



# **Examiners' Report June 2023**

**Int GCSE French 4FR1 02**

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## Introduction

Paper 2 forms the Reading and Writing section of the French International GCSE. This paper accounts for 50% of the total marks for the International GCSE, with the complete number of marks for the paper itself being 80; 40 marks are designated for reading, and 40 for writing.

The assessment is conducted as an examination lasting 1 hour and 45 minutes. The paper assesses reading and writing abilities across distinct sections, encompassing five thematic areas:

- Home and Abroad
- Education and Employment
- Personal Life and Relationships
- The World Around Us
- Social Activities, Fitness and Health

The **reading** part is comprised of five questions inviting candidates to display their understanding of written French through questions focused on a set of brief texts or an individual, more extended passage. The overall difficulty level increases from the first question to the fifth.

The first question is organised in multiple-choice answers (6 marks), the second question is a multiple-choice gap-filling task (6 marks), and the third is another multiple-choice question (8 marks). The fourth question is extracted from a literary text, containing a short, adapted passage from an authentic source suitable for this level. Candidates are expected to respond to cues in French with concise answers (10 marks). The fifth question is based on an authentic French text, with questions in French requiring answers in the same language (10 marks).

The **writing** part of the paper consists of three questions, including two composition exercises and a third question concentrated on grammar. The initial writing question is brief, and candidates are guided to write between 60 and 75 words, encompassing four specific words or short phrases. The evaluation is segmented into two parts: 1) Communication and Content; 2) Linguistic Knowledge and Accuracy (10 marks).

The second writing question, more extended than the first, presents a choice. Candidates may choose from three questions based on different topics and must write between 130 and 150 words in response, addressing four bullet points. The evaluation is again categorised under two headings: 1) Communication and Content; 2) Linguistic Knowledge and Accuracy (20 marks).

For the third, grammar-focused question, candidates are required to alter the words in brackets so that they conform correctly within the sentences. This may include adjusting, for instance, verbs and adjectives into their correct verb form (10 marks).

In this portion of the paper, grammatical precision, punctuation, and spelling are examined.

### **Question 1**

This series, question 1 addresses the subject of accidents, injuries, common ailments and health issues. Candidates are tasked with choosing the correct option to complete the sentence, and the majority executed this well. The structure of this question necessitates a meticulous reading of the text in order to respond to the six multiple-choice questions. Success hinges on comprehending the fundamental vocabulary of the text and discerning the message, primary points, particulars, and viewpoints. The vast majority of candidates thrived in this question, frequently achieving full marks, indicative of a robust understanding of the relevant vocabulary.

### **Question 2**

For question 2, candidates are required to complete sentences by selecting words from a given bank, taking into consideration both grammar and meaning. A specific example is provided to illustrate the thought process candidates need to employ. The theme of this question centres on the topic of childhood.

Achievement in this task calls for precise interpretation of both the text and the grammar, and in many instances, candidates excelled. The majority attained more than half the available marks, with numerous individuals securing full marks. Mistakes generally occurred when candidates opted for words that were grammatically accurate but did not align with the content of the passage. Overall, candidates exhibited adept skill in the structure of these exercises, and their capacity to choose the correct and pertinent type of word for each question was reflective of their comprehension and assurance in the subject.

### Question 3

For this question candidates need to match statements with specific individuals, placing exactly eight crosses in the correct boxes to identify who has made the statements or what they refer to, with some statements possibly corresponding to more than one person, or none at all.

The exercise is centred on the subject of travel and transport. The majority of candidates adhered to the guideline of placing eight crosses, although some placed only six or seven, thus missing a scoring opportunity, while others placed more than eight and incurred a reduction in marks for each additional cross.

Performance was predominantly robust, with most candidates achieving high marks, showing a very good comprehension of the vocabulary and the instructions. On the whole, candidates appeared to be well-prepared for the format of the question and demonstrated an outstanding understanding of the topic's vocabulary. Nevertheless, there is a recurring necessity to remind candidates of the stipulation to place exactly eight crosses, and for some, to clarify their crossing out if they decide to alter their answers.

