



# **Examiners' Report June 2022**

**IAL French WFR02\_01**

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## **Introduction**

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 Target Language material and to retrieve and convey information given in the recording by responding to a range of Target Language 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 Target Language 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 Target Language answers.

Questions are linked to a range of reading comprehension exercises.

Candidates will also need to understand and manipulate grammatical structures in the Target Language 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 Target Language, 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.

## Question 3 (a)

### 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 climate change and its impact.

#### Sophie agit contre le réchauffement climatique

Les parents de Sophie sont (a) ..... *très* ..... intéressés par l'environnement. Les autres



**ResultsPlus**  
Examiner Comments

Although the accent is incorrect in this instance, the mark is still credited, as Q03 does not rely on lexical accuracy.



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Examiner Tip

Candidates are reminded that most questions on the paper require responses in the target language and that inaccurate language may even impede communication.

### Sophie agit contre le réchauffement climatique

Les parents de Sophie sont (a) <sup>très</sup> ~~exagérés~~ intéressés par l'environnement. Les autres



**ResultsPlus**  
Examiner Comments

The candidate's incorrect response has been crossed out and replaced with the correct response, so the mark is awarded.



**ResultsPlus**  
Examiner Tip

If candidates change their mind regarding a response, it should always be clear which response is to be offered for marking.

### Question 3 (b)

élèves (b) ~~se jettent~~ acceptent de se jeter dans la bataille environnementale. Lorsque Sophie a



The initial response was correct, but the candidate then replaced this with the distractor "acceptent", so the mark cannot be awarded.



Candidates should be mindful to rule out all plausible distractors before finalising their responses.

élèves (b) refusent de se jeter dans la bataille environnementale. Lorsque Sophie a



The response is correct. The candidate has understood that the pupil does not have the support of other classmates.



Clear handwriting, as in this sample, is very important across all questions.

### Question 3 (c)

décidé de faire grève, la réaction de la directrice était (c) *negative* . Les politiciens



The response is correct. The candidate has understood that the head teacher's reaction to the protest was negative.



For each correct response, there is at least one plausible distractor.

*refusant / acceptant*  
décidé de faire grève, la réaction de la directrice était (c) *negative* . Les politiciens  
*negative / positive*



Even though there is an accent missing from the response, the mark is still awarded.



The candidate has also written both the correct response and a distractor on the line below the response gap. It would be advisable to cross these out, once the chosen response has been inserted in the correct gap.

### Question 3 (d)

sont (d) ~~engagés~~  
passifs en ce qui concerne le réchauffement climatique.

passifs    ~~refusent~~    engagés    acceptent  
positive    négative    ~~très~~    peu



**ResultsPlus**  
Examiner Comments

The candidate crossed out the initial incorrect response, replacing it with the correct one. The candidate has clearly understood politicians' passive attitude towards global warming, according to the recording.



**ResultsPlus**  
Examiner Tip

It is important for candidates to keep an open mind and to base their responses solely on what is contained within the recording.



sont (d) ..... peu ..... en ce qui concerne le réchauffement climatique.

- passifs     refusent     engagés     acceptent  
 positive     négative     très     peu



**ResultsPlus**  
Examiner Comments

The candidate has selected a response which is grammatically incorrect, so it cannot be the correct answer.



**ResultsPlus**  
Examiner Tip

Candidates should only consider those responses which are grammatically correct.

## Question 4

### 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 jobs and unemployment. Marks are awarded for communication, as opposed to language.

4 Écoutez ce dialogue.

Répondez EN FRANÇAIS aux questions suivantes, en utilisant le plus possible vos propres mots. Les phrases complètes ne sont pas demandées.

Caroline, agent de police municipale, parle de son travail

(a) Pourquoi est-ce que Caroline a décidé de changer de carrière ?

Donnez **deux** détails.

(2)

1 Elle ~~être~~ avait du mal à se motiver.

2 Elle voulait être plus libre.

(b) Quelle solution est-ce que Caroline a trouvée à son problème de vision ?

(1)

Un opère opération.

