



Examiners' Report Principal Examiner's Feedback

January 2022

Pearson Edexcel International Advanced
Subsidiary In French (WFR02) Paper 1
Understanding and Written Response

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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:

General Topic Area	Subtopics
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
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Assessment

The assessment for this unit has three sections.

Section A: Listening (20 marks)

Candidates 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.

Candidates 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)

Candidates 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.

Candidates 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)

Candidates 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 candidates for communicating relevant information effectively as well as for the quality of the language produced.

Comments relating to individual questions from the 22 01 series:

Section A: Listening

Question 1. Multiple Choice Candidates 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 subtopic of Sport and exercise. Examples of candidate performance:

Q1(a) Candidates were often successful in making the distinction between *plupart* and the three distractors. The use of *moitié* as a distractor occasionally prevented candidates from securing the mark. As there can only be one correct response, candidates who linked *plupart* with 90% in the recording did not actually need to understand *moitié*.

Q1(d) Many candidates were able to establish the link between *alors que d'autres* in the recording and response option *mixtes*, even though the three distractors were very plausible within the given context.

Question 2. Multiple Choice Candidates 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 subtopic of Volunteering and internships. Examples of candidate performance:

Q2(c) Any candidates who did not grasp *partager mon expertise* in the recording had to discount all distractors, including the need to associate *innovation* in the recording with *bonnes idées* in the response options. The other two distractors were less challenging.

Q2(d)

Candidates found it quite difficult to establish the link between *personne ne devrait rater* with *tout le monde*. Some incorrectly associated *enrichissant* with *personnes riches*.

Q3. Summary completion Candidates 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 subtopic of Peer pressure and role models. Examples of candidate performance:

Q3(a) Candidates often succeeded in rejecting any possible link between *depuis toujours* in the recording and the distractor *mois*, correctly opting for *années*.

Q3(b)

Whereas many candidates succeeded in identifying *moins* as the correct response, a small minority offered the distractor for Question 3a: *mois*.

Q3(d) In the final paragraph of the recording, very few candidates confused the issue of *chance* with that of *courage*, clearly interpreting the reference to *affronter les adversaires les plus puissants* in 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 subtopic of Tourism, travel and transport. Examples of candidate performance:

In a number of responses across Q4, candidates often gained marks even though they had made one or more grammatical errors. Responses to Q4 are marked solely on the basis of communication, rather than accuracy of language. For example, in Q4(a), the following responses were accepted:

- *On peut lire un bonne roman*
- *Les personnes peuvent finir le travaille commencée au bureau*

In these examples, the correct response has been conveyed, albeit with grammatical errors, so the mark was awarded.

However, where communication was adversely affected, the mark could not be awarded. For example:

- *On peut se plonger dans un remain*

In response to Q4(b), the response needed to focus on the correct principle, so candidates who wrote the following:

La voiture donne la liberté de choisir où on veut voyager could not be awarded the mark, as the incorrect focus of *where* rather than *how* had been offered.

In 4(c), many candidates were successful in conveying the idea of spending less on fuel, though some were unsuccessful, due to certain spellings of *plein*. A significant minority offered spellings such as *plan* or *plant* and these could not be credited.

Q4(e). Many candidates approached the response from the correct angle and used straightforward language, offering responses such as: *des trains qui arrivent à l'heure* and *des sièges moins durs*. Both of these correct responses involved very little manipulation of the language used in the recording.

However, candidate responses needed to focus on *améliorations* as opposed to current problems such as late trains and hard seats. Where the following responses were offered: *des trains qui n'arrivent pas à l'heure* and *des sièges durs*, the responses could not be credited.

Section B: Reading and Grammar

Q5. Multiple Choice Questions Candidates 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 subtopic of Jobs and unemployment. Examples of candidate performance:

Q5(a) In order to steer clear of distractors, candidates needed to take note of the reference to *surtout* in the question. Otherwise, they may have been tempted to opt for the very first distractor *fatigant*, as it corresponded to *épuisant* in the text.

