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Edexcel

Examiners' Report
Principal Examiner Feedback

January 2025

Pearson Edexcel International Advanced Level
In French (WFR02) Paper 1

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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:

General Topic Area	Subtopics
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 are 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 need to show understanding of both the general sense and specific details conveyed. The questions elicit non-verbal responses and short answers in the target language.

Section B: Reading and Grammar (30 marks)

Candidates are 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 elicit non-verbal responses and TL answers.

Questions are linked to a range of reading comprehension exercises.

Candidates 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 are required to 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 2501 series:

Section A: Listening

Question 1. Multiple Choice Candidates were given four options A, B, C, or D for each item (the correct response, and three distractors). Question 1 was taken from the subtopic of pupil/student life. Examples of candidate performance:

Q1(a) Most candidates succeeded in ruling out all three distractors relating to creative subjects and languages and opted for the correct answer C, *les sciences*.

Q1(b) Most candidates were able to opt for the correct response B, which appeared at the end of the second sentence in the passage. Some candidates, however, opted for the first utterance they heard and opted for the distractor A: *le soutien des professeurs*.

Q1(c) Many candidates correctly picked out *depuis sa petite enfance* in the third sentence of the passage and opted for the correct answer B, *plusieurs années*.

Q1(d) Many candidates heard *dans un autre pays francophone* at the end of the fourth sentence and correctly opted for answer A, *en dehors de la France* and were not tempted by distractors B, *en France* or C, *dans un pays anglophone*.

Question 2. Multiple Choice Candidates were given four options A, B, C, or D for each item (the correct response, and three distractors). Question 2 was taken from the subtopic of energy, pollution and recycling. Examples of candidate performance:

Q2(a) Many candidates understood *à chaque fois* at the beginning of the second sentence and opted for the correct answer D, *toujours*.

Q2(b) Candidates had to match *la plupart* in the question with *plus de la moitié* in the passage and then link *mer* and *océans*, without being tempted by the other distractors, which were all plausible but incorrect. Many candidates were able to do this successfully.

Q2(c) Candidates heard: *les citoyens ont rejeté cette loi raisonnable*. Many candidates rejected options A and D, *populaire* and *respectée* because of *rejeté* and also rejected distractor B, *injuste* because of *raisonnable*. Many candidates successfully opted for the correct answer C, *inefficace*.

Q2(d) In order to select the correct answer, candidates had to listen out for *gardent les déchets sur place* to dismiss distractor B and *crée aucun employé payé* to dismiss distractor D. The third distractor C, *est vendu* is ruled out by the use of the conditional verb *pourraient* and the conjunction *cependant* at the beginning of the last sentence. Many candidates were able to successfully answer this question.

Question 3. Summary completion Candidates are required to complete a summary gap fill, choosing from a list of eight words. There was a mixture of nouns, past participles and adverbs. Question 3 was taken from the subtopic of sport and exercise. Examples of candidate performance:

Q3(a) In order to access the correct response, candidates needed to understand that it was not a lack of time that was the issue but rather Maya's lack of interest: ... *ne s'y intéressait pas du tout*. Some candidates failed to realise this and opted for the distractor *temps*.

Q3(b) Candidates needed to listen out for *pourtant* to not be led to believe that it was her mum rather than her boss, who encouraged her. Some candidates did not pick up on this and opted erroneously for *famille* instead of the correct answer *patronne*.

Q3(c) Some candidates appeared to have been confused by the meanings of the past participles *étonnée* and *décue*, as they did not match up *surprise* in the passage with the correct answer *étonnée*.

Q3(d) Most candidates successfully identified *attend avec impatience* in the passage with the correct answer *beaucoup (de motivation)*.

Question 4. Short Answer Questions This requires responses using a single word, phrase or short sentence in French. Each item is worth either one or two marks. Question 4 was taken from the subtopic of family relationships and friendships. Examples of candidate performance:

Q4(a) This question was mostly well handled by candidates, although there were a significant number of instances where reference to the age difference between Mohammed and Rafika was incorrectly cited as a reason for the lack of communication between them.