(c) Pourquoi est-ce que le journaliste estime que Caroline est déterminée ?

(1)

Parce que elle l'avais raté deux fois mais elle n'os pas quitter.

(d) Selon Caroline, pourquoi a-t-elle finalement réussi au concours ?

Donnez **deux** détails.

(2)

1 Ils y avaient moins de candidats.

2 Elle avait évité les erreurs qu'elle avait fait avant.

(e) Qu'est-ce qui rend cet emploi unique pour Caroline ?

(1)

Elle ne sait jamais à l'avance ~~ce~~ ce qu'elle va faire en arrivant au travail.

(f) Qu'est-ce qu'on apprend sur le salaire de base d'un agent de police ?

(1)

Les agents doivent faire beaucoup d'heures supplémentaires pour avoir un salaire correcte.



Q04(a) The mark for the first element was awarded, even though there are grammatical errors in the response. On this occasion, these errors do not impede communication. The second element was not credited, as the response is too general, rather than specific.

Q04(b) This is an excellent example of where a candidate has offered a very concise, albeit correct response.

Q04(c) The response begins well, but the candidate then the use of the verb "quitter" leads to ambiguity, so the mark cannot be awarded.

Q04(d) The mark for the first element was awarded. Although the plural verb "avaient" is incorrect, the response is clearly communicated. In spite of grammatical errors, the second element is credited, as the meaning is absolutely clear.

Q04(e) Despite a number of grammatical errors, the overall response is just about comprehensible, so the mark was awarded.

Q04(f) From this response, the implication is that basic police officer salaries must be low, as officers need to carry out overtime in order to earn an adequate salary. For this reason, the response is credited.

Additional information regarding some elements of Q04:

In response to Q04(a), the emphasis needed to be placed on Caroline's own lack of motivation, so the following response could not be credited: *Caroline avait du mal à motiver le matin* as it may suggest Caroline's inability to motivate others. In response to the second element of Q04(a), a range of approximate spellings for *enfermée* were accepted but not the following: *infirmée, fermier, infirmier*.

In response to Q04(d), some candidates seemed to have understood the principle of having taken the concours on a number of occasions, only to then offer the following incorrect response: *Au troisième essai, elle a raté le concours*. Most candidates were however successful in Q04(d).

In Q04(e), the question was often best answered by candidates who responded using their own words. This technique did however lead to a number of responses where the meaning of the response was not clear. For example: *Le travail est inattendu*.



Q04(f). Some candidates were working towards a correct response, but then offered insufficient detail. The idea of having to carry out extra hours was not sufficient on its own to be awarded the mark. Many candidates deduced that police officer starting salaries must be low and offered a concise, correct response: *C'est un salaire bas.*



**Candidates are advised to attempt all parts of all questions.** In a number of responses across Q04, candidates gained marks even though one or more grammatical errors had been made. Responses to Q04,06,07 are only marked on the basis of communication, rather than accuracy of language. For example, in Q04(a), the following responses were accepted:

- *Elle avais du mal a se motiver le matins*
- *Caroline en avais assez d'etre enfermé a l'interieur*

In these examples, the correct response has been conveyed, albeit with grammatical errors, so the mark was awarded. So even where candidates were less confident regarding language, it was often beneficial to attempt all elements.

## Question 6

### 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. Q06 was taken from the subtopic of tourism, travel and transport. Marks are awarded solely for communication.

- 6 Lisez l'article suivant. Répondez EN FRANÇAIS aux questions suivantes, en utilisant le plus possible vos propres mots. Les phrases complètes ne sont pas demandées.

### Caméric s'intéresse aux voyages

Depuis que j'ai commencé à voyager, je me suis rendu compte que les voyages allaient devenir une addiction pour moi. En dépit de mes vingt ans, ma mère n'arrête pas de me rappeler que toutes mes économies y passent. Cela ne m'empêche pas d'être toujours à la recherche de nouvelles expériences outre-mer ou même en dehors du Québec.

