

Examiners' Report

Principle Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE
in French (4FR1) Paper 01

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Introduction

The June 2019 session was the first 4FR1/01 paper set in accordance with this specification, International GCSE French 4FR. In June 2019, this paper, called 4FR1/01, has a demand comparable with that of 4FR1/01R. There were over 6400 candidates for this single tier qualification. The marking principles and rubrics are largely unchanged from the legacy specification and the total time allocated to this 40-mark paper is 30 minutes plus five minutes' reading time. There is no optionality in this paper, and the vast majority of candidates attempted all seven questions. Most questions do not require productive use of French. Questions 3 and 7 seek responses in French.

Many teachers have clearly grasped the requirements of the new specification very well and have assisted their candidates in excellent preparation.

The questions all come from the five topic areas and their sub-topics. The six questions are of increasing demand, with early questions targeting 1 and 2 grades, and Q07 seeking to elicit grades up to 8 and 9 grades. In a number of questions, an example precedes the question, so that the candidates are aware of the manner in which information will be sought.

Question 2

Helping with household chores in Q02 did not seem to pose too many difficulties for the majority of candidates, and once again, faultless performances were plentiful. The mean score surpassed 4 out of the 6 marks available, comparable with the 01R paper.

Most candidates gained 4, 5 or 6 marks, showing that this question type, despite (f) not being attributed to any speaker, was readily accessible to many. The negative context of (e) was overlooked by some candidates who offered Marc, when in fact Michelle took the bins out willingly. In (b) *tondre la pelouse* and (d) *lessive* were perhaps more demanding lexical items. Marc was not offered for (a), suggesting that *repasser* was not widely known. Reference to the minimum core vocabulary is advised, possibly learning the vocabulary thematically.

Question 3

In Q03, there were many good scores, and candidates of all abilities gained some credit. Please see below for Q07 and marking principles, which are common to Q03 and Q07, the two verbal questions. Where candidates attempted this question, fortunately few scored nothing, and perfect scores were quite frequent. Attempts to transcribe without attention to grammar and spelling did not often lead to responses which communicated felicitously. Candidates who wrote as much of what they heard as possible, without close reference to the questions, gained less credit. Care with short responses and key words was often rewarded with decent marks. In (a), the notion of *pas de cours* earned the available 1 mark, but *un festival d'été* was often written. Unfortunately, this could not score as it is not an *impact*. In (b), *picnic* with the English spelling was deemed to show comprehension, with some latitude, and *spectacle* was retrieved especially by more able candidates, so that this part saw some credit earned for over 85% of candidates. About one third of the candidature scored in (c), suggesting that revision of numbers would be gainful at all levels. *cinq quarante* and *cent quatre* were frequent erroneous responses. Over 60% of candidates gained 1 or 2 marks in (d) and *trop de choses* and *vent* together sufficed for both marks. Phonetic tries such as *duvend* were too ambiguous to score. Fortuitously, *une liste impossible à ranger* was a faulty transcription which was taken as acceptable. However, *une liste de choses* was too vague, and did not hint at the enormity of the task entailed by the organisation of speech day or the like.

3 Tancrède parle d'un festival à son collègue. Note les détails **en français** ou en chiffres.

Exemple : Âge du collègue : quatre cents ans.

(a) Impact sur la journée scolaire : un jour sans cour (1)

(b) Activités possibles : pique-niques et un spectacle (2)

(c) Nombre d'invitations acceptées : beaucoup 140 (1)

(d) Problèmes potentiels : rangers d'école et feru du vent (2)



This candidate has scored very well, and only in (d), has 1 mark been lost. Full sentences are not required, concision is recommended.

Q03(a): in this context *cour* is misspelt, and although playground is within the topic of school, *cour* was accepted, as an incorrect spelling which communicates.

Q03(b): it contains two correct responses. *picnic* in the English spelling was regarded as communicating, and this ruling helped many candidates to gain at least 1 mark.

Q03(c): this figure or its equivalent in words was not well handled, and wayward spelling or incorrect numbers abounded. Revision of numbers is never wasted.

Q03(d): *une liste impossible* would have earned the first mark. *vent* was sufficient to gain the other mark in (d), so a very succinct response could have gained both marks.

3 Tancredi parle d'un festival à son collègue. Note les détails **en français** ou en chiffres.

Exemple : Âge du collègue : quatre cents ans.

(a) Impact sur la journée scolaire : les cours sont bon amusant (1)

(b) Activités possibles : les activités sportives et pique-nique (2)

(c) Nombre d'invitations acceptées : beaucoup (1)

(d) Problèmes potentiels : spectacle et fait les choses (2)



This is a less successful attempt at Q03 and only attracts 1 mark, in (b) where *picnique* is credited. (a) may be true, but the absence of lessons needs to be offered, to show an impact. *Sports* in (b) are not part of the festival's offer.

