



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International A Level

In French (WFR02)

Unit 2: Understanding and written response

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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 2506 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 family relationships and friends. Examples of candidate performance:

Q1(a) Most candidates succeeded in ruling out all three distractors and matched the correct option B *tout le temps* with *continuellement* in the transcript.

Q1(b) Again, most candidates picked up on the hook *triste* in the second section of the passage and/or understood *quelques larmes* and opted for the correct answer C pleuré and disregarded the three other incorrect options. A few candidates were swayed by *sans penser aux conséquences* at the very end of this section and opted for the incorrect answer A hésité.

Q1(c) Many candidates opted for correct answer B le soutien maternal as they recognised *l'appui de sa mère est irremplaçable* as the focus of the third section. They were not distracted by references to family meals, dad's jokes or the family pet, which were all preceded by either a negative adverb or verb.

Q1(d) Many candidates heard *Comme la majorité des jeunes* at the beginning of the fourth section and opted for the correct answer A typique. Some candidates thought that Nabila's relationship with her parents was B froid or D unique, both of which were incorrect.

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 volunteering and internships. Examples of candidate performance:

2(a) Most candidates understood son propre *désir de rendre service aux autres* and opted for the correct answer D son envie d'aider and were not swayed by *Les amis et les collègues ... l'ont encouragé*, which were options A and B, because they also picked up on the phrase *mais considérablement moins que* which followed.

2(b) Many candidates picked up on *il n'a pourtant pas pu s'habituer à l'intense chaleur* and correctly opted for A le climat and dismissed the other distractors as they heard the use of *ne pas* and *habitué à* preceding the three other distractors in the passage.

2(c) Most candidates understood *agréablement étonné* towards the end of the third section and opted for the correct answer C surpris.

2(d) Most candidates picked out the phrases *attitude sérieuse* at the end of the fourth section and correctly opted for B consciencieuse.

Question 3. Summary completion Candidates are required to complete a summary gap fill, choosing from a list of eight words, four of which are distractors. There was a mixture of adverbs and nouns this series. Question 3 was taken from the subtopic of energy, pollution and recycling. Taken as a whole, this task was successfully completed by most candidates. Very few candidates opted for a word that was grammatically incorrect. Examples of candidate performance:

3(a) Most candidates heard *sont venus de plusieurs pays francophones* and chose correct answer *international* but some candidates picked up on *on invités par le gouvernement* and erroneously opted for *national*.

3(b) To access the correct response, candidates needed to understand that *... ont été payés par l'État* referred to it being free for all the delegates. Some did not pick up on this and opted for *payants*.

3(c) Most candidates successfully identified *les jeunes n'hésitaient pas à parler devant tous les grands experts* as being *une attitude courageuse*.

3(d) Most candidates recognised *sentis utiles* and *les représentants gouvernementaux avaient accordé de l'importance à leurs points de vue* as avoir *bien contribué* but a few candidates, who misunderstood or did not recognise these two hooks, opted for *peu* instead.

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, making a total of eight marks available for this task. Question 4 was taken from the subtopic of urban and rural life. The passage was in the form of an interview with an inhabitant of the city of Liège in Eastern Belgium. Examples of candidate performance:

4(a) This question was a one-mark question and was mostly well handled by candidates, as most recognised *être à proximité des services locaux tels que les magasins* was the correct answer. However, some candidates were not awarded the mark as they wrote *magazines* for *magasins* or *presque* for *près de*. Most of the candidates understood the importance of living close to the local services, and not just “the services or shops”.

4(b) This was a two-mark question and there were three possible correct answers in the passage. This question presented more challenge and did cause some difficulties as some candidates confused *empêcher* and *interdire* and gave the opposite to the correct version of the answers about not preventing the demolition of some old buildings and allowing new builds. Many candidates did, however, also identify *nos demandes n'ont pas été entendues* as also being a correct answer. Some candidates misheard *immeubles* for *meubles* or *mobles*. There was similar confusion with the verb *empêcher*, which some candidates wrote as *pêcher*.

4(c) This was another two-mark question, but most students found this question more accessible than question 4(b). Many candidates were able to answer the question correctly, showing how the parks are in Liège. Most candidates were able to demonstrate some manipulation of the information, as the stimulus expressed ideas about other towns, which were compared to Liège. To access the marks, candidates had to understand and use the opposite angle, which many were able to do very successfully.

4(d) This was a one-mark question and most candidates identified the key message of there being less countryside as the suburbs expand. However, there were many variations in spelling of the key words *banlieues* and *envahissent*. Some spellings were so far away from the originals, that the mark could not be awarded, for example *bonne lieu* and *invaisse*.