Q5(d) Where candidates had taken care in acknowledging the reference to *éviter* in the question, they were able to discount all three distractors.

Q5(e) Many candidates made the correct association here, between *j'y arrive toujours* and *identifiable*. Other candidates seemed to struggle with the vocabulary used in some of the other available responses: *bas*, *pareil* and *indéterminable*.

Q6. Short Answer Questions This question 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 subtopic of Urban and rural life.

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

Untargeted lifts:

An untargeted lift is an answer where a candidate copies out a chunk of the text indiscriminately, with no manipulation of the text.

Questions are phrased so that candidates cannot offer an untargeted lift and give the correct answer.

Example:

Q6(a): *Pourquoi est-ce que Delphine s'est installée à Dakar ? Donnez deux détails.*

The text reads:

... Me voici installée à Dakar, où j'ai accepté le poste de directrice d'une galerie d'art contemporain. J'ai pris cette décision parce que j'avais envie de me familiariser avec cette ville où mon père avait passé toute son enfance. ...

Untargeted lifts such as *j'ai accepté le poste de directrice d'une galerie d'art contemporain* and *j'avais envie de me familiariser avec cette ville où mon père avait passé toute son enfance* do not answer the question.

However, candidates can take vocabulary from the text to make a correct answer (a targeted lift) e.g. *elle a accepté le poste de directrice d'une galerie d'art contemporain* and *elle avait envie de se familiariser avec la ville.*

Other examples of candidate performance:

Q6(b) Some responses offered information not borne out by the reading text. *La générosité des Dakarois* could therefore not be credited. This is a useful example of the need to base responses solely on evidence found within the text.

In Q6(c), many candidates were successful in conveying a correct response, such as *Les Dakarois montrent une attitude positive. Ils montrent une attitude positive* was also accepted as a response. There were however instances where it was not clear to whom the candidate was referring, so *Les amis marseillais montrent une attitude négative* was accepted, whereas *Ils montrent une attitude négative* could not be credited.

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 subtopic of Energy, pollution and recycling. Examples of candidate performance:

Q7(a) Candidates needed to be mindful that the response could only be sourced from within the first paragraph, as indicated in the question.

Whereas many candidates secured at least one of the two available marks, care was sometimes needed in the way the response was sequenced and contextualised. For example, both marks were awarded where candidates wrote:

*Fessenheim a ouvert il y a 43 ans.
Il (or Elle) a inspiré le lancement d'autres centrales nucléaires.*

However, where candidates began the first part of their response with the same phrase:

Il (or elle) a inspiré le lancement d'autres centrales nucléaires.

this could not be credited, as it is no longer an understandable response to the question. By replacing *Il* with *Fessenheim* at the beginning of the sentence, the mark would be awarded.

The specific principle to be retained here and in similar instances is that it must always be clear to what or to whom candidates are referring in their responses.

Q7(c) Candidates sometimes offered very short responses, where possible, as opposed to full sentences. This can be an effective strategy, as candidates avoid offering additional material which may contradict a correct response. For example, the following responses to the two parts of 7(c) were awarded two marks overall:

- *Ils ont été rassurés*
- *Négativement*

However, responses could only be credited if they indicated how employees and unions reacted.

7(e) Whereas many candidates offered a correct response, several did offer responses similar to:

On va allonger la distance entre les Éoliennes.

This could not be credited, as it did not answer the question.

Q8. Sentence Transformations Candidates were required to write out the correct form of each targeted word. Question 8 was taken from the subtopic of Energy, pollution and recycling. Examples of candidate performance:

Q8(a) Many candidates were familiar with the past participle of *reconnaître*.

Q8(b) Overall, candidates responded well, although some did omit the required auxiliary verb, so *fondé* on its own was not credited.

