



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE

In French (4FR1) Paper 01R

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: www.pearson.com/uk

Summer 2024

Publications Code 4FR1_01R_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

Introduction

June 2024 is the fifth full session for 4FR1 01R, Listening, set in accordance with the specification, International GCSE French 4FR0, and is the third post-pandemic. This paper was of equal demand, as ever, as the main paper, 4FR1 01. This session, in an increase from last June, there were some 1000 candidates for this single tier qualification. The marking principles and rubrics for this specification remain consistent with previous sessions, in line with 2019 standards. The total time allocated to this 40 mark paper is 30 minutes plus 5 minutes' reading time. There is no optionality in this paper, and most candidates attempted all seven questions. Five questions do not require productive use of French. Only Questions 3 and 7 require the productive use of French which examiners assess for communication only.

As in previous sessions, examiners assessed performances across the whole range of ability. The questions are all taken from the five specified topic areas and their sub-topics. The six questions are of increasing demand, with early questions targeting Grades 1 and 2, and Q7 seeking to elicit performances up to Grades 8 and 9. In a number of questions, an example precedes the question, so that the candidates can see how question parts are going to information and how candidates should communicate it. Q1 is a visual pairing question on where one lives worth 4 marks, where candidates listen to fairly short utterances and match them to the appropriate image. Q2, about jobs, is worth 6 marks and requires candidates to indicate on what they would like to do in the way of work, from a choice of eight images, including the example. The passage does not mention all the activities shown. Q3, again valued at 6 marks, is a more extended passage about information and communications technology, in this case, relating to the repercussions of being hacked, and candidates have to produce brief target language responses, not necessarily in sentences. In Q4, a non-verbal question to deduce whether the opinions of the six speakers on rôle models are positive, negative or both, offered up to 6 marks. Q5 is a passage talking about various people's transport and travel plans. Candidates can earn up to six marks by identifying the six correct multiple-choice responses, with three distractors offered in each part. Q6 concerns festivals and special occasions. Candidates select six words from a pool of thirteen to complete the sentences in the question, paying attention to both grammatical accuracy and the sense of the speakers in the passage. There are up to six marks on offer in this non-verbal question which is aimed at more able candidates. A further six marks are available in Q7 for responses in the target language pertaining to school life and pressure. As in Q3, examiners assess responses for communication only, not for quality of language, save that candidates' responses need to be unambiguous, in the context of this International GCSE specification.

Question 1

This question was intended to target the vast majority of the candidature, and therefore it is no surprise that the two overwhelming majority of candidates obtained all 4 marks on offer. The vocabulary targeted in this question, viz *stade*, *rivière*, *ferme* and *forêt* therefore proved to be accessible to the vast majority of candidates. It is worth noting that even if a candidate is unsure, and this applies to all non-verbal questions, it is worth offering the correct number of responses in order that they can all be assessed. As in previous sessions, a few candidates offered three or fewer responses in Question 1.

Question 2

Once again, this question attracted high scores with a high mean average. Candidates showed that they could deal confidently with a range of professions, both in the masculine and feminine form. The first speaker provides the example and two correct responses, with the other two speakers providing a further two correct responses each. It is useful to consult for vocabulary related to professions, since this gives useful clues to the answers. For example, in the case of Christine, mentioning of preparing *des livres comme cadeaux* is not only an answer in itself, but points to *une librairie*. E *plombière*, as might be expected, then for example, then for example, C, which requires understanding of *le camion de la boulangerie*. The most frequent cause for loss of credit was offering too many responses and, as is mentioned in the advice to candidates, it is useful to check the rubrics of each question type. These question types do not vary in the specification from session to session and, as is often the case, one image had no response relating to it. In this case, image A was not mentioned, but if this response was addressed, plus the correct six responses, regrettably there had to be a deduction of 1 mark, and *pro rata*, if further excess responses were offered. *medecin* or similar is mentioned in the question, so A serves as a visual distractor.

Question 3

This question of course appears quite early in the examination and examiners are well aware that responding in productive French at this stage is quite challenging. Therefore note form is sufficient to gain full credit and communication responses, even when grammatical or orthographical attempts are faulty. Being consistent session on session, examiners make a deliberate effort to require minimal productive response. We recognise that one of the issues with this topic area, is that the MCV might become somewhat outdated in terms of technological and social media advances, so we tried to accept as minimal and generous range of responses as answered the question part. The first part required no more than *changer mon mot de passe*, and as this is a lift which scored, it was successful for many candidates. An unfortunately ambiguous response in context, *changer mon mode de passe*, could not score. Again, although

on the MCV list, in (b), we recognise that *haut débit* is quite challenging, so accepted *vite* or *rapide*, which helped more candidates to earn the 1 mark offered for (b). There was also good scoring from many levels of ability in (d), (e) and (f). *text* (on its own) scored, in (e), *enregister* or *partager* interchangeably with *musique* or *chansons* helped a lot of candidates to score, as did very liberal spellings of *plus tard*, as one or two words.