Q03(c): it needs a number, in figures or words, and *beaucoup* is too vague.

Q03(d): this is a pity, as *spectacle* would have scored in (b), so reference to the questions is always useful. It seems as if some of the *trop de choses à faire* response is retrieved, but not enough to score. Practice of note-making when time is limited is useful preparation.

3 Tancrède parle d'un festival à son collègue. Note les détails **en français** ou en chiffres.

Exemple : Âge du collègue : quatre cents ans.

(a) Impact sur la journée scolaire : (1)

(b) Activités possibles : et (2)

(c) Nombre d'invitations acceptées : (1)

(d) Problèmes potentiels : et (2)



This candidate has unfortunately not been able to score anything as no parts of this question were attempted. It is worth if at all possible, at least attempting the question.



It is worth attempting every part, even if in Q03(c), for instance, the candidate offers any number heard in the passage, and in Q03(d) guesses potential problems. There could be some credit, but a blank response can never score in Q03.

3 Tancrède parle d'un festival à son collègue. Note les détails **en français** ou en chiffres.

Exemple : Âge du collègue : quatre cents ans.

(a) Impact sur la journée scolaire : un festival (1)

(b) Activités possibles : sans cours et pique-nique (2)

(c) Nombre d'invitations acceptées : ~~deux cents~~ cent quarante (1)

(d) Problèmes potentiels : de vent et le mauvais (2)



This candidate has performed as would be expected of a middle ability candidate, accessing 3 marks. The responses are succinct but they are rather confused.

Q03(a): it shows that there is indeed a festival but this is not an impact.

Q03(b): sadly, *sans cours* is proffered here, not in (a) where it would have earned 1 mark. A brief check might have revealed this confusion, and saved a mark from being squandered.

Q03(c): it is correct, as was not the case with a number of candidates. Figures are equally acceptable, but if offered as well as words, both versions must be correct, otherwise the response would be invalidated.

Q03(d): *de* before *vent* does not spoil the first mark. The second response is incomprehensible, and is perhaps a mangled attempted at *annonce* which is in any case not a rewardable piece of information.

Question 6 (a)

Q06 concerns a speaker who discusses shopping. Candidates select six words from a pool of thirteen to complete the sentences in the question, paying attention to both grammatical accuracy and the sense of the speaker in the passage. Up to 6 marks can be earned in this non-verbal question which is aimed at the more able candidates.

Q06 proved to be a testing question type, in line with the specification contents, for candidates had to understand the passage, the items in the pool of words, and the vocabulary and grammatical content of the sentences in the questions. However, Q06(a), Q06(b) and especially Q06(c) were correctly answered by many candidates. Q06(a) clearly needed a positive adjective, and although (E) would be grammatically possible, (F) was a better semantic fit.

Question 6 (b)

The context of Q06(b), with a masculine singular noun in need of qualification guided many candidates to (L), though (F) was selected by a number of unsuccessful candidates.

Question 6 (c)

(A) was a popular choice, and the feminine singular article led candidates to *maison*, although its distractor (C) was not infrequent. Mention of the internet seemed to aid candidates in this part.

Question 6 (d)

(K) was not a difficult word, but not all candidates were able to see that it related to the masculine singular subject at the start of the sentence, so some syntactical awareness would have been helpful.

Question 6 (e)

(d) and (e) were the most challenging parts, as these parts required a sound understanding of the passage as a whole, and the preceding indirect object in (e) *leur* may have eluded candidates. Thus reference to the programme of grammar study is worthwhile during the course.

Question 6 (f)

In (f), scores were good, so that around almost half of candidates accessed the available mark, perhaps through a sound comprehension of the end of the passage, plus personal experience. Again, checking the gender and number of the subject described by the adjective would narrow down the range of possible responses.

Question 7

As is the case in Q03, communication in Q07 is assessed and not the quality of language. The marking principles set out here are the same as for Q03. Vitiating responses are not able to score, as they do not evidence comprehension. For example, *aspects positifs: mon père discutait, mon père ne discutait jamais* does not show understanding. Misspellings are tolerated, even if they stray into another language, provided that they are comprehensible, generally within one letter of the correct spelling. Verb endings need to be existent to communicate, but an exception was made which aided many candidates: in (e), *fair du ski* was accepted. In a 1-mark part, the first element of the response only is assessed, and in a 2-mark part, only the first two elements are assessed. Unless further elements invalidate the elements offered, those elements are disregarded. However, in a 1-mark part, where two elements are offered and only the second is correct, the response does not score. This is so that an indiscriminate transcription of chunks of passage does not gain credit, whereas a targeted retrieval of information containing the correct answer is rewarded.