4(e) This was the third two-mark task question and most candidates performed well and gained full marks. Most candidates identified the ideas of not using public transport and not thinking about the environment. Some also identified the third correct option of driving to work. A minority of candidate did not hear *bien sûr que non* after *ils empruntent les transports en commun* so gave the opposite to the correct answer.

Manipulating grammar (such as the correct use of negatives, tenses and verb endings, for example) and spelling, were used with varying 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 taken into account when awarding marks but the responses must make sense and be comprehensible to the reader to be awarded the mark.

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 music and fashion. Examples of candidate performance:

Q5(a) Most candidates matched *fier* in the text with B admirable in the question. Very few were tempted by the distractors in this question.

Q5(b) Most candidates correctly identified *en vidant son compte bancaire personnel* from the text and chose D son propre argent. A few were swayed by *un prêt de démarrage d'une banque ou de sa famille* in line 1 of the second paragraph, and opted incorrectly for either A or B.

Q5(c) Most candidates correctly recognised the importance of *encore plus* from the line *que la fabrication de ses vêtements respecte encore plus la nature* and correctly opted for A écologique and were not tempted by the distractors.

Q5(d) Most candidates realised the significance of *dominaient* in the fourth paragraph and opted for the correct answer A le temps.

Q5(e) This question was a little more challenging as some of the distractors were mentioned throughout the passage and all three were alluded to in the last paragraph as well. It was in fact, what was not mentioned that was the correct answer in this question, pinpointed by *Pour le reste* at the end of the last sentence. The correct answer was C la créativité.

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. There were three one-mark and one two-mark questions in this exercise. Question 6 was taken from the subtopic of tourism, travel and transport.

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

However, a few candidates copied out indiscriminately a whole chunk of text, without attempting to manipulate, paraphrase or rephrase the wording of the original in any way. Candidates must be alerted to the fact that this practice will not be credited any marks.

Many candidates successfully completed this task, some gaining full marks. There were instances, however, of candidates not being able to express answers correctly or they omitted to mention a crucial fact. This was particularly true for question 6(b).

6(a) Many candidates recognised the line *devait m'offrir une expérience que je ne pourrais jamais connaître ailleurs* as one of the two answers and were able to express this in their own words or by manipulating the original text successfully. However, the second idea of wanting to visit a lesser known destination illuded some candidates and they wrote exactly the opposite idea in their responses, with incorrect answers such as *il voulait visiter une destination touristique/très médiatisée*. These candidates had either overlooked or misunderstood the third sentence *il n'était pas question que je continue ainsi*.

6(b) Most candidates recognised the idea of natural beauty, but fewer picked up on the idea of not realising how beautiful it would be. Some candidates focused incorrectly on the first sentence of the second paragraph and mentioned watching documentaries, which did not answer the question. Many candidates just wrote *beauté naturelle*, which was not enough detail to be awarded the mark as it did not answer the question in full. The element of being surprised or not expecting was required.

6(c) Most candidates answered this question correctly as very few candidates misunderstood this section of the text.

6(d) Most candidates identified the section of the text where the answer lies and many answered this question successfully by comparing the roads in Madagascar with those in Europe or by describing the state of roads in Madagascar. However, some candidates wrote that roads were not accessible to vehicles and did not notice *facilement accessibles* in the original text, so were not awarded the mark.

Question 7. Short Answer Questions This requires responses using a single word, phrase or short sentence. Each item is worth either one or two marks. There were four two-mark questions in this exercise. Question 7 was taken from the subtopic of food and diet.

Many candidates showed a good, overall understanding of this text. Answers were very often clear and well written. There were many instances of candidates scoring 8 or more out of 10. Examples of candidate performance:

7(a) This question was, on the whole, very well answered. Most candidates recognised *j'adorais regarder attentivement ma mère lorsqu'elle préparait des plats traditionnels* as the correct answer and were able to respond correctly using their own words or by rephrasing the original.

7(b) This question was correctly answered as most candidates understood the two key ideas of not having learned to cook from her mother and secondly, starting to cook later in life compared to her friends.

7(c) Most candidates understood the idea of phoning her mother for advice, but some candidates were unable to write this using their own words and there were some examples of direct lifting of the text.

7(d) This question was also generally very well answered and most candidates understood the text. There were, however, instances of candidates writing she could not find any ingredients at all in Paris as they had not noticed the adverb *facilement* in line 17. A few candidates mistook the *line rapporter à la maison certains ingrédients de base réunionnais dans mes bagages* as a potential answer, so they were also not awarded the mark.

