



Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel International

Advanced Level In French

Advanced Subsidiary

(WFR04)

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## Principal Examiner's Report

Candidates were clearly familiar with the topic areas covered and most candidates were able to attempt all parts of the paper. Whilst many fared well with the comprehension questions in Sections A and B, Question 8 (Grammar manipulation) and Section C provided more of a challenge. However, it is pleasing to see that a larger number of candidates this year produced essays that were more in line with the expectations of the task.

### Section A – Listening

#### Questions 1 and 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 1 was taken from the sub-topic of *Recycling* and Question 2 from *Student life*.

In question 1, (1 b) appeared to be more of a challenge for the candidates, with many failing to choose B as their answer. A careful listening should have helped the candidates decide on d'un *minimum de 8 %* from the transcript *au moins 8 % en dix mois*.

In question 2, (2a) proved to be the most challenging for a good number of the candidates. [A] was the correct answer with *a récemment diminué* from the transcript *les chiffres ont légèrement baissé*.

#### Advice to candidates:

**It is vital that candidates do not rush into committing themselves to an answer. At this level, they should listen for the gist of the whole passage; a word which is mentioned in the recording does not necessarily lead them to the answer in the question paper.**

#### Question 3: Summary completion.

Candidates were required to complete a summary, choosing from a list of eight words or phrases. There was a mixture of word types. Question 3 was taken from the sub-topic of *Technology*.

This question was generally well answered with (3b) providing the most challenge for candidates, answering *sa santé* instead of *ses études*, from the transcript:

*Tariq avait déjà pensé aux effets négatifs des smartphones car il avait entendu dire que les portables pouvaient causer des maladies. Cependant, c'était son désir de réussir à la fac qui l'a vraiment poussé à s'en séparer.*

Both ideas were mentioned, health and studies, but candidates had to listen on and choose that his decision was because of the impact on his studies, not his health.

#### **Question 4: Short Answer in French.**

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 topic of *Urban and rural life*.

In this section, as in section B, listening skills and reading skills only are assessed, which means that sentences that contain grammatical and spelling errors can score, as long as the error does not lead to ambiguity. Responses to Questions 4, 6 and 7 are only marked on the basis of communication, rather than accuracy of language

#### **Advice to candidates:**

**Here, as in Section B, targeted lifts are sometimes possible. It is important for candidates to know that they can re-use the language they hear but at this level direct lifts will usually not enable candidates to score. Candidates need to manipulate the language they hear or read. Candidates should try to use their own words as much as possible to render the meaning. However, while it is possible to convey the meaning by using their own words when the information is very technical or specific, candidates should manipulate the language they hear instead of writing incoherent circumlocutions.**

#### **Performance in question 4**

**4a** was generally well answered, but it appeared that the use and the conjugation of the verb *plaire* was a challenge for a good number of candidates. When the conjugation of the verb did not prove ambiguous, candidates were still awarded the mark, even though the verb formation might not have been secure.

**4b** This question was mostly well handled by candidates.

**4c** Candidates seemed to find this question challenging. Many referred to 'fils' instead of 'filles'. Correct answers referring to 'fille' (in the singular) or 'enfant' were accepted.

The second part of the answer was also a challenge for a good number of candidates. It is important that candidates answer the questions posed; candidates need to manipulate the

language that they hear. The question asked what prevented them from starting earlier, and the answers were that their daughters were still studying and that they were still working/ not retired yet.

**4d** was generally well answered.

**4e** required the candidates to manipulate the language they heard. They could not just lift *l'améliorer*, as the pronoun was ambiguous in the answer. Candidates had to answer, specifying what *l'* was referring to (*la maison, le gîte...*).

**Advice to candidates:**

**Some candidates were tempted to write far too much in their answers. Reference to the published mark scheme will show the essence of each answer. Longer answers can often miss the point or may start with a wrong detail before eventually giving the correct answer which is therefore negated by what has come first. It is also important that candidates check that their answers meet the requirements of the questions. Candidates need to ask themselves if the answers work with the questions or whether there is some ambiguity.**

**Section B – Reading and Grammar**

**Question 5: 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 topic of *Politics*.

**5a** proved to be the most challenging whilst **5c** and **5b** were generally well answered.

**5a:** The answer was [C] *intense en France et à la Réunion* from *Dans l'Hexagone, comme à la Réunion*.

### Question 6: Short Answer in French

Question 6 was taken from the sub-topic of *Customs*.

