



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International A Level

In French (WFR02)

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## **Introduction**

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:

| <b>General Topic Area</b>     | <b>Subtopics</b>   |
|-------------------------------|--|
| Youth matters                 | Family relationships and friendships<br>Peer pressure and role models<br>Music and fashion<br>Technology and communication         |
| Lifestyle, health and fitness | Food and diet<br>Sport and exercise<br>Health issues<br>Urban and rural life   |
| Environment and travel        | Tourism, travel and transport<br>Natural disasters and weather<br>Climate change and its impact<br>Energy, pollution and recycling |
| Education and employment      | Education systems and types of schooling<br>Pupil/student life<br>Volunteering and internships<br>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 24 06 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 technology and communication. Examples of candidate performance:

Q1(a) Whereas most candidates succeeded in ruling out all three distractors relating to internet connectivity, quite a few seemed unfamiliar with the terms *fiable* and *intermittente*.

Q1(b) Most candidates were able to opt for the correct response: *à l'éducation*, although some did not take account of the reference to *le plus de mal* in the question. This reference served to rule out the three distractors.

Q1(d) All three distractors were highly plausible here. Candidates needed to establish the link between *garder un oeil* and *surveiller*.

**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 urban and rural life. Examples of candidate performance:

Q2(a) Candidates needed to take account of *milieu rural* in the question and to associate it with *à la campagne* in the recording. Most candidates were able to rule out the distractors, though a few did respond with *la totalité*.

Q2(b) Where candidates understood *Je m'étais habitué au*, they were able to rule out two distractors. The final distractor appeared at the end of this part of the recording. For this final distractor, it was necessary for candidates to perceive the positivity within *j'ai abandonné le confort*. The correct response was embedded within *j'en avais assez de*. Once candidates spot the correct response, it is always beneficial for them to additionally rule out each distractor, thus confirming that their initial decision was correct

**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 volunteering and internships. Examples of candidate performance:

Q3(b) In order to access the correct response option, candidates needed to listen to both sentences, as the recording referred to both Arthur's current and future time commitment to the charitable organisation.

Q3(c) Candidates were required to perceive the link between *volontaires à long terme* and *depuis des années*. The second sentence of this part of the recording did not target the response. Most candidates seem aware that untargeted material is present within certain elements of recordings.

Q3(d) A significant majority of candidates succeeded in ruling out the distractor *incertain*. The correct response *confiant* was picked up from Arthur's reference to *je suis convaincu que*.

**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 tourism, travel and transport. Examples of candidate performance:

Q4(a) Whereas most candidates understood the task, some responses contained insufficient detail. For example: *Les chambres sont réservées*. A few responses were ambiguous: *Il n'y a pas de réservations*. Most candidates scored 2 marks but those who just picked up *il est inutile de réserver* from the recording did not score since this could also have meant that there were lots of rooms available and that booking was not necessary.

Q4(b) The majority of candidates responded correctly, although some ambiguity arose from the use of an incorrect tense: *Il y a eu une telle augmentation dans le nombre de touristes*. Such a response could not be credited.

Q4(c) In order to make responses absolutely clear, candidates should be mindful not to omit the subject of the verb they intend to use. For example: *Le gouvernement a offert du soutien financier aux employés* or even *Il a offert du soutien financier aux employés*. Where appropriate, this approach should be employed across Questions 4,6 and 7.

Q4(d) Although many candidates offered correct responses here, some mistakenly offered verbs in the present or perfect tense.

Q4(e) Many attempts at the spelling of *accueillis* were immediately recognisable, so the following were accepted: *accueilli*, *accuellies*. The following responses could not be credited: *acouillés*, *acouilis*.

## **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 education systems and types of schooling. Examples of candidate performance:

Q5(a) Candidates needed to focus primarily on the first sentence of the text and specifically on the reference to *l'anglais a été rajouté aux trois langues déjà obligatoires*. The second sentence of the text did not target the correct response option.

Q5(c) Most candidates succeeded in identifying the link between *Bien que difficile* and *dur*. Some were however unable to rule out the distractor *stressant*, even though *calmement* did appear in the text.

Q5(e) In order to discount all three distractors: *le tamazight*, *l'arabe*, *l'anglais*, it was necessary for candidates to have understood the whole of the relevant paragraph.

**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 climate change and its impact.

When responding to this question, most candidates were usually mindful to avoid using untargeted lifts from the 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(a) *Quelle a été la première réaction de Tariq envers le réchauffement climatique ?*

Part of the text reads ... *le présentateur, à mon avis, ne pouvait que plaisanter.....*

An untargeted lift such as *le présentateur, à mon avis, ne pouvait que plaisanter.....* does not answer the question.

However, candidates can manipulate language from the text to make a correct answer (a targeted lift) e.g. *que le présentateur ne pouvait que plaisanter.*

Other examples of candidate performance:

Q6(b) Although the majority of candidates were successful here, some approached the response from an incorrect angle, as responses did not always address how the government's attitude had changed. For example: *Ils ont exigé que le gouvernement leur donne la parole au sujet du climat.* In this instance, the response could not be credited.

One candidate offered: *Les politiciens ont donnée une voix aux étudiants.* This is a useful example of where a response is credited, even though it contains grammatical and lexical errors. Marks for Question 6 are awarded solely on the basis of responses being comprehensible. This is also the case for Question 4 and Question 7.

Candidates did not always read the question carefully. Instead of mentioning what the government did, some candidates focused on what the students did, such as demanding to be heard.

Q6(c) Candidates often identified the correct response but by answering: *il ne pouvait que plaisanter* some failed to clearly identify that it was the radio presenter who was joking.

Q6(d) Many candidates offered a correct and concise response: *optimiste.* However, there were also a few cases where candidates offered long responses, sometimes contradicting themselves.