7(e) This question is an inference question, requiring candidates to describe Tiago's attitude. Many candidates understood the element of being adventurous with food but less so about liking to try new dishes. Consequently, many candidates failed to score on the first part of the question as *il demande à sa mère de préparer des plats réunionnais* does not in itself, convey an attitude. Successful answers describe an attitude, such as *il est positif, enthousiaste parce que ...* or they express a liking for *la cuisine réunionnaise*. However, the second idea was more successful as *aventurier* in the text helped candidates to convey an attitude. Many candidates scored one out of two marks for this question.

7(f) Most candidates understood the two key ideas to this answer, but not all of them were able to convey the idea of Tiago's mother being the only one person who could help him, either because they missed out *ne ... que* in their response or they did not use the correct pronoun, and gave answers such as: *il n'y a que lui qui peut l'aider*, so failed to score. Most candidates were able, however, to give a correct response to the second idea of Tiago having to learn these skills later in life.

Question 8. Sentence Transformations Candidates are required to write out the correct form of each targeted word. Question 8 was taken from the subtopic food and diet. This question proved

challenging for a significant number of candidates. Candidates had to manipulate seven verb formations and three adjectives. In this section, questions are assessing grammar and not spelling. However, spelling and the correct use of accents matter if they are part of the transformation. Examples of candidate performance:

Q8(a) Many candidates recognised the need for the imperfect tense here but not all candidates used the third person plural ending as they failed to notice the plural noun *les familles belges*.

8(b) Most candidates produced the correct form of the present tense here but there were some examples of candidates using the present subjunctive *sachent* rather than the present indicative *savent*.

8(c) Most candidates spotted the word *en* at the beginning of the sentence and therefore recognised the need for the present participle here. However, not all candidates realised that verbs with a stem ending in the letter *g* take an additional letter *e* to soften the sound so there were a fair few incorrect versions *mangant* instead of *mangeant*. Those who did not realise that the present participle is required here, often used the infinitive *manger* or the present tense *mange*.

8(d) This question was generally very well answered as most candidates realised that no transformation is required here due to the preposition *de*.

9(e) Many candidates produced the correct answer *familiales* as they recognised *visites* as feminine plural, but some did not, and there were examples of the masculine plural form *familiaux*. Some candidates mistakenly believed that a double *l* was required (probably influenced by the spelling of the noun *famille*) and there were frequent examples of the misspelling *familliales*.

9(f) Many candidates spotted that this sentence is a *si* construction and that the first verb *décourageaient* is in the imperfect, so that (*être*) needs to be in the conditional. Those of did not spot the *si* construction, produced an answer either in the present or imperfect tenses.

9(g) Most candidates realised that no transformation is required here since *adolescents* is masculine plural, just like the adjective *nombreux*. There were some examples of the feminine plural form *nombreuses*, however.

9(h) This question was a little more problematic as many candidates did either not recognise *il faudra que* as the future tense of the expression *il faut que* and therefore requires the subjunctive, or they did not know the subjunctive form of the verb *faire*. Many candidates used various forms of the present tense here.

9(i) Most candidates recognised that *alimentation* is feminine and were able to produce the feminine adjective *équilibrée*. Some candidates missed off the initial *é* but as this does not form part of the transformation and does not change the meaning of the word, they were not penalised. However, candidates who failed to write the second *é*, were not awarded the mark as this is part of the transformation and also changes the nature of the word from an adjective to a noun.

9(j) Many candidates recognised the need for the perfect tense here, but not all candidates used the correct form. Some candidates had a feminine agreement on the past participle *a lancée* and others forgot the auxiliary verb all together and just gave the past participle *lancé*.

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 between 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. There is no benefit to candidates who write excessively long responses. In fact, this practice tends to be self-penalising as candidates produce more mistakes or begin to drift off-topic.

For this series, question 9 was taken from the subtopic jobs and unemployment.

There was very clear evidence that candidates had studied this subtopic very well and most candidates wrote detailed and interesting responses. Most candidates were mindful to avoid digression and irrelevant content and most remained on-topic. The theme of the essay provided candidates with the opportunity to use a wide range of lexis and structures. Many candidates used a very wide range of vocabulary and were able to manipulate structures well. There were many examples of the correct use of the future and conditionals tenses as well as expressions requiring the subjunctive. It was very pleasing to note that, this series, there was a significant number of candidates, who produced outstanding essays, at a level well beyond the requirements of this paper, both in terms of content and quality of language.

