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Examiners' Report  
Principal Examiner Feedback

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Pearson Edexcel International Advanced Level in  
French (WFR04) Paper 01

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Candidates were familiar with the topic areas covered and most candidates were able to attempt all parts of the paper. Whilst many fared well with the comprehension questions in Sections A and B, especially the multiple-choice questions, the open questions and question 8, Section C provided us with a good range of interesting and well-informed essays.

## Section A – Listening

### Questions 1 and 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).

It is vital that candidates do not rush into committing themselves to an answer. At this level, they should listen for the gist of the whole passage; a word which is mentioned in the recording does not necessarily lead them to the answer in the question paper.

For instance: In question 2a, the answer was **B**

*(a) LibraiSol aide principalement ...*

*A à la formation informatique. B à l'équipement informatique.*

*C les gens dans le besoin. D les familles de la ville.*

*(Transcript) La mission principale de l'association LibraiSol est de fournir **du matériel informatique** aux familles de la région, pas seulement aux familles défavorisées de la ville*

**Principalement** was key to answer the questions referring to **principale** in the text.

*A was not mentioned in the text, C & D are not correct because it says **pas seulement aux familles défavorisées de la ville.***

<p><b>Advice to candidates: A careful and detailed analysis of the question is essential.</b></p>
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### 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.

This question was generally well answered, with **3c** providing the most challenge for candidates. It is vital that candidates do not rush into committing themselves to an answer but listen out for clues. **Certains déchets** referred to *Dans cette ville, les chevaux **ne** ramassent **que** les ordures ménagères vertes.*

### Question 4: Short Answer in French.

This required responses using a single word, a phrase or a short sentence. Each item was worth 1 or 2 marks.

Here, as in Section B, targeted lifts are sometimes possible. It is important for candidates to know that they can re-use the language they hear but at this level, direct lifts will usually not enable candidates to score. Candidates need to manipulate the language they hear. Candidates should try to use their own words as much as possible to render the meaning. However, while it is possible to convey the meaning by using their own words, when the information is very technical or specific, candidates should manipulate the language they hear instead of writing incoherent circumlocutions.

In this section, as in section B, listening skills and reading skills are assessed, which means that sentences that contain grammatical and spelling errors can score, as long as the error does not lead to ambiguity. Responses to Questions 4, 6 and 7 are only marked on the basis of communication, rather than accuracy of language. There were many instances however where candidates were not awarded the marks as the inaccuracy of their written French hindered communication. Some candidates were tempted to transcribe what they heard which, on all occasions, proved to be unsuccessful for two main reasons: (1) the candidates were not able to render the correct words (2) the candidates tended to write everything and did not select the important information, sometimes offering contradictory information.

For instance: Questions 4a: *À quoi correspond la date du 30 avril 2022 ?*

Some candidates answered : *la publication de **son** enquête or quand j'ai publié **mon** enquête.*

the use of incorrect or ambiguous possessive articles invalidates the answer; the use of "**son**" is ambiguous because we don't KNOW who we are referring to and "**mon**" is a transcription.

**Advice to candidates:**

**When using possessive articles or pronouns, it is essential that they are referring to something or someone in the question.**

Reference to the published mark scheme will show the essence of each answer. Longer answers can often miss the point or may start with a wrong detail before eventually giving the correct answer which is therefore negated by what has come first.

## **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 6: Short Answer in French**

Here, targeted lifts are sometimes possible. It is important for candidates to know that they can re-use the language they read but at this level direct lifts will usually not enable candidates to score. Candidates need to manipulate the language they read. Candidates should try to use their own words as much as possible to render the meaning.

It is also important that they read the question and the answer together to make sure that the answer is clear and answers the question.

For instance: 6 b : *Selon Valérie Pécresse, qu'est-ce qui se passerait à la fin du lycée ?*  
If a candidate lifts, *ils en seraient propriétaires à la fin de leurs études secondaires*, it won't make sense. They need to make sure that we know what **ils** and **en** refer to.

### **Question 7: Short Answer in French**

Specific understanding of the text was necessary to gain the marks. Some candidates lost marks as they were tempted to copy a complete passage verbatim from the text without any attempt to process the information or failed to infer meaning to answer some of the questions.

For instance: 7a: *Que s'est-il passé en dix minutes ?*  
If a candidate answers with *ce ne sont pas moins de quatre qui s'éteignent*, they won't score as **quatre** on its own doesn't make sense in answering the question; we don't know what **four** refers to.

### Question 8: Sentence transformations:

Question 8 proved to be a challenge, even for competent linguists.

Candidates were required to manipulate the sentences given to them using the information in brackets.

#### Advice to candidates:

**It is essential that candidates refer to the texts from which the language has been taken as the manipulated sentences need to make sense and be grammatically correct in their original context.**

The most challenging questions seemed to be:

**8c:** candidates were required to use the **plu-perfect** to keep the original tense.

... *quand cette matière **avait été supprimée** ...*

*quand **on avait supprimé** cette matière*

**8e:** candidates were required to use **dont**

... *un groupe de jeunes qui a pour mission d'éteindre ...*

*un groupe de jeunes **dont** la mission est d'éteindre.*

**8g:** many candidates failed to produce **lequel** in one word. Complex subordinate pronouns seem to be a challenge to candidates each year. It is essential that candidates are confident and familiar with the grammar points in the specification.

**8h:** candidates were required to use **the perfect tense** in the passive voice and therefore agree *éteint*

... *les acrobates ont éteint une trentaine de vitrines ...*

*une trentaine de vitrines **a été éteinte** ; (the plural form was also accepted)*

Remember that marks are awarded when the targeted grammatical point is produced correctly. Any other grammatical and spelling mistakes within the reformulated sentence will be ignored.

### Section C

This series, the most popular titles were by far *Kiffe kiffe demain* and *Monsieur Lazhar*.

It is crucial that candidates understand the nature of what is expected in the final essay. Since marks are awarded for Content and Communication (out of 15) and Critical analysis, Organisation and Development (out of 20) as well as for Quality of Language (out of 5), it is crucial that some examination time is spent planning the response to the specific question asked.

It is essential that candidates select carefully what information they are going to use to answer the question. Not everything they know will be needed to answer the question.

Most importantly, candidates should realise that **the thrust of the questions set is mostly in the second part**. To access the higher mark bands, they must engage in an analysis of the issues. Essays which relied too much on description and less on evaluation scored poorly.

Centres must also be reminded that the geographical area and the historic period must be in **a French-speaking country**. In line with GCE and with other languages at International A Level, such essays could not be credited with any marks and unfortunately scored 0.

**Advice to candidates:**

**Candidates must carefully select the information they are going to use to answer the question. Not everything they know will be needed to answer the question.**

**Candidates should realise that the thrust of the questions set is mostly in the second part of the question, inviting them to produce an analytical response. History and Geography essays must be rooted in the French-speaking world.**

**Advice to candidates:**

**The best essays were in clear paragraph form with a main sentence to introduce the paragraph, followed by several examples. A final evaluative sentence then often referred back to the essay title in some way.**

