



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2023

Pearson Edexcel International Advanced Level

In French (WFR02)

Paper 01: Understanding and Written Response

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WFR02/01 is a unit from the current IAL French specification which does not supersede a previous one.

External assessment: written examination

Availability: January and June

First assessment: June 2017

Total marks: 90

Weighting: 69.2% of the total IAS raw marks

34.6% of the total IAL marks

Examination time: 2 hours 30 minutes

Assessment across Unit WFR02/01 relates to the following General Topic Areas:

Youth matters

Family relationships and friendships
Peer pressure and role models
Music and fashion
Technology and communication

Lifestyle, health and fitness

Food and diet
Sport and exercise
Health issues
Urban and rural life

Environment and travel

Tourism, travel and transport
Natural disasters and weather
Climate change and its impact
Energy, pollution and recycling

Education and employment

Education systems and types of schooling
Pupil/student life
Volunteering and internships
Jobs and unemployment

Assessment

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

Questions are linked to a range of reading comprehension exercises.

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

Comments relating to individual questions from the 2306 series:

Section A: Listening

Question 1. Multiple Choice

Candidates were provided with four options A, B, C, or D for each item within the question (the correct response, and three distractors). Question 1 was taken from the subtopic of energy, pollution and recycling. Examples of candidate performance:

Q1(a) Most candidates were successful here, able to distinguish between different family members. It was also necessary to make the link between *exactement comme moi* in the recording and *autant* on the question paper.

Q1(c) The majority of candidates were successful. Some were however unable to establish the link between *produits alimentaires* and *nourriture*.

Q1(d) In order to rule out the distractor *ennuyeux*, candidates needed to understand *m'ont intéressée* in the recording. Equally, candidates were able to discount the distractor *nombreux* by agreeing that *deux* could not be considered a large number of workshops on the environment.

Question 2. Multiple Choice

Candidates were provided with four options A, B, C, or D for each item within the question (the correct response, and three distractors). Question 2 was taken from the subtopic of pupil and student life. Examples of candidate performance:

Q2(a) In addition to the three very plausible distractors, the correct response required candidates to understand *il faudra*. This was an excellent example of a question where knowledge of synonyms and antonyms helped candidates to rule out distractors.

Q2(c) The correct response *positif* could be considered as unexpected, within the context of returning to school on the first day of the academic year. This correct response exemplifies the need for candidates to base their responses solely on the content of the recording, as opposed to personal experiences.

Question 3. 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 food and diet. Examples of candidate performance:

Q3(a) In this instance, there were only two potential responses. Most candidates had little difficulty in ruling out *moins*, as there was a strong clue pointing towards *plus* during each of the first two sentences of the recording.

Q3(c) Whereas the majority of candidates were successful here, it was clear that a significant minority were not familiar with *néfastes*. Candidates also had to be mindful to notice the presence of *peu* which directly preceded the response.

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 peer pressure and role models. Examples of candidate performance:

Q4(a) Most candidates secured both marks, adopting a range of strategies. Some adhered closely to the original recording, with minimal manipulation of the language of the recording.

However, in a number of cases, candidates offered the opposite of the correct response. For example, *manquer de professionnalisme pendant un match*.

Q4(b) Most candidates responded correctly to at least one element, though a significant number offered slightly ambiguous responses, such as: *Il se moque des conseils*. This could not be credited, as it suggested that this is how Mbappé reacts now, rather than relating to when he was an adolescent.

Q4(c) In a number of responses across Q4, candidates gained marks even though one or more grammatical errors had been made. Responses to Q4,6,7 are only marked on the basis of communication, rather than accuracy of language. For example, in Q4(c), the following response was accepted:

- *Que Mbappe gardé ses nouveaux chausure de foot au dessus de son lit*

In response to Q4(d), many candidates offered a short, albeit correct response such as : *La réponse est si évidente*. Candidates sometimes offered a very long response, including additional material that vitiated an otherwise correct response.

