



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2018

Pearson Edexcel International GCSE

In French (4FR0) Paper 01

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Students' Responses to Specific Questions.

Question's 1-3

Le temps

Students scored full marks across these three questions on the weather, virtually in all instances.

Question's 4-6

Aux magasins

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

Question's 7-12

Les films

Most students were successful in identifying all six films, although '*westerns*' was marginally less well known than the other categories of films.

Question 13

Au restaurant

Students were required to insert responses, using words or numbers. In majority of the cases, students scored at least five of the six available marks. Most essential vocabulary was known, with only a few exceptions. Similarly to previous series, students had prioritised the acquisition of the published core vocabulary from across the topic areas.

In some instances, students offered the incorrect form of transport to the restaurant in Q13 (i), although there was no actual distractor within the recording.

In Q13 (ii), the spelling of '*trente*' was not always accurate, but was usually immediately recognisable, so the mark was awarded. A small number of candidates offered '*vingt*', as opposed to '*trente*'.

In Q13 (iii), most students were able to select the two correct food items, although some offered food items which were distractors and therefore incorrect. Where attempts at the spellings of '*poulet*'/'*frites*' were immediately recognisable, the marks were awarded. However, a few students did offer '*fruits*' in the place of '*frites*'.

In response to 13 (iv), most students offered service genial. Some responses did not mention the idea of *service*, so the mark was not awarded.

13(v) required a reference to '*calme*' or a suitable synonym.

Across Question 13, students offered very short responses, with single words being sufficient. This is excellent practice, as much longer responses sometimes created ambiguity within the response.

Question 14

L'emploi

In this question, students were needed to select single words from a selection of nouns and adjectives. The recording included opinions, different forms of negation and a superlative. All of these were targeted in the questions. Maximum marks were achieved in a significant number of instances. Students' confidence in dealing with this question is an indication that emphasis has been placed upon how to rule out distractors within the available responses. This tends to involve more than just listening out for single lexical items.

Some items did prove to be more accessible than others.

Q14 (i), (iv) and (v) were the most successful.

In Q14 (i), students discriminated well between the three plausible responses presented in the form of adjectives.

In Q14 (iv), students were generally mindful to take account of the negative *ne ... plus*.

Q14 (iv) required students to discriminate between three seasons.

In Q14 (ii), students additionally had to take into account of *le plus* which appeared in the question.

In 14(iii), students often found it difficult to identify the link between '*nécessaire*' and '*obligatoire*'.

The distractors in Q14 (vi) were well embedded within the recording, meaning that students really needed to associate '*prix ridicule*' and '*chères*'.

Question 15

Les jeunes et Internet

The majority of students secured at least two of the three available marks. The recording included a number of complex lexical items. There were some complex structures, a range of tenses and pronouns.

Q15 (i) Most students noted the link between the key verb and adjective, familiar with the issue of dangers of using the Internet. It was equally possible for students to rule out the positive distractors, by reference to *faire attention*.

Q15 (ii) The majority of students succeeded in establishing the link between '*vitesse*' and '*rapide*', even though the correct idea was well embedded within the recording.

Q15 (iii) Students needed to navigate a range of tenses and pronoun use, whilst associating *utile* with the concept of *aider*. There was clear evidence that students had been practicing associations between words and phrases.

Question 16

Aider à la maison

Students needed to contend with the fact that the recording concerned four individual family members, meaning that the correct information had to be attributed to the relevant person. Candidates had been well prepared for this and were usually mindful to discriminate as appropriate.

Q16(i) There were two clues to the idea of '*repas*' within the recording, so students who missed the reference to '*légumes*' could equally focus on '*déjeuner*', providing a second opportunity to secure the mark.

Q16 (ii) Students were usually successful in distinguishing between the housework chores carried out by the individual parents. The second part of the key sentence helped students to confirm the ownership of these tasks within the family.

Q16 (iii) The response required students to interpret the link between ' *paresseux*' and '*contraire*', whilst at the same time discounting the opinion of Antoine's brother. This item proved slightly less successful than the other three.

Q16 (iv) The key association in this instance was between '*grippe*' and '*malade*'. Additionally, students needed to ensure that they were basing their response upon the correct brother.

