



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel International GCSE
In French (4FR0) Paper 01

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Students' Responses to Specific Questions.

Questions 1-3 Au restaurant

Virtually all students scored full marks across these three questions.

Questions 4-6 Là où j'habite

In a very small number of cases, a single mark was lost across these three questions.

Questions 7-12 Le shopping

Virtually all students successfully identified all six items of shopping, although *stylo* was marginally less well known than the other items.

Question 13 Allons au cinéma !

This question required students to insert responses, using words or numbers. In a large majority of cases, students scored at least five of the six available marks. Overall, key vocabulary was known, with only a few exceptions. As per previous series, students are prioritising the acquisition of a robust vocabulary base across the topic areas. In a few instances, students offered the incorrect form of transport in Q13(i), responding with the distractor. In Q13(ii), the spelling of *comique* was nearly always immediately recognisable, but a number of attempts at *dessin animé* led to some ambiguity. In Q13(iii), most students were able to list two disadvantages, although some longer answers relating to the cost of cinema tickets were incorrect. One word answers were sufficient for both parts of Q13(iii), so students who offered *cher* and *loin* scored two marks. In Q13(iv), a one word response tended to be the preferred option, where *manger* achieved the mark. Across Q13, students have become accustomed to offering very short responses, usually one or two words per mark available. In cases where students offered long phrases or full sentences, ambiguity sometimes led to the loss of the mark.

Question 14 Faire du sport

In this question, students needed to select single words from a selection of nouns, adjectives and adverbs. The recording included opinions and negation which were both targeted in the questions. Maximum marks were achieved in a significant number of instances. From the high success rate for each item, it is clear that students have been well prepared in the skill of taking time to reflect before offering responses, being mindful of the need to avoid the distractors. Students were equally skilled in ruling out responses which were grammatically incorrect.

All items were correctly identified by the majority of students, although some items did prove to be more accessible than others. Q14(i), (v) and (vi) were the most successful. In Q14(i), students discriminated well between the two adverbs available. In Q14(ii), students were generally

able to link the idea of warm climate with the idea of high temperatures. Students were equally mindful in Q14(iii) to link the heat of the day to the need to avoid playing tennis during the afternoon. In Q14(iv), students may have spotted the fact that there were only two grammatically correct responses on offer, but still needed to distinguish between park and garden.

Question 15 Les matières scolaires

This question attracted a pleasing overall success rate, across all three elements. The recording incorporated complex structures, including pronouns, a range of negatives, modal verbs and a number of tenses. More complex vocabulary was equally in evidence.

Q15(i) The link between good prospects in terms of *carrière* and *allemand* being *utile* caused very few difficulties to students. It would seem that centres have been prioritising this task type, given the very high success rate.

Q15(ii) The majority of students succeeded in two respects here. Firstly, it was necessary to remember that the question concerned Erwan's attitude towards certain subjects and this could easily have been confused with opinions held by his friend. Secondly, it was necessary to make the link between *ennuyeux* and *monotone*.

Q15(iii) Students were required to establish a connection between *compliqué* and *je n'y comprends presque rien*. Diligent emphasis on the association between words and phrases was in clear evidence.

Question 16 Les téléphones portables

Discriminating between positive and negative phrases seems to be a well-practised skill across centres, with high levels of performance across all four items.

Q16(i) For any students who missed the first positive comment, a second followed in rapid succession, allowing an additional opportunity to secure the mark.

Q16(ii) Most students picked up on both the positive and negative comment. In this particular instance, some students may have relied upon the use of *cependant* in the middle of the recording.

Q16(iii) Students were generally mindful to interpret the use of *dominer* and *limite* as negative elements within the two clues offered by the recording.

Q16(iv) There was a high success rate in concluding that *pratique* and *trop de bruit* offered a combination of positive and negative opinion. This interpretation was also supported by the use of *mais*.

Question 17 L'emploi

The recording contained a range of tenses, combined with relatively complex structures and vocabulary. Two plausible distractors were offered alongside the correct response to each item, meaning that students invariably needed to rule out more than one option before offering each response.