Q8(c) A significant number of candidates found it difficult to form the present tense third person singular form of *servir*.

Q8(d) The correct feminine plural form *défavorisées* was offered by many candidates. There were however a few instances where the accent was placed over the incorrect letter of the adjectival ending, so *défavoriseés* could not be credited.

Q8(e) A significant proportion of candidates offered the correct form: *créer*. Across Q8, not all bracketed forms necessarily need to be amended.

Q8(f) Many candidates were familiar with the feminine singular adjectival form: *toute*. The text did equally provide indication of the gender of *école*, by its reference to *première*.

Q8(g) Quite a large number of candidates did offer the correct form *recyclé*, though some incorrectly associated the adjective with *bâtiments* rather than *plastique*.

Q8(h) A small proportion of candidates were familiar with the past participle: *acquis*.

Q8(i) A minority offered the correct adjectival form: *nouvel*

Q8(j) Many candidates were mindful to note that *falloir que* triggers the use of the subjunctive and were successful in offering *sollicitations* as their response.

Section C Writing

Q9 Essay This section requires candidates to write an essay based on a short, printed stimulus. The recommended length for the essay is 240-280 words, though examiners mark all the work written by candidates; 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 candidates should avoid writing essays which are over-long. Question 9 was taken from the subtopic of Family, relationships and friendships.

It was clear that the vast majority of candidates had studied the appropriate subtopic. Many actually agreed with Nadia's decision to leave the family home and there were numerous examples where candidates developed this bullet point in an entirely coherent and balanced way. There were however many instances where candidates digressed significantly from one or more of the four bullet points, offering a sometimes lengthy essay broadly relating to *la famille*.

Comments relating to the four bullet points:

Bullet point 1 – Most candidates addressed the bullet point, with a pleasing degree of development. In a few cases, candidates did however skilfully argue that Nadia's decision was premature and that it would not have a positive outcome. This tended to work extremely well, as it typically led to a very original and developed response. Most responses addressed the bullet point from the perspective of a young adult.

Bullet point 2 – Most candidates placed the focus upon how young people get on with their parents and/or grandparents, citing obstacles which may impede good relationships. A few did however interpret the bullet point in their own way. This is quite acceptable, provided that it does actually address the bullet point.

Bullet point 3 – Many responses reported an increase in the diversity of types of family, describing the composition of these new family units. Many candidates interpreted this bullet point in their own personal way. For example, some referred to the decreasing number of children within families in their own region, giving reasons for this change. Many candidates referred to their own personal experience of changes within *la famille traditionnelle* and were able to speculate as to how families may evolve in future years. Some candidates did struggle to express themselves coherently when comparing families

of the past, present and future. This suggested that their grasp of a range of tenses was not always secure.

Bullet point 4 – In response to the final bullet point, most candidates offered a balanced account. Some even argued that friends constitute a type of additional family. These tended to be more confident candidates. Some candidates did however limit their response to talking about the importance of friends, with no reference to *par rapport à la famille*.

Q9 What candidates did well:

- All four bullet points were attempted
- Responses were typically of between 240 and 280 words
- Candidates developed each bullet point
- Exemplification of bullet points, based upon personal experience of the subtopic
- Restricted the response to just relevant material
- Many essays offered a wide range of complex structures and lexis

Q9 How some candidates could improve upon performance:

- Be sure to address all bullet points
- Read each bullet point carefully
- Avoid digression from the required content
- Remember that irrelevance is more commonplace in very long responses
- Avoid the use of over-ambitious structures
- Be aware that an essay of 240 words can attract full marks

General summary

Based on their performance on this paper, candidates should:

- Ensure that handwriting is clearly legible
- Avoid the use of untargeted lifts from texts when answering questions in Section B
- Base all comprehension responses upon evidence from the text/recording
- Use their own words, where possible, when answering questions in Section B

- Be familiar with grammatical structures associated with this specification
- Address all elements of each question, especially Question 9

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