For example: *Mohammed a quitté la foyer familial quand Rafika avait neuf ans*. The second element here is not sufficient for the second mark. Equally, some candidates could not provide any detail at all and just rephrased the question by answering: *parce qu'ils ne communiquent pas*. Some alternative spellings of the noun *foyer* were encountered: *fouailler, foayer, foiyer* for example.

Q4(b) The majority of candidates responded correctly, although some missed the negative *ne...jamais* and gave the opposite answer.

Q4(c) This question presented more challenge but the majority of candidates picked up the elements required to score two marks. Some repetition was encountered, however, where students first answered *Ils peuvent parler librement de leurs problèmes* followed by *Ils peuvent discuter ensemble*. As this is repetition of the same

idea, only 1 mark could be credited. A very small number of students misunderstood the question completely and mentioned the father being away on business.

Q4(d) – Most candidates could explain the advantage of being bilingual, managing to identify the correct family members. However, some candidates failed to mention the key idea of *cousins* in their answers: *Ils peuvent communiquer* or *Ils peuvent communiquer avec leur famille (en Tunisie)* without making direct reference to their cousins, could not be credited. A few candidates mentioned *communiquer avec leur père*, which was incorrect.

Q4(e) This question proved challenging for some candidates with answers contracting the intended response being offered, such as: *Il faut toujours se mettre en colère*. Various spelling of *en colère* were encountered and where recognisable, were accepted: *en collaire, collere, colaire*. However, others which offered a different meaning could not be credited, such as: *on coller, en collège, un collègue, an collage*.

A small number of candidates omitted to mention the fact of taking an interest in their children's opinions, so unfortunately, responses such as: *s'intéresser à leurs enfants* etc, could not be credited.

Grammar and in particular, spelling were of various degrees of success. This meant that some answers were, at times, either too ambiguous or lacked sufficient clarity to be worthy of credit. The quality of language in these responses is not considered when awarding marks but the responses given have to make sense and have to be comprehensible to the reader to be worthy of credit.

Section B: Reading and Grammar

Question 5. Multiple Choice Questions Candidates are given four options: A, B, C, or D for each item (the correct response, and three distractors). Question 5 was taken from the subtopic of jobs and unemployment. Examples of candidate performance:

Q5(a) Candidates needed to focus on the second part of the first sentence of the text *mais dans un quartier agréable*. The second sentence did not target the correct response but provided two of the three distractors.

Q5(b) Candidates who realised that all that followed *Même avec ...* as far as the comma in the second paragraph, was a distraction, correctly identified the answer, *plus de liberté*.

Q5(c) All the options for this question are mentioned in the third paragraph but it is the use of the adverb *cependant* at the beginning of the second sentence, that pinpoints the correct response *sa flexibilité*. Candidates should be encouraged to look out for such markers in both written and spoken passages. Other examples of these include: *mais, par contre, pourtant, néanmoins, tandis que*.

Q5(d) This question uses the same technique as Q5(c) where again, it is an adverb, in this case *mais*, that helps to pinpoint the correct answer among several distractors.

Q5(e) In this question, the answer lies at the very end of the text: *Pourtant, cette motivation vient principalement des petits*. Again, the use of an adverb, this time *pourtant* and the added clue of *principalement*, guide candidates to the correct answer B, *enfants*.

Most candidates performed well on this first reading passage. Many gained full marks on this section.

Question 6. Short Answer Questions This question requires responses using a single word, phrase or short sentence in French. Each item is worth either one or two marks. Question 6 was taken from the subtopic of sport and exercise.

When responding to this question, most candidates avoided untargeted lifts from the text. Candidates should be aware that their responses have to be written using their own words, whenever possible.