In the written task this series, candidates were usually able to address all 4 bullet points with various ideas. The first and the fourth bullet points were particularly successful, as most candidates were usually able to express themselves using the present tense to fully answer the question and to express their opinions. Their ideas were often detailed enough, providing sufficient information about their experience of the workplace and the importance of languages in the workplace. Many were able to draw from their own personal experiences and gave convincing answers.

Overall, candidates responded well to this year's topic and showed a wide range of opinions and examples to justify their position. They were able to give a balanced view on whether a good

salary was more important than their quality of life and the first point was addressed successfully for the majority of candidates. For the second bullet point, candidates who did not have any experience of work referred to the experience of either a friend or a family member, so they were still able to respond successfully to this bullet point. Some candidates imagined their life as adults who had been working for many years. This was not a bad idea and many wrote successful responses, but on occasions, it sometimes created confusion and prevented the candidates from explaining their ideas clearly.

The third bullet point on how they were going to prepare for the world of work, was generally not as successful as the other bullet points. A number of candidates continued to give examples of past experiences, using past tenses and linking them to their preparation for the future, with varying degrees of success. If a bullet point was missed out by a candidate, it was almost exclusively this third bullet point. Some candidates misunderstood the third bullet point and described their daily routine before going to work or school, and not how they could prepare to enter the workplace.

The fourth bullet point was covered successfully with a wide range of reasons, some mentioning the threat posed by artificial intelligence regarding, others the need to learn a foreign language for the purpose of work in an international setting or for getting a better paid job. There were some digressions but, on the whole, they were few and far between.

As in previous series, the biggest challenge came from the quality of language used. Whereas many candidates were able to use a wide range of lexis including idioms as well as a wide range of structures and tenses accurately, there was also a significant number of candidates whose accuracy did not match the range of lexis and structures they used. In a number of cases, inaccuracies interfered with comprehension and caused lapses in communication or even impeded completely the message they were attempting to convey.

Some essays displayed some very basic grammatical and lexical errors. These include:

- Accents omitted such as *j'ai travaille, je suis alle, j'ai recu, je reve, j'espere, la securite, l'universite, le marche* instead of *le marché* or incorrect accent used such as *á, trés, travaillè, même, je préféré, mon travail préfère*
- *ce, ces, ses, cet* or *cette* instead of *c'est*.
- *je alle, je suis allé, je vas* instead of *je vais*.
- *sa* or *ca* instead of *ça*.
- *es* or *e* instead of *est*.
- *aie, ait* instead of *ai*
- *à le* instead of *aux*, *à les* instead of *aux*
- *j'ai* or *j'* instead of *je* (*j'travail, je aime, j'ai vais*)
- *en* instead of *on* (subject pronoun), *en* instead of *à* (preposition)
- *mal* instead of *mauvais*
- *haut* instead of *élevé*
- *c'est, s'est, il est* or *ils sont* instead of *il y a*

- *son* or *est* for *sont*
- *ou* and *où* used randomly
- *le travaille* instead of *le travail*, *je travail* instead of *je travaille*
- *il a faux* instead of *il a tort*
- incorrect use of adjectival agreements, *mes collègues sont gentil*, *un bonne salaire*, *une bonne emploi*, *une vie heureux*, *mon expériences était mauvais*, *des sociétés internationaux/internationals*, *l'année dernier*
- 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, an indirect object pronoun and a subject pronoun in order to produce unambiguous messages and reduce the number of marks lost at AO3. For example, *eux veut*, *je ce aime*, *je déteste le*, *je trouve leur*, *je lui trouve*, *j'aime il*, *je veux me gagner*, *je suis d'accord avec il*, *je vais se renseigner*, *ils ont donné moi*
- Misspelling of common lexical items: *meilleur*, *travail*, *beaucoup*, *entreprise*, *étranger*, *année*, *compagnie*, *gagner*
- Use of prepositions *sur les vacances*, *en une entreprise*, *dans l'été*, *à France*
- Incorrect use of auxiliary verbs *j'ai allé*, *je suis travaillé*, *nous sommes gagné*
- Confusion between *employé*, *employeur*, *emploi* and the verb *employer*, *important* and *importance*, *salaire* and *salarié*, *allemand* and *Allemagne*, *nous pouvons* and *nous pourrions*, *un poste* and *une poste*, *des travaux* and *des emplois*, *paie* and *payé*, *j'avais* and *j'étais* (*j'étais un bon salaire/j'avais mal payé*) and as mentioned above *le travail* and *je travaille*
- Influence from languages other than French *muy*, *pais*, *primer*, *jamais*, *idiomas*, *laboral*, *allí*, *gente*, *disfruter*, *salary*, *topic*, *pay*, *problem*, *contribute*, *travel*, *business*
- Incorrect use of tenses *si j'aurais*, *il faut que je fais*, *quand je serais*, *je travaillais depuis*, *l'été dernier je travaille*, *dans l'avenir je travaillais*, *je voudrais voyagerai*, *je veux travaillé*, *j'ai fais* and *si j'aurai le temps*, *j'allais*
- Word order *je ne pas travaille*, *un emploi bon*, *je trouve le difficile*, *j'aime ne pas*, *je le veux faire*, *nous avons gagner*
- Subject not matching the verb *les emplois est*, *le salaire sont*
- Incorrect use of genders and plurals *ma travail*, *mon collègues*, *la monde des travail*, *des travaux*, *la salaire*
- Incorrect use of the subjunctive. Failing to recognise when to use it (especially after *il faut que* and *bien que*) or use it indiscriminately
- Not recognising when to use the passive or avoiding it with an *on* construction

