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Examiners' Report
Principal Examiner Feedback

January 2020

Pearson Edexcel International A Level
In French (WFR0) Paper 2

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January 2020 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:

General Topic Area

Sub topics

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 20 01 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 pupil/student life. Examples of student performance:

Q1(a) Students needed to associate the beginning of the *deuxième année* with the end of Lucas' first year as an *interne*.

Q1(d) Students were often successful in establishing the link between *l'un des seuls pensionnats* and *limité*. Students who understood *mon comportement insupportable* were guided away from at least one distractor.

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 health issues. Examples of student performance:

Q2(b) In order to gain this mark, students needed to take note of the link between *ils auront du mal* and the response *dure*. Some students experienced difficulty in ruling out *impossible* which was a very plausible distractor within the context of tobacco related challenges.

Q2(c) Most students were successful in opting for the desired response, even though all three distractors were plausible in context. As this was listening rather than a reading item, *sans se moquer* proved challenging for some.

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 natural disasters and weather. Examples of student performance:

Q3(a) Whereas many students succeeded in identifying *locaux* as the correct response, a significant minority offered the plausible distractor *internationaux*, as it may have been difficult to identify *mènent* within the recording.

Q3(b) Most students were able to identify the link between *limiter l'effet* and *minimiser* and were rarely tempted by the distractor *éliminer*.

Q3(c) Students were usually successful in acknowledging the connection between *possibilité* in the recording and *peut-être* from the responses available. The use of *discuter* in the recording also pointed towards the notion of possibility as opposed to the certainty of creating *une armée locale*.

Q3(d) In the final phrase of the recording, students needed to understand *nombreuses communes* in order to select the appropriate response *beaucoup*. Only a small minority opted for *peu*, the only possible distractor.

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 music and fashion. Examples of student performance:

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

- *Que Louane est si spontané*
- *Que Louane soit si spontainée*

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

In response to Q4(b), a small minority of students offered a response which lacked essential detail. Therefore single word responses such as *Pression* or *Spontanéité* could not be accepted.

In 4(c), most students were successful in securing the mark, even though some spellings were incorrect. For example: *Beaucoup d'influences differents ont contribuée a sa créativité* was awarded the mark, as language did not impede communication, despite multiple errors.

Q4(d). A small proportion of students were unable to recognise the word *évoluer* in the recording and offered versions such as *voluer* and *valuer* which could not be credited.

Q4(e) Possibly in an attempt to use their own words, students sometimes ventured a little too far from a correct response to the question. This meant that responses such as *Elle veut avoir une meilleure voix* could not be awarded the mark..

Q4(f) A small number of students were unable to access the mark, as they used the incorrect form of the possessive and responded with: *Elle chante ses chansons favorites.*

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 volunteering and internships. Examples of student performance:

Q5(a) Students who were able to understand *ne croyant pas que ça allait fonctionner* within the text were able to discount all three distractors.

Q5(b) There was much evidence within the text in order to guide students away from the distractors, including at least two opportunities to rule out *rapide*. Some students may have made the assumption that the work experience selection process was *ennuyeuse*, on the basis that the process was very long. This is a useful example of the need to base responses solely on evidence found within the text.

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 sub topic of peer pressure and role models.

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): *Quel effet positif est-ce qu'on peut attribuer aux pairs de Charlotte ?*

The text reads:

Ils ont aidé notre fille à découvrir les tendances positives de sa personnalité.

An untargeted lift such as *Ils ont aidé **notre** fille à découvrir les tendances positives de sa personnalité* does not answer the question.

However, students can take vocabulary from the text to make a correct answer (a targeted lift) e.g. *Ils ont aidé Charlotte à découvrir les tendances positives de sa personnalité.*

Other examples of student performance:

In Q6(b), most students were successful in conveying a correct response. There were however instances where students' responses were too general: e.g. *Ils ont aidé Charlotte à découvrir sa personnalité.*

In Q6(e), there were a number of instances where students offered responses which were not borne out by the text e.g. Specific reference to *Si sa fille voulait essayer des substances* 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 sub topic of sport and exercise. Examples of student performance:

Q7(a) A number of students answered with *il fait/il pratique 3 sports* which was not the required focus for this question.

Across Q7, students usually offered short responses, where possible. This tended to be an effective strategy, but there were instances where caution was needed, in order to provide a meaningful response to the question. For example, in 7(b) the following response was awarded two marks:

- Il évite les foules
- Il aime passer inaperçu

However, the following response was not credited:

- éviter les foules
- passer inaperçu

As per Q6, students needed to be mindful of avoiding untargeted lifts. For example, in 7(c), *Je ne peux jamais me permettre de passer une journée entière sans m'entraîner* was not credited. Manipulation of the text would have been required here. For example, *Il ne peut jamais se permettre de passer une journée entière sans s'entraîner*, thereby attributing this comment specifically to Félix-Olivier.

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 sport and exercise. Examples of student performance:

Q8(a) The third person plural form *arrêtaient* proved difficult for many students.

Q8(b) Many students attempted the subjunctive here, but found it difficult to recall the form: *fassions*.

Q8(c) The feminine plural form *meilleures* caused very few difficulties to students.

Q8(d) Students who realised that the present participle was required had little difficulty in conjugating the correct form: *cherchant*. A significant minority offered the infinitive *chercher*.

Q8(e) A minority of students added the preceding direct object agreement to the past participle, offering *informé*, as opposed to *informée*. Students also needed to be mindful to place the accent over the correct letter.

Q8(f) A significant proportion of students acknowledged that the infinitive form was required, although some offered *se sentir* in the place of *me sentir*.

Q8(g) The correct demonstrative form *cette* was offered by most students.

Q8(h) Most students realised that the infinitive *découvrir* was required, with only a small proportion offering a past participle.

Q8(i) Whereas many students did write the correct form *vis*, a sizeable minority responded with *vive*.

Q8(j) This item was known by the majority of students, although a few wrote *habitueles* as opposed to *habituelles*.

Section C Writing

Q9 Essay: This section requires students 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 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. Question 9 was taken from the sub topic of energy, pollution and recycling.

Most students were able to relate to this question. They were unanimously admiring of Yaye's effort to help in the environmental protection of her town. Many students commented on their contributions to their local environment by stating they clean up their local beaches or parks at the weekend. The vast majority made reference to recycling waste. Although most were positive about the future of their planet, a few students suggested that it was too late to save the planet. A number of strategies were proposed to motivate young people to take an interest in the environment, including pecuniary incentives.

Comments relating to the four bullet points:

Bullet point 1 – Virtually all students addressed the bullet point. In some cases, students summarised Yaye's achievements, rather than expressing their reaction.

Bullet point 2 – The majority of students adhered very closely to the bullet point, expressing their contribution to the environmental challenge and developing the response by indicating how they equally encourage others. A small number of responses were rather too general, with the focus being solely on what can be done to protect the environment.

Bullet point 3 – In most instances, students indicated either optimism or pessimism in relation to the future, although some completely overlooked the issue of the environment.

Bullet point 4 – There were some highly innovative responses to this final bullet point, with many students citing examples of how young environmental activists encourage other young people to become involved.

Q9 What students did well:

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

Q9 How some students could improve upon performance:

- Be sure to address all four 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, 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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