However, a few candidates need to be reminded that copying out indiscriminately a whole chunk of the text, without attempting to manipulate, paraphrase or rephrase the wording of the original in any way, will not be credited. In fact, questions are mainly worded in such a way that lifting alone cannot provide a correct answer.

Many candidates successfully completed this task, often gaining full marks.

Q6(a) This question was well answered by many candidates, although on a few occasions candidates struggled to provide responses with language that made sense, for example: *elle vu accompagner* instead of *elle voulait/a voulu...* Some candidates also had difficulty identifying an element showing that Lucie was not shy when she was young. They were not specific enough, often stating that she rode her bike with her father. The main idea was that she asked him in front of a group of adults.

Q6(b) This question was often answered successfully, with both elements being identified correctly. Moreover, most candidates used the perfect tense when answering, which showed some understanding of the concepts. A few candidates used the future tense in their responses, which rendered them incorrect. Some students also thought that *Charleroi* was a person and therefore this also rendered their answers unacceptable. As mentioned above, a few students lifted directly from the text and wrote answers such as: *Eh bien, plusieurs futures championnes, me semble-t-il, sont passées par ici.* Answers like these cannot be credited.

Q6(c) This question was usually well answered by most candidates, yet some failed to mention *féminine* or *pour femmes* in their answers, so *il y une seule équipe* was impossible to credit. Some candidates also misunderstood the text and answered with *il n'y a pas d'équipe* or *il n'y a pas d'équipe féminine*, which are both clearly incorrect.

Q6(d) This question was generally handled successfully. There were, however, a few responses, such as *elle a réalisé des courses* or *elle a réalisé beaucoup*, which were unsuccessful because the notion of being a winner or champion was missing. Some candidates also struggled to put into good French the notion of *avant ses 20 ans* but most realised that this formed part of the response and they produced an acceptable answer.

Question 7. Short Answer Questions This requires responses using a single word, phrase or short sentence. Each item is worth one or two marks. Question 7 was taken from the subtopic of natural disasters and weather.

Many candidates showed a good, overall understanding of this text. Many answers were clear and well written.

Examples of candidate performance:

Q7(a) – Most candidates were able to find an element supporting the idea that Samson was proud of his country.

Q7(b) This question was, on the whole, correctly answered, although a few candidates misread *sous mon lit* and wrote *sur* or *dans son lit* in their responses, which were not credited. Some candidates failed to change *mon lit* in the text to *son lit* in their answer.

Q7(c) Although generally well handled, this question caused issues for some candidates, who confused Samson's house with the *centre d'hébergement d'urgence* in the third paragraph. These candidates often answered saying: *la maison de Samson est résistant aux vents forts* and *est située sur une colline*, so failed to score. There were also a few examples of answers which lacked sufficient detail, such as: *il n'est pas situé très bien*, which also failed to score.

Q7(d) Many candidates answered both elements of this question successfully as they were able to provide the correct details. However, *a bad connection* or *not everybody could access the boats* were not correct and therefore did not score. Some answers focused on *the lack of connectivity*, failing to mention the *internet*. Some candidates mentioned Samson's sister *not being able to get on a boat to join her brother*, which again, does not answer the question.

Q7(e) This question was generally very well answered and many candidates scored full marks. However, where candidates dropped a mark was for omitting to mention *en conserve*, *en boîte* or *nourriture préparée avant/à l'avance*.

Q7(f) This question is an inference question, requiring an adjective to describe Samson's attitude. A one-word answer suffices here to gain the mark. Candidates were not awarded a mark if they referred to Samson being convinced that tourists would come back without giving the idea of optimism, hope or positivity.

Question 8. Sentence Transformations Candidates are required to write out the correct form of each targeted word. Question 8 was taken from the subtopic natural disasters and weather. This question proved challenging for a significant number of candidates.

Examples of candidate performance:

Q8(a) Many candidates recognised the need for the imperfect tense here but not all candidates had the correct transformation of the accent or remembered to include it, for example *etions* and *êtions*.