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

Bullet point 1 – Many candidates agreed with Benjamin whereas others strongly disagreed with him. This bullet point was in fact very well tackled by most candidates and opinions and examples were varied as they were able to argue the pros and cons of both having a well-paid job and being happy at work. Most candidates had understood the stimulus material, but

opinion was split between those agreeing with Benjamin and those disagreeing with him. Very few candidates failed to give their opinion of Benjamin's point of view.

Bullet point 2 – All candidates were able to write readily about their experiences (or as mentioned above, the experience of others) of work. Some were very imaginative in their approach, others more factual. Many mentioned both positive and negative experiences and candidates were able to give appropriate examples throughout. Most were able to express themselves freely and eloquently. On the whole, this bullet point was very well answered.

Bullet point 3 – As alluded to above, this bullet point was the least successful overall. Many candidates combined it with bullet point two or wrote a short answer, often lacking detail. A few candidates misunderstood the bullet point and therefore went off-topic. More ambitious candidate gave more expansive answers but overall, this bullet point was answered with far less detail than the others. There was a small minority who completely overlooked this bullet point or made just a fleeting reference to it in their second paragraph. It was also clear that some candidates had difficulties forming and using the future tense correctly or even using *aller + infinitive* successfully. Many confused the future, conditional and imperfect tenses to such an extent that meaning was often lost or communicated was compromised. Others, however, were able to express themselves eloquently and developed their answers nicely. It was obvious that not that many candidates had given this issue as much thought and consideration as they had the other three bullet points, which were far more successful in both scope and detail.

Bullet point 4 – All candidates had an opinion about the role of languages in general and specifically in the workplace and they 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 very well, frequently supported by pertinent examples. Ideas were clearly expressed and very often convincingly argued too. Many mentioned the issue of AI and translation apps as well as working for international companies and organisations. Many candidates linked knowledge of foreign languages with higher wages and many drew directly on their own experience of learning and speaking several languages.

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 already been said before.

Many candidates had allocated plenty of time to planning their essays. Some made notes in the form of bullet points or a mind map, whilst others wrote out detailed plans. Although not required, spending some time preparing question 9 is an excellent 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 in terms of content, structure and quality of language. It was obvious, however, that some candidates in this series had not planned their essay or had not

allocated enough time to produce a decent essay and consequently, failed to gain adequate marks at both AO3 and AO4.

Q9 What many candidates did well:

- wrote responses within the recommended word limit
- developed their ideas, gave opinions and justifications
- wrote responses based upon personal experience
- wrote responses which were relevant and detailed
- avoided repetition and ambiguity and remained on-topic
- used accurately a full range of structures and a variety of lexis
- ensured that tenses and verb formations were secure

Q9 How some candidates could improve their performance:

- plan the essay properly
- 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 both content and accuracy
- avoid inventing words or using words from another language other than French

General summary

Based on their performance on this paper, candidates should:

- listen or look out for *markers* or *hooks* and the use of any negatives in the text and learn how to dismiss distractors before answering multiple choice questions
- base all answers solely upon evidence from the text or recording
- avoid the use of untargeted or indiscriminate lifts
- reword, rephrase or paraphrase wherever possible
- learn thoroughly and use correctly the full range of grammatical structures required
- ensure that you can use verbs accurately and without ambiguity
- address all elements of each question, especially each bullet point in Question 9
- ensure that handwriting is neat and legible