Candidates sometimes wrote the opposite to what they had perhaps intended by omitting the negative in their response: *Il a besoin de réfléchir*, thus gaining no mark.

Q4(e) Responses needed to make reference to the French/national team. Where candidates included the term *maillot* in their response, the spelling needed to be immediately recognisable and unambiguous, so spellings such as *majoute/mayeux* could not be credited.

Section B: Reading and Grammar

Question 5. Multiple Choice Questions

Candidates were provided with four options: A, B, C, or D for each item within the question (the correct response, and three distractors). Question 5 was taken from the subtopic of natural disasters and weather. Examples of candidate performance:

Q5(a) Most candidates identified *la mairie* as the location unaffected by the *inondation*. In the text, all three distractors appeared prior to the correct response. The additional clue of *Heureusement* allowed an opportunity to confirm the correct option.

Q5(b) The warning regarding the *inondation* originated from what may have seemed an unlikely source. This is a useful example of the need for candidates to base responses solely on evidence found within the text.

Q5(e) It was important here for candidates to differentiate between the reaction of the Bourguigneau family and that of their neighbour, with regard to the *compagnies d'assurance*.

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. Question 6 was taken from the subtopic of education systems and types of schooling.

When responding to this question, most candidates were mindful to 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 still give the correct answer.

Example :

Q6(b) *Pourquoi est-ce que Samira et ses camarades vont peut-être opter pour la même ville ?*

The text reads:

... nous pourrions nous amuser pendant le week-end, une fois arrivés là-bas ...

An untargeted lift such as *nous pourrions nous amuser pendant le week-end, une fois arrivés là-bas ...* does not answer the question.

However, candidates can take language from the text to make a correct answer (a targeted lift) e.g. *Pour s'amuser pendant le week-end.*

Other examples of candidate performance:

Q6(b) Candidate responses were not credited when they used the wrong pronoun when referring to the verb *s'amuser* by using *ils veulent les amuser*, *ils veulent leur amuser* or *ils veulent ils amuser* instead of *ils veulent s'amuser*.

Q6(c) Whereas most candidates were successful here, the following response was slightly ambiguous, so it could not be credited: *Elle pourrait limiter leur empreinte carbone.*

Q6(d) Most candidates offered a concise and correct response, often using their own words.

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 technology and communication. Examples of candidate performance:

Q7(a) Whereas most candidates offered a correct response, a few referred simply to the issue of pupils being *accros*. The following response did not answer the question: *Les ados sont accros à leur smartphone*.

Q7(c) Some candidates offered untargeted lifts as their response and this could not be credited. The text was in the first person singular: *je dois passer ma vie à me justifier* and therefore a small manipulation was required - *elle doit passer sa vie à se justifier*. Alternatively, where a question includes a name, as is the case here, candidates can often play it safe by using that name as the subject.

Q7(d) This was a question where candidates often succeeded in avoiding the use of long sentences. This is an effective strategy, as candidates avoid offering additional material which may contradict an otherwise correct response. For example, the following correct response was quite popular: *Devenir prisonnière d'un portable*.

Detailed reading of the text was needed to score, as the question focuses on what Catherine is afraid of. The following responses could not be credited, as they did not address the question: *prisonnière de leur portable, les gens autour d'elle sont accros à ses portables, tomber dans ce piège*.

In Q7(e), candidates needed to pay very close attention to the text, so as to ensure they were responding to the question. The following could therefore not be credited: *ils ne veulent pas déranger*.

Q7(g) Candidates sometimes got confused between *prêter* and *emprunter*.

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 technology and communication. Examples of candidate performance:

Q8(a) Most candidates were familiar with the plural form: *jeux*.

Q8(b) A significant minority of candidates seemed unaware that *tomber* needed to be conjugated with *être* in the perfect tense and that an agreement with the subject was required.

Q8(c) The correct feminine singular adjectival form *exceptionnelle* was offered by most candidates.