Question 17

Les vacances d'Annie

The recording offered a significant range of tenses, in addition to several other complex structures. Two plausible distractors were offered alongside the correct response to each item. Students therefore had to rule out more than one option before offering each response.

In Q17 (i) students were required to know the past participle of the verb '*plaire*' or alternatively rule out the two distractors. There was also a need to draw an inference from the short length of Annie's flight.

In Q17 (ii) students found it possible to make the association between '*bien reçus*' and '*personnel*'. The two distractors appeared at a later stage of the relevant section of the recording. Students were able to acknowledge these to confirm the correct response.

In Q17 (iii), it was necessary to discount one very plausible distractor regarding the *marché*. The fact that such a significant majority of students opted for the correct response *bruit* is an indication that learning of the core vocabulary has been prioritised in centres.

For item Q17 (iv), students needed to listen to the whole of the relevant paragraph in order to arrive at the correct response. At this point, knowledge of synonyms became essential.

In 17(v) The correct response was embedded between the two distractors within the recording. Understanding the imperfect form of '*devoir*' was helpful in ruling out one of those distractors.

Q17 (vi) Required students to understand both stages of the relevant part of the recording. The question related to whether or not Annie would ever return to a specific holiday destination, rather than just her intentions for the following year.

Question 18

La vie scolaire

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 needed to make the link between '*me manque*' and '*mon ancien lycée*'. In addition to this, it was necessary to be to some degree familiar with all six response phrases on the question paper.

Q18 (ii) Only two of the three speakers make reference to school uniform, meaning that there is just a single distractor. Students taking the examination cannot be aware of this, so it was still necessary to listen to what was said by all three speakers. The vast majority of those taking the examination were able to discriminate between the two references to school uniform.

Q18 (iii) The speaker named Mara does not make any reference to teachers, so this effectively narrows down the field of choice. Of the two individuals who mention teaching staff, only one refers to getting on well with his teachers. Students applied this logic and performed very well on this item.

Q18 (iv) School lunches are only mentioned by two of the three speakers. The two possible responses contain one positive and one negative statement, meaning that if the positive reference to '*nourriture*' is understood, then the other speaker reference to school lunches must be the correct one.

Q18 (v) Once again, there are two statements containing reference to the key focus: '*voyage scolaire*'. Once potential responses had been narrowed down in this way, students were generally successful in selecting the correct response.

18 (vi) Entrance to university is mentioned by Benjamin in the future tense, whereas Mara uses the conditional tense and there is no certainty that she will attend university. This means that, the statement can only be attributed to Benjamin. In this instance, the success rate was slightly lower than the average across Q18.

Question 19

Le cyclisme

Q19 is targeted at grade A*. Most students however do attempt most of its seven items. Centres have clearly advised their students that it is appropriate to offer some sort of response and there are indeed occasions where even a single lexical item will suffice. The result of this is that less confident students sometimes secure one or two marks across Q19.

Overall, there is strong evidence that teaching staff have taught students how to avoid very long responses. As per previous series, this was evident in the concise nature of most responses.

Q19 (i) to Q19 (iv) were interchangeable

In naming four *aspects* '*positifs*' of '*cyclisme*', students needed to be mindful not to offer the response used for the example. There were five correct responses available here, from which students were able to offer four. Whilst very short answers are desirable, students did need to ensure that their responses were sufficiently clear. For example, the issue of universal affordability could simply be conveyed by *pas cher*. Responses relating to family participation did sometimes lack clarity, so *Toute la famille* could not be considered as a correct response to the question. There were some instances where the *aspects positifs* were written in the *aspects négatifs* section of the grid.

Q19(v) to Q19(vii) were interchangeable

As per Q19(i) to Q19(iv), students needed to be mindful not to offer the example '*fatigant*' from the question paper as a response. Some very short responses relating to issues of '*tomber*' and '*vélo cher*' were offered by less confident candidates, with a pleasing degree of success. Negative references to weather needed to be linked to the question, meaning that '*Il fait mauvais*' on its own did not quite address the question. Spellings and language needed to be understandable, but not necessarily grammatically correct. Attempts at the spelling of '*se blesser*' were not always comprehensible. At this level, many students found that some elements were beyond their reach, but it was still encouraging to note that these same students were attempting to offer a plausible response.

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>