**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 health issues. Examples of candidate performance:

Q7(a) As always, candidates needed to ensure that they were answering the question. A number of candidates simply offered: *Les protestations sont inutiles*, so this could not be credited.

Q7(c) Most candidates understood the need to mention *une conséquence environnementale*, offering concise responses such as *Les mégots ne sont pas biodégradables*. *Les mégots* alone was not sufficient.

Q7(e) Candidates needed to be mindful to note the wording of the question, as it read: *Comment est-ce que l'attitude des non-fumeurs a changé ?* On quite a few occasions, candidates offered the opposite of the correct response by writing: *Ils marginalisent moins les fumeurs* and *les non-fumeurs deviennent plus tolérants envers les fumeurs*.

Q7(f) Most attempts were successful here, although a significant number of candidates simply responded with facts as opposed to *jugements*. This meant, for example, that *Elles contiennent de la nicotine* was not credited.

**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 health issues. Examples of candidate performance:

Q8(a) Many candidates offered the correct form of the perfect tense: *a introduit*. There were however instances where an accent was added: *à introduit*. This could not be credited.

Q8(b) Most candidates were familiar with the feminine singular form *toute*. The inclusion of *alcoolisée* in the text provided an indication that the feminine singular form *toute* was being targeted.

Q8(c) A minority of candidates offered the correct subjunctive form: *puissent*.

Q8(d) Many candidates were confident in forming the feminine singular form: *nouvelle*. The presence of the feminine form *cette* within the text confirmed the gender of *loi*.

Q8(e) Many candidates were unfamiliar with the 3<sup>rd</sup> person plural form: *courent*. As *actuellement* followed this verb, candidates needed to conjugate the verb in present tense.

Q8(f) Most candidates correctly left the masculine singular form *élevé* unchanged.

Q8(g) The plural form *ivres* was known by most candidates.

Q8(h) Many candidates were familiar with the present participle *commençant*. However, where the cedilla on *commençant* was missed, the mark could not be awarded.

Q8(i) Most candidates were familiar with the masculine plural form: *sociaux*.

Q8(j) The future tense 3<sup>rd</sup> person plural form *auront* was known by a significant proportion of candidates. However, some did offer *arent*.

### Section C Writing

**Question 9. Essay** This section requires candidates to write an essay based on a short, target language 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 music and fashion.

There was clear evidence that candidates had studied the appropriate subtopic. Most candidates were mindful to avoid digression and irrelevant content.

Clarity of language remained a key issue for a significant minority of candidates and incorrect language did sometimes impede the message they were attempting to convey. Some essays included very basic grammatical and lexical errors. These included:

Accents omitted, over the wrong letter or incorrect accent used.

*ce, ces, ses, cette* used in place of *c'est*.

*je alle/je suis alle* used in place of *je vais*.

*sa* used in place of *ça*.

*Ai/este* used in place of *est*.

Incorrect use of reflexive pronouns, direct object pronouns and indirect object pronouns. The use of pronouns was often inaccurate, causing breakdown in communication. Candidates need to ensure a better understanding of the difference between a reflexive pronoun, a direct object pronoun and an indirect object pronoun in order to produce unambiguous messages and reduce the number of marks lost.

Spelling of common lexical items: *milleur*, *beaucoup* and *aujordhui* were very commonly encountered.

Influence from languages other than French – *music*, *establishment*, *sector*, *comfortable*, *environment*, *encontrar*, *entender*.

Use of incorrect tenses.

Subject not matching the verb.

Most candidates were mindful to avoid using over-ambitious structures and responded at their own optimal level. The range of lexis was usually wide and targeted the world of music.

Bullet point 1 – Most candidates expressed a degree of agreement with both Gabriel and his parents. This tended to work well, as it encouraged candidates to deploy a broad range of expressions applicable to debate. Whilst addressing this bullet point, it was unusual for candidates to digress. Many candidates identified with Gabriel's experiences, indicating that they had lived through equally challenging moments during their life. Many referred to the soothing influence of music during the recent global pandemic. Whilst some candidates were in strong agreement with Gabriel's parents, they still often made reference to the potentially positive effects of listening to classical music during revision periods.

Bullet point 2 – Candidates were generally able to express a range of recent experiences relating to music, often making some reference to live music at festivals and concerts. In rare instances, candidates digressed by allowing their response to focus mainly on future plans relating to music. Whereas recent experiences tended to emphasise the positive, certain responses recounted a balanced or even negative past experience.

Bullet point 3 – Most candidates addressed the idea of *évoluer à l'avenir*, many predicting how AI may possibly impact upon how music and lyrics are produced. The influence of AI was often mentioned, linked to the negative effect it may have on future artists who will be replaced by artificial voices. Many responses anticipated a future reduction in opportunities to experience live music, although others argued that music will evolve in a range of positive ways. In some instances, candidates seemed unable to place the focus of their response on the future, devoting the majority of their response to past and current musical trends. Some candidates seemed to be unfamiliar with the future tense.

Bullet point 4 – Candidates tended to favour the idea of learning to play a musical instrument, with excellent development of the response, based upon the importance of being able to play a musical instrument. On the other hand, a significant minority of candidates felt that learning to play an instrument was not important and were able to expand upon their standpoint. There were however numerous cases where candidates simply offered a largely factual account of when, where and with whom they had learnt to play an instrument. Such responses tended to overlook the task that had been set: *s'il est important de ...*

Candidates may wish to pause very briefly whilst addressing each bullet point, just to check that they are still responding to the bullet point in question. Where a candidate covers only three of the four bullet points, the overall mark for “Content and Communication” cannot exceed 16/20. Some basic planning before writing the essay may also be helpful.

**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.
- 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 expand upon 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 solely 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.
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