Pour la troisième fois, j'ai vraiment l'impression que la routine est en train de s'installer dans ma vie quotidienne au Canada. Quelle horreur ! Mes journées sont rythmées uniquement par mes obligations professionnelles, ce qui ne me donne pas envie de continuer à vivre comme ça. Je dois très vite trouver une solution à ce problème en entreprenant une grande aventure à l'étranger.

Alors qu'il y a un mois, je disais à mes collègues que j'avais hâte d'obtenir une promotion, je viens, aujourd'hui, d'acheter un billet d'avion sans retour pour la Guadeloupe. Le jour du départ, je limiterai mes bagages à ce que je pourrai entasser dans mon sac à dos.

Est-ce que j'ai choisi la Guadeloupe parce que c'est une destination francophone ? Pas vraiment. N'ayant jamais rencontré la culture créole ici au Québec, je profiterai d'être là-bas pour en faire l'apprentissage. Il me tarde d'y aller !

- (a) Pourquoi est-ce que la mère de Caméric est préoccupée par les voyages de son fils ?

(1)

Elle a peur que tout lui économies y passent.

- (b) Pourquoi est-il urgent pour Caméric de faire un nouveau voyage ?

Donnez **deux** détails.

(2)

1. Il a sa routine. Une routine est devenue s'installer dans lui vie quotidienne.

2. Il n'a pas envie de continuer de vivre avec un rythme uniquement basé par ses obligations.



(c) Comment sait-on que Caméric va rester longtemps en Guadeloupe ?

(1)

Il a acheté un billet <sup>d'anion</sup> sans retour.

(d) Pourquoi est-ce que Caméric a choisi la Guadeloupe ?

(1)

Il voudrais apprendre autour la culture créole.



Q06(a) The use of "lui" in the response causes some ambiguity, so the response was not credited.

Q06(b) In the first element, reference to "devenu" and "lui" are obtrusive, meaning that the response cannot be understood. In the second element, the response refers to "par" as opposed to "sur". Although this is not grammatically correct, the meaning is still sufficiently clear in order for the mark to be awarded.

Q06(c) The mark is awarded, as it is clear that only a single journey airline ticket has been purchased.

Q06(d) Although the reference to "autour" is unusual here, the message remains clear and the mark is awarded.

Additional information regarding candidate performance in Q06:

In Q06(a), candidates were usually successful in conveying a correct response, with many instances where candidates responded using their own words. Some responses, such as the following, were slightly too ambiguous to be credited: *Elle pense que toutes lui économies y passent.*

In Q06(c), most candidates offered a correct response. Responses written in the first-person singular could not be credited.

For example: *J'ai acheté un billet d'avion sans retour.*

In Q06(d) a significant number of candidates focused on the idea of *faire un apprentissage*, having missed the role of "en" in the text. A more precise reading of the text was needed for candidates to secure a mark.



When responding to this question, candidates should 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 normally phrased so that candidates cannot offer an untargeted lift and give the correct answer.

Example:

Q06(b): *Pourquoi est-il urgent pour Caméric de faire un nouveau voyage ?*

The text reads:

*Mes journées sont rythmées uniquement par mes obligations professionnelles...*

An untargeted lift such as *Mes journées sont rythmées uniquement par mes obligations professionnelles...* does not answer the question.

However, candidates can take vocabulary from the text to make a correct answer (a targeted lift) e.g. *Les journées de Caméric sont rythmées uniquement par ses obligations professionnelles...*

## Question 7

### 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 education systems and types of schooling. Marks are awarded solely for communication, as opposed to language.

- 7 Lisez l'article. Répondez EN FRANÇAIS aux questions suivantes, en utilisant le plus possible vos propres mots. Les phrases complètes ne sont pas demandées.

#### Notre système éducatif au Sénégal.

Grâce à nos liens historiques, le système scolaire sénégalais a été basé sur celui que nous avons adopté de la France, plutôt que sur celui d'autres pays africains.