Candidates were not penalised for using the wrong pronoun when referring to Dominique.

Question 6a appeared to be a challenge for many candidates who didn't manipulate the text to convey the idea that the wrong impression about cinema is that it is too expensive. Again, a careful reading of the question might have helped. It is important that once the candidates have written their answer, ~~that~~ they check if it answers the question. Some candidates clearly knew where the information was located in the text but failed to produce a response that answered the question.

6c proved also to be challenging. Candidates who started their answer with *elle fait des films facilement*, didn't score in this question because of the order of elements principle. The answer required was *elle produit trop de films*.

### Question 7: Short Answer in French

Question 7 was taken from the sub-topic of *Employment*.

Specific understanding of the text was necessary to gain the marks. Whilst most managed (a) and (e), the other questions often caused problems because candidates were tempted to copy a complete passage verbatim from the text without any attempt to process the information. Simple language structures tended to be the most successful.

In 7b many versions of the adjective *confiants* were seen: *confis* and *confident* could not be accepted as they were ambiguous. Other adjectives such as *soutenus* or *calmes* could not be accepted because the text does not convey those ideas. It is important to read the text carefully.

In 7c candidates were required to manipulate the text but many failed to do so.

In 7d, this question necessitated reference to *le café*. A lack of direct reference to *Il est venu l'inaugurer* could not be accepted.

In 7h many candidates decided to focus on the adaptations made in the restaurant to accommodate their staff instead of saying that they had a positive attitude. This was accepted as a correct answer.

#### Advice to candidates:

**When answering question 4,6 and 7, simple language structures tended to be the most successful.**

**Ensure that your response meet the demands of the question.**

**Question 8: Sentence transformations:**

Candidates were required to manipulate the sentences given to them using the information in brackets. It is essential that candidates refer to the texts from which the language has been taken as the manipulated sentences **need to make sense and be grammatically correct** back in their original context. Therefore, tenses are a crucial aspect to bear in mind when manipulating verbs.

It appeared that the changes made to this question to help candidates locate the phrases in the texts by emboldening them had a positive impact on candidates' performance.

**Advice to candidates:**

**The manipulated sentences need to make sense and be grammatically correct if put back in the original texts.**

## Section C

It is crucial that candidates understand the nature of what is expected in the final essay. Since marks are awarded for Content and Communication (out of 15) and Critical analysis, Organisation and Development (out of 20) as well as for Quality of Language (out of 5), it is vital that some examination time is spent planning the response to the **specific** question asked.

Many candidates who wrote fluent essays in French of a very high quality often scored highly for Quality of Language, but scored low marks for the other two categories because **their response lacked relevance or were simply a regurgitated version of everything they knew** about the topic or work. It is essential that candidates select carefully what information they are going to use to answer the question. Not everything they know will be needed to answer the question.

Most importantly, candidates should realise that the thrust of the questions is **mostly in the second part**. To access the higher mark bands, they must engage in **an analysis** of the issues. Essays which relied too much on description and less on evaluation scored poorly.

Centres must also be reminded that the geographical area and the historic period must be in **a French-speaking country**. A handful of candidates wrote about countries or areas in other parts of the world. In line with GCE and with other languages at International A Level, such essays could not be credited with any marks and unfortunately scored 0.

### **Advice to candidates:**

**Candidates must carefully select the information they are going to use to answer the question. Not everything they know will be needed to answer the question.**

**Candidates should realise that the thrust of the questions set is mostly in the second part of the question, inviting them to produce an analytical response.**

**History and Geography essays must be rooted in the French-speaking world.**



### **Questions 9(a),(b) and 10 (a),(b)**

The History questions were answered by about a third of the candidates with **10a** being the most popular. This is an increase compared from previous years.

