out the two negative distractors *ridiculisé* and *intimidé*. Dispensing with the third distractor was rather more difficult, as the context rendered it more plausible than the other two distractors. The correct response *admiré* was achieved by drawing inference from the idea of *fiers*.

**Q3. Summary completion** Students were required to complete a summary, choosing from a list of eight words. There was a mixture of word types. Question 3 was taken from the sub topic of volunteering and internships. Examples of student performance:

Q3(a) Students needed to select the appropriate past participle. Only one of the distractors was plausible and a large majority of students opted for the correct past participle: *suggéré*.

Q3(b) Successful completion of this item was dependent upon students making the link between *Je n'ai pas eu de mal* and *difficile*. This allowed the only plausible distractor to be discounted.

Q3(c) Students had to select from four past participles, two of which were plausible responses. Success here required students to extract information from a relatively long sentence, enabling them to rule out the option of *abandonné*.

Q3(d) Most students were successful in opting for the correct adjective: *énergique*. Students clearly understood the link provided by both *dynamique* and *convivialité* within the recording.

**Q4. Short Answer Questions** This required responses using a single word, a phrase or a short sentence. Each item was worth 1 or 2 marks. Question 4 was taken from the sub topic of sport and exercise. Examples of student performance:

In a significant number of responses to Q4(a), students found it difficult to recognise the verb *blesse* and this gave rise to spellings which could not be credited, such as *blaise* and *blaisé*. Responses to Q4 are only marked on the basis of communication, rather than accuracy of language, meaning that the following response was accepted, in context:

- *Pour éviter les bleissures*

In this instance, the required element has been conveyed, albeit with grammatical and lexical error.

In response to 4(b), many students offered a correct response. In a few cases, students did however make reference to *ennuyeux* which was not conveyed within the recording. Students are encouraged to use their own

words when responding, but they do need to be mindful to convey the correct message.

In response to Q4(c), the following response was sometimes offered: *Plus de membres vont aux cours collectifs*. This was somewhat ambiguous and could not be credited.

## Section B: Reading and Grammar

**Q5. Multiple Choice Questions** Students were provided with four options: A, B, C, or D for each item within the question (the correct response, and three distractors). Question 5 was taken from the sub topic of pupil/student life. Examples of student performance:

Q5(a) Students were required to establish the link between *quelques* and *nécessaires* within the text. This meant that *inutiles* could therefore be correctly selected from the responses available. A number of students were however drawn towards the distractor: *ennuyeux*.

Q5(c) In this instance, students needed to identify the link between *ose rarement parler* and *timide*. There was a very high success rate here.

**Q6. Short Answer Questions** This required responses using a single word, a phrase or a short sentence. Each item was worth 1 or 2 marks. Question 6 was taken from the sub topic of tourism, travel and transport.

When responding to this question, most students were mindful to avoid the use of untargeted lifts from the associated text. Students are asked to express responses in their own words, where possible.

Untargeted lifts:

An untargeted lift is an answer where a student copies out a chunk of the text indiscriminately, with no manipulation of the text. Questions are phrased so that students cannot offer an untargeted lift and give the correct answer.

Example:

Q6(b): *Qu'est-ce qui a incité le maire à introduire la nouvelle mesure ?*

Text reads:

*La majorité des habitants de notre ville utilisaient rarement les transports en commun.*

An untargeted lift such as " *La majorité des habitants de notre ville utilisaient rarement les transports en commun*" could not be credited.

However, students can take vocabulary from the text to make a correct answer (a targeted lift) e.g. "*La majorité des habitants utilisaient rarement les transports en commun* "

Examples of student performance:

In Q6(a), students were often successful in adhering to the principle idea of *Première ville à proposer les transports gratuits*. A significant minority did however offer responses which were an untargeted lift and these responses did not contain the required information: *la première ville française à s'être lancée dans cette aventure*.

In Q6(d), students were tasked with identifying at least one unexpected benefit drawn from the public transport initiative, but many responses did contain an element of ambiguity. There were equally a number of instances where untargeted lifts were offered.