Le gouvernement sénégalais, ayant besoin d'équilibrer son budget, a libéralisé le système éducatif, surtout dans les zones urbaines. Cela permet ainsi à certains enseignants, n'ayant pas fini leur formation, d'enseigner en recevant un salaire réduit. En faisant cela, les écoles dans nos grandes villes ne manqueront plus de personnel.

Dans les milieux ruraux sénégalais, la plupart des agriculteurs partagent le même désir que les gens de la ville de faire éduquer leurs enfants. Ces adultes se voient souvent obligés de construire eux-mêmes les écoles, ce qu'ils n'apprécient pas. Pendant ce temps-là, qui va s'occuper de la ferme familiale ?

Le gouvernement sait que l'organisation pédagogique dans les salles de classe, ici au Sénégal, n'est pas toujours idéale. Il vise donc à améliorer la situation. En ce moment, nos élèves sont une cinquantaine par classe, un défi difficile à gérer. Les bancs prévus pour deux enfants en supportent trois ou quatre. Heureusement, la chaleur de l'été n'a pas l'air de déranger nos élèves.

Les statistiques de l'année dernière indiquaient qu'en mathématiques, le taux de réussite des élèves était en baisse et qu'on voyait moins de filles en classe qu'avant. La bonne nouvelle, c'est que les stratégies mises en place pour résoudre ces problèmes ont commencé à porter leurs fruits.

Quant aux cours, le français, la langue officielle au Sénégal, est la langue d'enseignement pendant toute la scolarité. Nous estimons également qu'il est normal d'obliger nos jeunes à faire l'apprentissage d'une deuxième langue, une fois arrivés au collège. En plus, nous essayons d'éviter que le choix soit limité à l'anglais.

- (a) Qu'est-ce qu'on apprend des origines du système scolaire sénégalais ?

(1)

le système scolaire est basé sur

le système scolaire adopté de la France

(b) Pourquoi est-ce que le gouvernement a décidé d'employer du personnel non qualifié ?

Donnez **deux** détails.

(2)

1 libéraliser le système éducatif

2 Ils me ont voulu équilibrer leur budget.

(c) Pourquoi les fermiers ne veulent-ils pas construire des écoles ?

(1)

Abandonner contre l'étranger Et il n'y aura personne pour s'occuper la ferme familiale.

(d) Dans les salles de classe, quelles améliorations seraient nécessaires ?

Donnez **deux** détails.

(2)

1 Il y a un besoin pour plus des bancs

2 Il y a beaucoup des élèves dans la classe. Une <sup>une</sup> ~~un~~ nombre des élèves que on peut gérer

(e) Selon les statistiques, quelles tendances encourageantes sont à noter parmi les élèves ?

Donnez **deux** détails.

(2)

1 les stratégies mises en place pour aider les problèmes à commencer à pointer leur fronts.

2 Il y a les stratégies qui pour battre les problèmes de qui est la baisse de la réussite dans les mathématiques et le manque de filles dans la classe classe

(f) Qu'est-ce qui confirme le statut important des langues étrangères ?

Donnez **deux** détails.

(2)

- 1 C'est obligatoire à partir l'apprentissage d'une deuxième langue  
et ça est en classe normal.
- 2 Que ils ~~essaie~~ ils veulent ~~améliorer~~ améliorer le choix <sup>entre les</sup> de langues  
pas just l'anglais



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Examiner Comments

Q07(a) The key verb is expressed in such a way that it renders the response ambiguous, so the mark cannot be awarded.

Q07(b) The first element does not respond to the question, so the response is not credited. The second element is clearly correct.

Q07(c) The response clearly conveys the absence of someone else to take charge of the family farm.

Q07(d) Both marks are awarded here, but only just, as the handwriting is sometimes difficult to read. It is very important that handwriting is clearly legible across all responses.

Q07(e) The first element is correct. In the second element, there is some repetition and the response does not address the question itself, in terms of "tendances encourageantes", so the second mark is not awarded.

Q07(f) Both elements are correctly addressed, though the lack of clear handwriting almost causes both marks to be lost.