**9a** This question didn't pose any major challenge to the candidates who chose it. However, in essays that scored low marks for analysis, candidates failed to analyse how the issue was dealt with.

**9b** required the candidates to evaluate the impact of cultural activities on the population. Some candidates failed to identify clear cultural activities and mentioned other aspects such as language, tourist attractions or places; such essays scored relatively low marks for content as they didn't focus on cultural activities.

**9a** was more popular than **9b**.

**10a** required the candidates to analyse the impact on society of a conflict. The predominant areas of study were *la Deuxième Guerre mondiale* and *la Révolution française*. Many of the essays were full of relevant information and managed to present facts to support general ideas.

Some essays provided good evaluation of the impact on the population. However, a number of essays tended to rely on vague generalisations rather than providing detailed evidence and candidates regurgitated all they knew about the Second World War / the French Revolution.

**10a** was the most popular question in Section C.

**10b** required the candidates to analyse the impact of the type of government on the population. Again, the predominant areas of study were *la Deuxième Guerre mondiale* and *la Révolution française*. As above, the most successful essays focused on the question throughout and the candidates didn't lose focus, providing detailed evidence to support their ideas whereas the less successful essays tended to be a mere description of the government with little analysis. It was clear in a lot of essays that the candidates had a sound knowledge of the period studied.

#### **Advice to candidates:**

**Candidates need to know that it is not necessary to introduce the essay with a long preamble about the period/ the area or with general information about the genesis of the work. In fact, this produced a poor start when it appeared. Better candidates provided an opening paragraph which identified the issues to be addressed in the essay with direct reference to the essay question set.**

## Literature and film- Questions 11- 20

The most common text studied was *Kiffe kiffe demain*. Compared to last year, *le Bourgeois Gentilhomme* didn't attract as many candidates.

The most common film was by far *Monsieur Lazhar*, being the second most popular question in Section C. *Jules et Jim* attracted a good number of candidates.

As for the History and Geography essays, it is essential that the candidates focus on the analysis and refrain from retelling the story. The least successful essays tended again to contain a great deal of irrelevant material or were simply a regurgitated version of everything candidates knew about the book or the film. It is essential that candidates select carefully what information they are going to use to answer the question. Also, as the candidates write their answers, they must ask themselves whether the information they are providing is answering the question. It was indeed, often, impossible from reading the essays to know what the essay question was, as candidates tended to lose focus and use too much irrelevant information. **However, it was pleasing to see this year that a greater number of candidates were able to produce essays with better analysis, focusing on the second part of the question.**

### Advice to candidates:

**The best essays were in clear paragraph form with a main sentence to introduce the paragraph, followed by several examples. A final evaluative sentence then often referred back to the essay title in some way.**

### 14– Kiffe kiffe demain

**14 a** was the most popular option. It required the candidates to evaluate the relationship between Hamoudi and Doria. The most successful essays presented the scope of their analysis in the introduction and analysed the relationship between Hamoudi and Doria, basing their analysis on Hamoudi and reflecting on his personality/ behaviour/ changes which affected the relationship and how important he was to Doria.

A good number of candidates talked about the relationships but didn't give much information about Hamoudi, but focused more on Doria. The first part of the question targeted Hamoudi.

## **17- Monsieur Lazhar**

**17a** was a more popular option than **17b**.

**17a** required the candidates to analyse the relationships between M. Lazhar and his colleagues and to evaluate whether there was a lack of understanding.

Unfortunately, a good number of candidates focused their analysis on the relationships between M. Lazhar and the children, and those essays scored low marks as they were not relevant to the question, with some barely mentioning the colleagues. However, some candidates reflecting on M. Lazhar's relationships with different colleagues and analysed why there was a lack of communication.

Again, it was clear in a lot of essays that the candidates had a sound knowledge of the film, but some lacked the skills to use their knowledge to provide a critical analysis.

**However, it was pleasing to see that, this year, a greater number of candidates were able to produce essays with better analysis, focusing on the second part of the question.**

**Advice to candidates:**

**Candidates need to identify several points in relation to the question that they want to demonstrate and use their knowledge as evidence.**

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