**Q7. Short Answer Questions** This required responses using a single word, a phrase or a short sentence. Each item was worth 1 or 2 marks. Question 7 was taken from the sub topic of food and diet. Examples of student performance:

Students usually offered short responses, where possible. In other instances, responses were composed of whole sections of language, taken from the text as part of an untargeted lift. Students are asked to express their response, by using their own words. Simple language structures tended to be the most effective. For example, in Q7(a), minor manipulation of language was required in order to convey the correct response: *La génération des parents avait plus d'argent*.

In 7(d), many students were mindful to offer very short responses, based upon what young people should avoid: *faire les courses trop vite* and *utiliser*



*les plats préparés*. Students who approached 7(d) from the opposite angle tended to find it more difficult to offer a coherent response.

**Q8. Sentence Transformations:** Students were required to write out the correct form of each targeted word. Question 8 was taken from the sub topic of food and diet. Examples of student performance:

Q8(a) Many students were aware of the adjectival agreement rule relating to the feminine plural form of *nombreux*.

Q8(b) A majority of students were familiar with the need to use an infinitive verb following *pour*.

Q8(c) Whilst a significant proportion of students offered the correct perfect tense form of *arriver*, some responded using the imperfect tense.

Q8(d) Many students correctly offered the present tense of *représenter*, realising that this tense would be triggered by the use of *actuellement* following the target verb. Many students seemed tempted to offer the third person plural of the present tense of *représenter*.

Q8(e) The masculine plural form *mondiaux* was only known by a small minority of students.

Q8(f) Students were often familiar with the feminine singular *établie*.

Q8(g) A significant proportion of students were correct in associating *autrefois* with the imperfect tense, offering a generally correct spelling of *allaient*.

Q8(h) Most students understood that the present tense third person plural of *choisir* was required. Quite a significant minority did however offer *choississent* or *choissent*, as opposed to the correct version *choisissent*.

Q8(i) A significant majority of students correctly offered the masculine plural form *longs*.

Q8(j) A minority of students were able to apply the subjunctive form *se sente*.

## Section C Writing

**Q9 Essay:** This section requires students to write an essay based on a short printed stimulus. Question 9 was taken from the sub topic of technology and communication. The recommended length for the essay is 240-280 words, though examiners mark all the work written by students; they do not count the words when marking the essay. It is, however, quite possible for an essay of 240-280 to gain full marks and students should avoid writing essays which are over-long.

Comments relating to the four bullet points:

Bullet point 1 – Most students offered a coherent response to this bullet point, although some responses showed evidence of digression rather than expansion.

Bullet point 2 – The vast majority of responses addressed the bullet point. In a small number of instances, there was only brief reference to *réseaux sociaux*, with too much emphasis placed upon the Internet as a whole.

Bullet point 3 – Most students offered a clear initial response and emphasised the potential role of adults. Some responses made extensive reference to the dangers of the Internet, rather than the role of adults in terms of young people's access to social media.

Bullet point 4 – A significant majority of responses addressed the future role of the Internet, offering original views in many instances. Quite a few students did however overlook the need to address the "future" of the Internet.

### Q9 What students did well:

- All four bullet points were attempted
- Restricted the response to just relevant material

- Responses were typically of between 240 and 280 words
- Students developed most bullet points
- Many essays offered a wide range of complex structures and lexis
- Exemplification of bullet points, based upon personal experience

### **Q9 How some students could improve upon performance:**

- Be sure to address all four bullet points
- Read each bullet point carefully
- Remember that an essay of 240 words can attract full marks
- Avoid digression from the required content
- Avoid the use of over-ambitious structures

### **General summary**

Based on their performance on this paper, students should:

- Ensure that handwriting is clearly legible
- Avoid the use of untargeted lifts from texts
- Base all comprehension responses upon evidence from the text/recording
- Use their own words, where possible
- Be familiar with grammatical structures associated with this specification
- Address all elements of each question, especially Question 9

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