### **Being concise is sometimes an effective strategy**

Candidates can often find a simplified, albeit correct route through certain elements of Q07. For example, the following response to Q07(b) was credited with both marks:

- *C'est moins cher*
- *Manque de personnel*

### **Beware of angle of approach to certain questions**

Some questions are best approached from a different angle. For example, in Q07(e), many candidates did not approach the question from the correct angle and did not address the issue of *tendances encourageantes* within the question. This meant that no marks were awarded for the following:

- *En mathématiques, le taux de réussite des élèves est en baisse*
- *Il y a moins de filles en classe qu'avant*

In the above response, the candidate refers to the issues of a lack of success in maths and the absence of girls in the classroom rather than answering the question about what was improving i.e., better results in maths and more girls in the classroom.

Both marks were awarded for the following:

- *En mathématiques, le taux de réussite des élèves est en hausse*
- *Il y a plus de filles en classe qu'avant*



## Question 8

### Sentence Transformations:

Candidates were required to write out the correct form of each targeted word. Question 8 was taken from the subtopic of education systems and types of schooling.



8 Lisez le texte et écrivez la forme correcte des mots entre parenthèses.

Attention : il n'est pas toujours nécessaire de changer la forme entre parenthèses.

L'école à la maison

Notre fille aînée, Ghislaine, a été (a) [scolarisé] jusqu'à l'âge de 10 ans dans le système classique. Pour de (b) [nombreux] raisons compliquées, nous avons pris la décision (c) [inhabituel] de la scolariser à domicile à partir du moment où elle devait entrer au collège. N'(d) [être] pas enseignants, nous avons également inscrit Ghislaine à des cours par correspondance.

Maintenant, cette expérience (e) [durer] depuis cinq ans ! La première année de cette nouvelle routine à la maison s'est déroulée à merveille grâce à la très grande autonomie montrée par notre fille. Elle a tout de suite accepté de (f) [suivre] les changements dans sa routine (g) [quotidien]. Nous intervenons exclusivement pour la partie orale des cours de langue qui nécessitait de courts échanges (h) [verbal].

Si j'avais à refaire cette expérience, je (i) [prêter] plus attention à la gestion du temps, puisque c'est une tâche plutôt délicate. En fin de compte, à l'avenir, je suis sûre que ma fille (j) [garder] de bons souvenirs de cette aventure.

- (a) ..... scolarisé ..... (1)
- (b) ..... nombreuses ..... (1)
- (c) ..... inhabituelle ..... (1)
- (d) ..... étions ..... (1)
- (e) ..... ~~dur~~ a duré ..... (1)
- (f) ..... suivie ..... (1)
- (g) ..... quotidienne ..... (1)
- (h) ..... verbales ..... (1)
- (i) ..... prêterais ..... (1)
- (j) ..... ~~se~~ gardera ..... (1)



Q08(a) The feminine singular agreement was not included in the response, so the mark was not awarded.

Q08(b) The correct feminine plural form *nombreuses* was offered.

Q08(c) The correct feminine singular form of the adjective was offered.

Q08(d) The "nous" form of the imperfect tense was offered as a response, whereas the present participle was required.

Q08(e) The response could not be accepted, as the present tense of the verb was required. Candidates needed to be aware of the tense rule regarding "depuis".

Q08(f) The bracketed infinitive required no modification and the mark was therefore awarded.

Q08(g) The correct feminine singular adjective "quotidienne" was offered.

Q08(h) The candidate offered the feminine plural form "verbales", as opposed to the correct masculine plural form "verbaux".

Q08(i) The candidate successfully acknowledged the presence of "si" + imperfect tense in the first clause and correctly applied the conditional tense in the second clause.

Q08(j) The response was correct, as the candidate had noted the use of "l'avenir" in the previous clause.



Candidates are reminded to be very careful regarding the placing of accents over letters. These should be placed over the appropriate letter and should be the correct type of accent for each situation.

## Question 9

### 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 food and diet.

#### 9 Répondez à la question suivante.

Écrivez une réponse à cet article entre 240 et 280 mots en français.