In Q17(i), there was evidence relating to three professions, with students finally needing to decide between the options of *vétérinaire* and *médecin*. In Q17(ii), in order to eliminate the distractor *heures du travail*, students needed to understand *déranger* used in this context. Close attention to *surtout* within the question was essential for the purpose of ruling out *bon salaire* from the potential responses. Success rates on this question indicate that students are being trained to keep an eye on all of the following: the recording, the introduction to each item on the question paper and the three possible responses.

In Q17(iii), all three occupations were identified within the recording and students needed to discount two of these before responding. It was useful for students to draw inference from the recording, in order to confirm their response to Q17(iv).

In 17(v), there was some evidence that students did not recognise the term *chômeur*, even though they may have been familiar with *chômage*. It was however pleasing to note that students were able to recognise *contente* and *timide* as distractors within Q17(vi), from statements from within the recording. This meant that the only possible response was *optimiste*, supported by further evidence within the recording.

Question 18 La famille

This question required students to match three individuals with a set of statements. Students performed equally well across most of the six items in Q18.

Please note the following, in respect of the correct response options:

Q18(i) Students were generally successful in making the link between *s'amuse mieux* and *me fait le plus rire*. In addition to dealing with the complexity of the task, students had a clear awareness of the importance of word families for success at this level.

Q18(ii) Although the theme of family appears in all three options, students were able to discriminate between all three sections of the recording, concluding that only Yanis would actually be spending Christmas with his family.

Q18(iii) Only two of the three individuals in the recording made reference to having a sister, so students only needed to decide between two options, once it has been established that Yanis did not have a sister.

Q18(iv) Once it had been established that the first speaker had no brothers, it still remained for students to determine who had two brothers. This was embedded within the term *frères jumeaux*, a response offered in most cases.

Q18(vi) Whereas the verb *encourager* was present in one of the recordings, this did not relate to encouragement offered by parents, so this needed to be recognised as a distractor. Understanding the context in which *pousser* was used in the recording was the key to success here.

Question 19 Les transports

Q19 targets grade A* level responses. Despite this relatively high level of demand, virtually all students attempted to respond to most of the items. This reflects the excellent guidance and practice given across centres, with students being encouraged to offer some sort of response. In some cases, less confident students actually secured one or two marks on this question.

Students had clearly been advised by teaching staff to be mindful of the very brief responses offered in the examples. This was evident in the concise nature of most responses.

Q19(i) and Q19(ii) were interchangeable

There were two correct responses available here. A significant number of students were successful in the first item, as they deployed the technique of offering a short, albeit correct response, such as *pas cher*. This is excellent practice. Many who attempted to adhere too closely to the recording offered responses which were somewhat ambiguous. There were some instances where the response was written in the incorrect column of the grid.

Q19(iii) Whereas some students were able to establish the principle of delays as a disadvantage of bus travel, a few others confused *leur* with *l'heure*, giving rise to some ambiguity. Once again, students who conveyed a response using their own words tended to be successful. Some responses seemed to be based upon prior knowledge and opinion, rather than upon evidence from the recording.

Q19(iv) and Q19(v) were interchangeable

Two distinct advantages of air travel were required, although some responses offered just one advantage conveyed in two different ways. Many responses did address two advantages, but students typically found it more difficult to communicate the idea of safety. In such cases, less confident students are advised that very short answers are often appropriate, whereas long phrases may include an element of ambiguity. Responses placed in the wrong column of the grid could not be credited.

Q19(vi) and Q19(vii) were interchangeable

Many students succeeded in gaining two marks, by stating two disadvantages of air travel, whilst offering very concise answers. Students who wrote a full sentence sometimes digressed from the question. At this level, some students did not quite manage to extract the correct information from the recording and offered responses such as *manque de places pour les jeunes*, as opposed to the principle of *manque de place pour les jambes*. Notwithstanding cases of misinterpretation of the recording, it was still encouraging to note that these students were at least attempting to offer a response and this is to be applauded. Where the term *environnement* was used as part of a response, the spelling needed to be immediately recognisable, as was usually the case. Whereas the mark was therefore awarded in most cases, students need to be mindful of the accuracy of key terminology.

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 recording
- Practise how to identify distractors
- Offer concise responses to Q13 and Q19

Administrative Matters

As per previous series, centres are to be commended for their excellent standard of administration.

Grade boundaries

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