Candidates could well take a little time to consider the demands of the question parts. Sometimes, correct information was given but unfortunately in an incorrect part. For instance, *je parlais beaucoup avec ma belle-mère* is clearly presented as a positive aspect in the passage, but was not infrequently written as a response to (c). Sometimes, it was couched as positive that the father did not wish to travel to St Martin's and while it might well be beneficial that Rebecca's step-mother convinced Rebecca's father to go there, that is not relevant to relationships between Rebecca and her parents. In (a) and (b), scores were reduced by partial responses. *je parlais à ma mère* and *il discutait* ignored the key concept that the communication would be fulsome so *je parlais beaucoup à ma mère* and *il* is too vague, as it does not clearly allude to *mon père*. However, 40% or more of candidates scored in (c), (d), (e) and (f) respectively, with (d) and (f) being accessed by over half the candidates. This is very encouraging in the question which contains parts targeting the highest grades. In (f), *vol fatigué* was presented on occasion in lieu of *vol fatigant*, and was ambiguous. Misspelling in the stem of the verb, generally one letter out, is tolerated, but the ending needs to exist. Therefore, *découvrir le Canada* could score but *décubrir le Canada* was unclear and was rejected.

7 Écoute la conversation et note les détails **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

	Aspects positifs	Aspects négatifs
Exemple : Opinion au sujet de son enfance	heureuse	la période difficile du divorce
Relations avec les parents	(a) <i>elle a une belle sœur</i> (b) <i>sa mère aide avec sa vie adulte</i>	(c) <i>sa mère ne parle pas souvent</i>
Les visites chez les grands-parents	(d) <i>elle va du ski avec eux</i> (e) <i>elle va les voir souvent.</i>	(f) <i>les grands-parents savaient quand ça se faisait l'appelle</i>

(Total for Question 7 = 6 marks)

TOTAL FOR PAPER = 40 MARKS

lycée ayant plus d'amour



(c) and (d) are the only two parts which score in this response. The father not speaking much, and skiing in Canada with the grand-parents are clearly conveyed. This response shows that even in the most difficult question, candidates should be encouraged that 1 or 2 marks of credit can be earned, quite in isolation from other parts which present difficulties.

(a) and (b) are vague, and do not address the point that Rebecca discusses everything with her step-mother, and that the father discusses with Rebecca. (e) is correct information, but is untargeted.

7 Écoute la conversation et note les détails **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

	Aspects positifs	Aspects négatifs
Exemple : Opinion au sujet de son enfance	heureuse	la période difficile du divorce
Relations avec les parents	(a) parle à l'école et de sport avec père. (b) tout raconte avec belle mère	(c) no parle avec père parce que le travaille.
Les visites chez les grands-parents	(d) j'adore fair du ski au canada (e) plaiser du couvrir au est quebeque	(f) la avion tres longe. (7 heuis).

grandparents est l'appelle

(Total for Question 7 = 6 marks)



This is a good response in parts and the language used is generally sufficient to convey the information needed.

(a) cannot score as it implies that Rebecca is talking about sport, which is already too specific, at school, and this is erroneous.

(b) cannot score, for although *raconter* has almost been spelt correctly, the verb has gained an 'r', thus is an error which affects the ending.

(c) *no parle* does not convey sufficient meaning to score.

(d) *fair* is exceptionally deemed as being comprehensible, even though it is a faulty verb ending, and the message is conveyed for the mark.

(e) cannot score because the spelling of *découvrir* is too far from the correct form to be unambiguous.

(f) scores, as *avion* on its own would score, *longe* is a spelling mistake, and it can be assumed that the flight rather than the aircraft is long.

7 Écoute la conversation et note les détails **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

	Aspects positifs	Aspects négatifs
Exemple : Opinion au sujet de son enfance	heureuse	la période difficile du divorce
Relations avec les parents <i>relations with parents</i>	(a) <i>active sportif</i> (b) <i>bronzer a la vacances</i>	(c) <i>stress mon père</i>
Les visites chez les grands-parents <i>visiting grand-parents</i>	(d) <i>j'adore faire du ski</i> (e) <i>vole un avion</i>	(f) un appel <i>avec son appel.</i>



This is a good example of a response where information is rather confused and where some checking might have helped to increase the level of attainment.

The candidate has scored in (d) only, but this demonstrates that it is worthwhile attempting to gain a little credit in the most difficult question, using concise but precise answers.

(a), (b) and (c) show that there has been some comprehension, but a quick check with the questions would show that these details do not target *relations avec les parents*.

(d) scores, and this was the most successful part of Q07.

