



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

January 2020

Pearson Edexcel International A Level

In French (WFR0) Paper 1

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2020

Publications Code WFR04_01_2001

All the material in this publication is copyright

© Pearson Education Ltd 2020

International A Level French

WFR04 Paper 4

Research, Understanding and Written Response

January 2020

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 especially the Multiple Choice questions, open responses and Section C provided more of a challenge.

Section A – Listening

Questions 1 and 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).

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.

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 Technology.

This question was generally well answered with (3d) providing the most challenge for candidates.

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.

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.

In this section, as in section B, listening skills and reading skills 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. There were many instances however where candidates were not awarded the marks as the inaccuracy of their written French hindered communication.

Performance in question 4

4a – many candidates failed to give the level of details required. Candidates had to mention that the Forum is important because the issues that are debated concern only young people.

4b – Only a small number of candidates were able to infer that it is *a different organisation* every year.

4c and 4d - required the candidates to give two details. When two details are required, it is important that candidates remember that the “Order of element” rule applies. The first two elements given by the students will be taken into account, so it is important that the candidates do not write too much information and focus on the two details they need to give. A level of detail is also very important.

4e - also required the candidates to give two details. Candidates had to manipulate the language and give two answers about *the hopes young people have about the future*.

Some candidates were tempted to transcribe what they heard which on all occasions proved to be unsuccessful for two main reasons: (1) the candidates were not able to render the correct words (for instance *dechanger* instead of *d'échanger*) (2) the candidates tended to write everything and didn't select the important information .

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.

Section B – Reading and Grammar

Question 5: 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 6: Short Answer in French

Question 6 was taken from the sub topic of Transport

6a was often well-answered.

6b proved to be a challenge for a good number of candidates who failed to infer the answer from the text *“seulement les routes nationales sans barrière”*

6c required the candidates to give two details. When two details are expected, candidates need to remember that the two details need to give a different idea or be different.

6d not many candidates answered that Jean Duguerry was supportive, taken from *“loin d’être exaspéré par le comportement des automobilistes, il avait fait preuve, au contraire, de compréhension face à leur ras-le-bol.”*

Question 7: Short Answer in French

Specific understanding of the text was necessary to gain the marks.

Some candidates lost marks as they were tempted to copy a complete passage verbatim from the text without any attempt to process the information or failed to infer meaning to answer some of the questions. There were also many instances when inaccuracies in spelling and grammar hindered communication.

7a and **7b** seemed to be the better answered questions.

7c – the level of detail in this question was not always rendered.

7e- answers varied a lot in this question and not many candidates were able to give two correct answers. Amongst the correct answers, the fact that the decision taken in 1988 *changed the relation between English and French speakers* was often well rendered. However, the fact that *it allowed English again on advertising* was not always well conveyed. Many answers were not as detailed as they should have been; *English was allowed again* was not accepted

7g – again the level of detail was not always well rendered. The fact that *French parents send their children to study in English* surprised the author, not that they send them abroad.

Question 8: Sentence transformations:

Question 8 proved to be a challenge, even for competent linguists.

Students 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 in their original context.**

The most challenging questions seemed to be:

8(b): candidates were required to use the passive in the perfect tense and the past participle had to agree with *la limitation*.

8(e) and 8(i) : a good number of candidates failed to use the subjunctive after *vouloir que* and *il faut que*.

8(g): many candidates failed to produce *lequel*. Complex subordinate pronouns seem to be a challenge to candidates. It is essential that candidates are confident and familiar with the grammar points in the specification.

Remember that marks are awarded when the targeted grammatical point is produced correctly. Any other grammatical and spelling mistakes within the reformulated sentence will be ignored.

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 crucial that some examination time is spent planning the response to the specific question asked.

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 set 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**. Candidates who fail to write about a historic period or a geographical area rooted in the French-speaking world will be awarded **0 / 40**.