Q8(b) Most candidates used the correct form of this adjective, noticing that the final -s did not have to be modified in the plural.

Q8(c) Many candidates recognised *beau* as an irregular masculine adjective and produced the correct form *bel*. Some candidates thought however, that *endroit* was feminine and produced the incorrect form *belle*. There were also some examples of candidates using *bon* and *bien*.

Q8(d) This question proved challenging to many candidates and answers, such as *se faisons bronzer*, *nous faisons bronzer* or simply *se faire bronzer* were quite common.

Q8(e) Many candidates produced the correct answer *telles*. There were a few examples of *tel* and *tels*.

Q8(f) Most candidates produced the correct form of the present tense here. Occasionally a candidate wrote a form of the perfect or imperfect tenses, probably influenced by *ça fait 30 ans*.

Q8(g) Many candidates recognised *le climat* as being masculine and did not transform *celui*. There was the occasional feminine form *celle* produced, but it was quite rare.

Q8(h) Most candidates recognised that *enfance* is feminine and were able to produce the feminine adjective *merveilleuse*. Some candidates realised that the construction is feminine but did not make the correct transformation of *-x* to *-s*.

Q8(i) This question was more problematic as many candidates did either not recognise the expression *il faut que* requires the subjunctive or they did not know the subjunctive form of the verb *faire*. Many candidates produced the present tense: *faisons* or the incorrect form *faissons*.

Q8(j) Many candidates recognised the *si* clause in this question and correctly identified the need for the conditional. However, there were quite a few examples of the future tense: *retournerai* and the imperfect: *retournais*. There was also the occasional example of the incorrect ending of the conditional tense: *retournerait*.

Section C Writing

Question 9. Essay This section requires candidates to write an essay based on a short, stimulus text in French and four related bullet points. The recommended length of the essay is 240 to 280 words and the full spread of marks are available to candidates that keep to this word limit.

Candidates are strongly advised to stick to the recommended word limit as candidates who write excessively long essays, end up self-penalising. For this series, question 9 was taken from the subtopic urban and rural life.

There was clear evidence that candidates had studied this subtopic very well. Most candidates were mindful to avoid digression and irrelevant content and they remained on-topic. The theme of the essay provided candidates with the opportunity to use a wide range of lexis and structures. Some candidates used a very nice range of vocabulary, sometimes quite poetical, regarding life in the countryside and the importance of green spaces for plants and animals as well as for human beings.

The majority of candidates showed a real interest in the topic and were able to develop each of the four points with a wide range of ideas. For the first two points candidates had plenty to write about as they all had experience of living in either the town or the countryside and sometimes both. There was a tendency to blend the first two points together or sometimes write lengthy digressions which affected the development of the last two bullet points. This resulted occasionally in missing out the third point about the future of rural life. The second bullet point was particularly successful, as the candidates were usually able to express themselves using the present and perfect tenses to fully answer the question. Their ideas were often detailed, providing sufficient information about their experiences of where they live. Even if it was generally well done, the first bullet point was sometimes less successful, as some candidates did not really explain if they agreed or disagreed with Gabriel. They only explained why they liked the city or the countryside, without referring directly to Gabriel or his point of view.

Clarity of language remains a key issue for a significant minority of candidates and incorrect language sometimes impedes the message they are attempting to convey. Some essays included very basic grammatical and lexical errors. These include:

- Accents omitted, over the wrong letter or incorrect accent used such as *café*, *á*, *trés*, *pollue*, *probleme* ...
- *ce*, *ces*, *ses*, *cette* instead of *c'est*.
- *je alle/je suis allé* instead of *je vais*.
- *sa* instead of *ça*.
- *ai/es/e* instead of *est*.
- *c'est* or *s'est* instead of *il y a*
- *son* or *est* for *sont*