(e) contains information which belongs more in (f). If the candidate had moved it to (f), then considered that flying the aircraft would be an unlikely response, the correct information, with some thought, might have been provided.



It is useful to check the sense of the overall response, and also if it is a positive or negative aspect. This will help in deciding in which part to offer the information.

7 Écoute la conversation et note les détails **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

	<u>Aspects positifs</u>	<u>Aspects négatifs</u>
Exemple : Opinion au sujet de son enfance	heureuse	la période difficile du divorce
Relations avec les parents	(a) faire des activités sportif avec leur leur (b) il habite près de son école école	(c) mon père est stressé avec notre travail
Les visites chez les grands-parents	(d) elle adore faire du ski en Canada (e) elle bonze son chez des grands parents	(f) travailler trop travailler la journée en l'avion est trop long c'est sept heures.



The mark scheme, as published will illuminate why (d) and (f) are the only scoring parts. Please refer to comments made in other samples as well.

7 Écoute la conversation et note les détails **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

	Aspects positifs	Aspects négatifs
Exemple : Opinion au sujet de son enfance	heureuse	la période difficile du divorce
Relations avec les parents	(a) no parle avec père aime la belle mère (b) activités sportives ensemble	(c) no parle beaucoup avec le père
Les visites chez les grands-parents visit grandparent house	(d) faire du ski (e) découvrir la Canada	(f) to la voyage est longue



This response is worth 3 marks, for (d), (e) and (f).

In (a), (b) and (c), there is information which is vaguely correct, but does not target the questions well. A correct response would mention *je parle beaucoup avec ma belle-mère*, it would have to note the idea of doing sport with the father, but discussing school and activities.

(c) is the wrong way round, so the angle is worth checking: the father did not speak much to Rebecca.

(f) contains the grammatical error *la voyage* but this does not impede comprehension, (d) and (e) are accurate, so all three parts score.

Paper Summary

Q01 is a visual pairing question on types of weather worth 4 marks, where candidates listen to quite short sentences and match them to the appropriate image. Q02 is worth 6 marks, and requires candidates to indicate who talks about which household chores, from a choice of eight images, including the example. It is worth noting that not all chores shown are mentioned. Q03, again valued at 6 marks, is a more extended passage about a special occasion at school, and candidates have to produce target language responses, not necessarily in sentences. In Q04, a non-verbal question which requires some deduction to work out whether the statements of the six speakers about daily life are in past, present or future time-frames, offered up to 6 marks. Time frames could be indicated other than by tenses, such as by the use of adverbs. Q05 is a passage comprising three speakers talking about careers. 6 marks can be gained by identifying the six correct multiple-choice responses, with three distractors offered in each part. Q06 concerns a speaker who discusses shopping. Candidates select six words from a pool of thirteen to complete the sentences in the question, paying attention to both grammatical accuracy and the sense of the speaker in the passage. Up to 6 marks can be earned in this non-verbal question which is aimed at the more able candidates. A further 6 marks are available in Q07 for responses in the target language regarding the speaker's childhood. As in Q03, communication only is assessed, and the quality of language is not taken into account, save in so far as the response proffered needs to be unambiguous.

In Q01, 1 mark can be earned for each of four parts where, four times after the example, candidates have to look at the images of types of weather, and determine which was being described in the statements. This question was undertaken very well by candidates across the spectrum of ability, with many perfect scores and generally much success. Where there were difficulties, (d) *orages* seemed to be the least well-known type of weather.

In Q04, a non-verbal question which requires some deduction to work out whether the statements of the six speakers about daily life are in past, present or future time frames, offered up to 6 marks. Time frames could be indicated other than by tenses, such as by the use of adverbs.

Q05 is a passage comprising three speakers talking about careers. 6 marks can be gained by identifying the six correct multiple-choice responses, with three distractors offered in each part.

The following guidance is based on June 2019 performance and might be of general value:

There are 28 marks on offer for non-verbal questions, and there is a ramping up of demand.

- Candidates should refer to the Sample Assessment Materials (SAMs). This will give some idea of the question types of this paper. For example, multiple-choice questions have an extra distractor in contrast to the legacy specification.
- Q02 carries 6 marks. This means that only six responses should be offered.
- Q03 and Q07 require responses in French. While grammar is not assessed, unambiguous communication needs to be achieved for credit to be awarded.
- Candidates should check their verbal responses in the limited time available. Unchecked and phonetic attempts at transcription are unlikely to be successful.
- Practice with a range of types of listening are invaluable preparation, including in non-verbal exercises. In contrast to the legacy specification, longer passages appear earlier in the paper, and practice of note-taking under time limitation has its place.

- Candidates and teachers are urged to consult the specification, including the programme of grammar study and minimum core vocabulary, as this will afford helpful insight into the scope of the specification.

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