Question 4

This question type is evidently becoming familiar to many teachers in contact, based on the increasingly considerable number of past papers available, and, happily, the vast majority of candidates offered six responses. The question got off to a strong start for nearly all candidates, who earned the mark on offer in (a), *mal* and *excellents* proving to be clear indicators of a nuanced opinion. (b) was less successful, and perhaps there had become an assumption that any longer utterance must automatically be a positive and negative one, which is not necessarily so. (f) was also less successful - *vedette* quite rightly has positive notions of stardom and fame, but the comment here is wholly negative, and not all candidates discerned this. There is not systematically an equal balance for each of the types of opinion, though there may sometimes be. Candidates need to be especially vigilant for opinions which may give views on both sides of the argument.

Question 5

Examiners are aware that a quite heavy demand on reading is required in the listening paper, especially in this question. This question is often challenging because it requires quite a substantial amount of reading followed by careful listening and then, discrimination between four options. As the demand ramps up, some candidates score quite modestly on this question whereas others are able to do very well. The topic of transport seems familiar to many candidates, thus (a) was quite a successful part.

There was some confusion in (b) as to whether Caroline was already in France with a friend or a penfriend, if such still exist greatly, or with her father or alone. Close attention to the tenses was helpful in finding the right answer. There was clear differentiation in parts (d), (e) and (f), where knowledge of related MCV helped candidates who score well.

Question 6

In this question, based on festival and special occasions, as ever, enhanced chances of selecting the correct response were the reward for those who heeded the grammatical accuracy of the cloze sentences. For example, in (a), a past participle is likely to be correct so those who did not select H at least gave themselves a chance by selecting the grammatical plausible alternative response, i.e. A. In (b), candidates quite frequently picked an adjective, and in (c), paying attention to the verb tense narrowed down the options. (a), (d) and (f) provided more challenge as they all required present tense verb forms. However, this is balanced by the more limited choice in (e) where many candidates either selected G correctly, or L. Candidates should not assume that only two options are possible per part, and therefore a careful reading of the sentences and pool of words during the reading time prior to the listening, can pay dividends.

Question 7

As ever, although this question is intended to be the most demanding question of the paper, some candidates across the ability range gain credit here, and indeed, sometimes are able to score quite well in several of the parts. It is a heartening technique to observe that even in a difficult question, to pick up disparate marks here and there can add up encouragingly in this question. For instance, in (a) and (b) a minimalist response is able to score and it sufficed to say that the exam was regarded as *respecté* or that there is *beaucoup de choix* or that there is the possibility that *élèves peuvent se concentrer sur certaines matières*. *respecté* had to be a past participle unless the baccalaureate was explicitly mentioned. Thus *baccalaureate respecte* was more explicit, relating to the exam, so, as a whole, the grammatically faulty *respecte* communicated. These parts gave some credit to many candidates. (c), where *trop de possibilités* was enough to score, was also successful for a wide range of candidates. (d) and (e) were more challenging as befits Q7, because, the three options from which candidates had only to select two, either had to focus on discussing school pressure, on the teachers encouraging the pupils to discuss stress, it being explicit who was encouraging whom; or a third possible answer relating to *une infirmière diplômée* was acceptable, and *en pression scolaire, spécialiste* or *qualifiée* were all acceptable in lieu of *diplômée*. However, a number of candidates tried to present *infirmière* on its own which was too vague. Some did not obviate that the teachers were discussing problems, rather that the pupils were just able to talk, without making clear to whom; and others thought that there were diplomas available in stress management. (f) was more accessible to a spectrum of candidates as *demande trop* or *beaucoup* were sufficient to earn the 1 mark for this part.

Naturally, it is not possible to credit true information but which candidates offer in the wrong column. For instance, if there are *trop de possibilités*, given as an advantage, as it sometimes was, unfortunately it has to be rejected.

Advice

The following guidance is based on June 2024 performance, the fifth full session of this Specification. There are 28 marks on offer for non-verbal questions, and there is a progressively upward incline of demand, as the questions target performances at gradually higher grades.

1. Candidates should refer to the Sample Assessment Materials (SAMs) and especially to the many past papers which are now available. This will give some sense of the question types and rubrics of this paper, which are consistently set to the same guidance.
2. Q2 carries 6 marks. If candidates offer more than six responses, 1 mark is forfeited for every response in excess of six. Candidates should get used to the idea that all one image will not apply to any of the three speakers.
3. Q3 and Q7 require candidates to answer in French. Candidates could check their French, because communication is only possible if the language is unambiguous.
4. Consolidation using a variety of types of listening is very useful preparation, including in non-verbal exercises. Quite long passages appear early in the paper, and practice of note-taking in French under time limitation is valuable Q3 preparation.
5. In Q7, candidates should pay attention to whether their answers are in the correct column, positive or negative. Correct information written in the incorrect column cannot score.
6. It is worth looking at the example. Not only does this show how to approach a given question, but particularly in Q7, it avoids candidates offering the same material in their own responses, where examiners cannot credit it.
7. We urge candidates and teachers to consult the Specification, including the programme of grammar study, specified topics and sub-topics and minimum core vocabulary, as this may help to focus preparation most effectively. Time spent on learning the minimum core vocabulary is very useful preparation when addressed thematically, even for the purposes of the receptive skill of Listening.