- *ou* and *où* used randomly
- incorrect use of adjectival agreements, *ma maison est grand, les villes sont pollué, les espaces verts est important*
- The use of pronouns is often inaccurate, causing breakdown in communication. Candidates need to ensure they have 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 at AO3. For example, *je moi, je leur aime, je déteste lui, je trouve il*
- Spelling of common lexical items: *mielleur, beacoup, jamais, champagne, pourrait, devrait*
- Influence from languages other than French – *cité, pais, access, fenominal, fatal, restaurante, primer, problem, contamination*
- Use of incorrect tenses *quand j'étais petit, j'habite ...*
- Subject not matching the verb *les villes est, la pollution étaient*
- Agreements of nouns/adjectives/verb endings are a major issue, even for the more able candidates, such as: *les espaces verts est important, ils est trop petites*
- Incorrect use of genders and plurals *mon maison, le villes, la espace verts*
- Incorrect use of the subjunctive. Failing to recognise when to use it (especially after *il faut que*) or use it indiscriminately.

Most candidates did not use over-ambitious structures and responded at their own optimal level. The range of lexis was usually wide and targeted urban and rural life.

Bullet point 1 – Many candidates agreed with Gabriel whereas others strongly disagreed with him. This bullet point was generally very well tackled by most candidates and opinions and examples were varied as they were able to argue the pros and cons of both rural and urban life. Most candidates had understood the stimulus material and most empathised with Gabriel. As mentioned above, a few candidates failed to give their opinion of Gabriel's point of view and just compared living in a town or city to life in the countryside without referring to Gabriel.

Bullet point 2 – All candidates were able to write freely about where they live or have lived in the past. Many mentioned both positive and negative experiences and candidates were able to give appropriate examples. Most were able to express themselves freely and eloquently. On the whole, this bullet point was very well answered.

Bullet point 3 – Many candidates addressed how country life will change in the future but unfortunately, there was a significant minority who completely overlooked this bullet point or made just a fleeting reference to it in their last paragraph. It was also clear that some candidates had difficulties forming and using the future tense correctly or even using *aller* + infinitive successfully. Others, however, were able to express themselves eloquently and developed their answers nicely. It was obvious

that many candidates had given this issue much thought and consideration, whereas others wrote superficial or even contradictory answers.

Bullet point 4 – Most candidates had an opinion about green spaces and were able to express themselves appropriately. Occasionally, candidates had run out of time and this bullet point was rushed or underdeveloped but for the most part, it was tackled well, frequently supported by pertinent examples. Ideas were clearly expressed and very often convincingly argued too.

Although not required, many candidates wrote a fifth paragraph in the form of a conclusion. Many times, this tied together the ideas expressed and acted as a succinct and effective way of rounding off the essay. For some, however, it was mere repetition of what had been already been said before.

Many candidates had allocated time to planning their essays. Some made notes in the form of bullet points, whilst others wrote out detailed plans. Although not required, spending some time preparing question 9 is a good technique as it allows candidates to think about what they are going to write and how they are going to structure their essay. Planned essays tend to be better essays both in terms of content and quality of language.

Q9 What many candidates did well:

- wrote responses within the recommended word limit
- developed their ideas and gave opinions
- wrote responses based upon personal experience
- wrote responses which were relevant
- used accurately a full range of structures and a variety of lexis

Q9 How some candidates could improve their performance:

- plan the essay
- tackle all four bullet points and remain on-topic
- keep to the recommended 240-280 word limit
- aim for greater written accuracy and clarity
- allow time to re-read and check for accuracy

General summary

Based on their performance on this paper, candidates should:

- listen or look out for *markers* or *hooks* in the text and dismiss all distractors before answering multiple choice questions
- avoid the use of untargeted or indiscriminate lifts
- base all answers solely upon evidence from the text/recording
- rephrase or paraphrase wherever possible
- learn and use the full range of grammatical structures required
- address all elements of each question, especially Question 9
- ensure that handwriting is clearly legible

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