Q8(d) Most candidates offered the correct form of the verb: *distingue*.

Q8(e) The majority of candidates offered the correct masculine singular form: *cet*. A few offered the feminine singular version: *cette*.

Q8(f) The correct feminine plural version *telles* was offered in most instances.

Q8(g) Most candidates offered the correct form: *arrivera*. *va arriver* was also accepted. The following versions could not be credited: *arriverà/arriverá*.

Q8(h) The correct infinitive form *compter* was offered in most responses.

Q8(i) Most candidates were familiar with the correct form: *perdu*.

Q8(j) Many candidates were unfamiliar with the correct subjunctive response: *ayez*.

Section C Writing

Question 9. Essay

This section requires candidates to write an essay based on a short TL stimulus and four related bullet points. 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 words to gain full marks and candidates should avoid writing essays which are over-long. Question 9 was taken from the subtopic of sport and exercise.

There was significant evidence that the vast majority of candidates had studied the appropriate subtopic. Most disagreed with Souad's opinion regarding sport and there were numerous examples of development of the argument, carried out in an entirely coherent and balanced way. Overall, candidates were mindful to avoid digression and irrelevant content.

Clarity of language remained a key issue for a small number of candidates and incorrect language occasionally impeded the message they were attempting to communicate. Many essays included very basic errors. This created ambiguity, especially when related to tenses. Some otherwise excellent responses were categorised by a striking lack of correct accents. Words similar to English were often misspelt, such as *pratique du sport, le government*. Words from other languages such as *deportista* were often present in essays. The omission of both accents and adjectival agreements was widespread.

Most candidates were however careful to steer away from over-ambitious structures, thus responding at their own optimal level. The range of lexis was usually wide and most candidates used this knowledge very effectively.

Comments relating to the four bullet points:

Bullet point 1 – Most candidates disagreed with Souad's opinion regarding sport and responses were usually developed in a coherent and purposeful way, mindful of the need to avoid digression. In a few instances, candidates indicated absolute agreement with Souad, supporting their views with a range of justifications.

Bullet point 2 – Typically, candidates conveyed a range of experiences relating to sport and physical activity. Some were based both on their current practices and on their experiences in earlier life. Most references to these activities were positive, though many candidates recounted issues of sporting injuries and how they dealt with these. Some candidates had little experience of sport, though they were still able to cover the bullet point in a range of innovative ways. This led to some very interesting and original accounts, working well for more confident candidates.

Bullet point 3 – Some candidates made it very clear which bullet point they were addressing here, by beginning the paragraph with phrases such as: *Quant à l'avenir du sport dans les lycées*, subsequently keeping the focus on the future of sport in *lycées*. This contrasted to other less successful responses where candidates just stated the situation of sport at the moment or simply criticised the lack of time devoted to sport in schools, without any reference to the future.

Some candidates even created a link between this bullet point and the fourth, referencing the negative impact of poor future curricular sport provision on the nation's health, before progressing to bullet point 4.

Bullet point 4 – Most candidates began their response to this final bullet point by offering a simple, unambiguous sentence, slightly manipulating the language used on the question paper: *Je suis optimiste envers la santé de la population parce que ...* This was a straightforward and effective way of ensuring that they actually responded to the bullet point. By contrast, there were numerous instances where even very confident candidates did not make it clear whether or not they were optimistic regarding the population's health. Many just expressed the view that people eat the wrong food and spend too much time in front of a screen. Some basic planning before writing the essay is often advisable.

Q9 What candidates did well:

- All four bullet points were addressed
- Responses were typically of between 240 and 280 words
- Candidates developed all bullet points
- Exemplification of bullet points, based upon personal experience of the subtopic
- Restricted the response to just relevant material
- Many essays offered a significant range of complex structures and targeted lexis

Q9 How some candidates could improve upon performance:

- Be sure to develop all four bullet points
- Be aware that an essay of 240 words can attract full marks
- 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

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 Question 9