#### La restauration rapide

Je vais au restaurant de fast-food au moins deux fois par semaine. Quand je n'ai pas envie de me faire à manger ou d'aller au resto universitaire, en deux minutes, je suis servi. Généralement, je commande un menu qui comprend une boisson. Je préfère la vente à emporter pour pouvoir manger en regardant un film chez moi. À mon avis, manger du fast-food ne me fait pas de mal. Vous êtes d'accord ?

Benoît, 19 ans

#### Vous devez mentionner les points suivants :

- <sup>60</sup> 240 • votre réponse à la question de Benoît **PRESENT** *il faut que*
- <sup>60</sup> • une bonne ou mauvaise expérience que vous avez eue du fast-food **PASSE COMPOSÉ / IMPERFECT** *il ne servait que*
- <sup>60</sup> • l'avenir de la restauration rapide **FUTUR**
- <sup>60</sup> • l'influence des adultes sur le régime alimentaire des ados. **CONDITIONNEL**





rapide nutritif faciles  
nutritives nutritifs m plus facile

nourriture américaine.

À cause de ~~elle~~ l'augmentation de la restauration rapide, il est essentiel que les parents éduquent <sup>204</sup> ses fils sur les dangers de ~~par~~ <sup>cette</sup> nourriture et ~~le~~ ~~est~~ ~~important~~ qu'ils enseignent les ados ~~de~~ ~~les~~ ~~de~~ à être prudents avec ~~les~~ les choses qu'ils choisissent de manger. Si j'avais des fils ~~adolescents~~ adolescents, je les enseignerais à préparer des repas ~~prêts~~ ~~préparés~~ ~~rapides~~ ~~nutritifs~~ <sup>rapides</sup> et <sup>nutritives</sup> nutritifs, afin que ils soient préparés quand ils commencent l'université. ~~En méprisant les ados quand ils~~  
~~Mais il ne faut pas mépriser~~

Mais on ne devrait pas mépriser les parents qui donnent du fast-food à ses enfants, car ~~ils n'ont pas~~ ~~ils peuvent n'avoir pas~~ du temps ou de l'argent pour les donner une bonne alimentation. <sup>2 29</sup>

■ il peut être ~~que~~ qu'ils <sup>n'avaient</sup> ~~est~~ pas

### **Content and communication.**

In order to potentially demonstrate an “excellent ability” to express ideas in a form that would be comprehensible to a native reader, candidates need to respond to all four bullet points. This is clearly the case in this instance.

The meaning of the first sentence of paragraph 1 of the response is ambiguous. However, bullet point 1 is then fully addressed, the candidate expressing clear disagreement with the opinion offered in the introductory text to Q09 and there is a logical sequencing of supporting argument. The response to bullet point 2 is approached from an original yet appropriate angle in that the candidate begins by expressing general negativity towards fast food, but is still able to refer to a recent experience of it. The third bullet point is well developed and it follows on very naturally from both of the previous bullet points. The final bullet point makes clear reference to how parents may have a positive influence on their adolescent children and the bullet point is approached from a personal stance. The reference to “*ses fils*” does however lead to minor ambiguity and the meaning of the short final paragraph is not very clear.

Overall, the response is coherent, with only brief moments of ambiguity, such as those mentioned above. The candidate is mindful to avoid digression from the task.

### **Quality of language**

For this International Advanced Subsidiary level of demand of task, the candidate deploys with some confidence a relatively wide range of grammatical structures and lexis. These are typically well-suited to the various needs of the task. There are a few instances of lexical and grammatical errors one would not expect at this level and instances of words from another language being used. However, the overall impression is one of very good linguistic control. This is also an excellent example of an essay where the candidate does not write an excessively long response. Where candidates do write unnecessarily lengthy responses, the accuracy level tends to be somewhat lower, as these candidates typically leave insufficient time to check accuracy. The range of grammatical structures and lexis within this response clearly reflects many of those listed within the specification. This candidate is also mindful to avoid using over-ambitious structures.



- 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

## **Paper Summary**

### **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 Q09
- Allow sufficient time to write a full response to Q09



## **Grade boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