	Lionel	Anne	Ahmed
<b>Exemple :</b> On peut acheter à manger à l'aéroport.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>A</b> J'ai eu une mauvaise expérience à l'aéroport.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B</b> On peut payer pour laisser ses bagages à l'aéroport.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>C</b> Les personnes qui travaillaient à l'aéroport n'étaient pas sympathiques.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>D</b> J'ai trouvé des objets perdus à l'aéroport.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E</b> On peut changer de l'argent à l'aéroport.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>F</b> Il y a des informations utiles pour les touristes à l'aéroport.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>G</b> Je n'ai pas pu prendre l'avion.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



**ResultsPlus**  
Examiner Comments

This response scores 8/8.

## Question 4

For this question, which is on the topic of technology, candidates have to extract ten pieces of information, in note form, encompassing individual words as well as short phrases. The majority of candidates fared well, though difficulties were encountered in some questions. For Q04(c), some candidates were not specific enough and forgot to include 'au supermarché' or used an untargeted lift. For Q04(g), some candidates forgot to include 'en' in 'en panne' which meant that they lost the mark.

To sum up, candidates generally performed commendably across the various facets of this question, demonstrating a capacity to extract the requisite information. However, certain specific misunderstandings, incomplete answers, and issues with the nuances of language resulted in some loss of marks. Enhancing attention to detail, careful reading of questions, and understanding of grammatical elements were pinpointed as areas for improvement.

Prends des notes sur « Robot mais pas trop ». Complète le tableau **en français**.

**Exemple :** Nom du garçon : ..... Adam .....

- (a) Où habite Adam : ..... dans une maison intelligente ..... (1)
- (b) Ce qu'Adam peut faire avec son portable : ..... fermer les fenêtres .....  
et ..... éteindre les lumières ..... (2)
- (c) Ce que la mère d'Adam ne fait plus : ..... faire ses courses au supermarché ..... (1)
- (d) Inconvénients de la technologie pour le père d'Adam : ..... il est souvent fatigué .....  
et ..... il ne partage pas beaucoup de bons moments avec sa famille ..... (2)
- (e) Description d'Adam : ..... il est paresseux ..... (1)
- (f) Ce que le robot a fait : ..... il a rangé sa chambre ..... et ..... il a joué aux échecs avec Adam. .... (2)
- (g) Problème du robot : ..... il est en panne. .... (1)



**ResultsPlus**  
Examiner Comments

This response scores 10/10.

## Question 5

In this question, focused on school, candidates faced varying degrees of success. While many performed well in parts (c), (e) and (f), difficulties were apparent, especially where nuanced understanding was required beyond simple lifting of text. Specific examples include confusion in the usage of tense, wrong angles in framing responses, and incorrect inferences. Problems were notably found in Q05(b) where the angle of the response was often incorrect, and Q05(g) where the future tense was neglected or untargeted lifts were used. Moreover, a misunderstanding of the word 'autrefois' led to mistakes in part (d). The challenges encountered in this question seemed to stem largely from mishandling specific terms and phrases, failing to manipulate the text accurately, or misunderstanding the questions themselves.

In summary, while candidates generally did well when the questions were less complex, attention to detail and a deeper comprehension of the language nuances were identified as areas needing improvement. Success depended on reading the questions carefully and providing precise and targeted answers, rather than relying on untargeted copying from the text.

(a) Quelle est la priorité pour les lycéens en Suisse ?

(1)

C'est de réussir au lycée.

(b) Que font les universités si les lycéens ont de mauvaises notes ?

(1)

Les universités ne les acceptent pas.

(c) Qu'est-ce que certains enfants ne peuvent pas faire pendant la semaine ?  
Donne **deux** détails.

(2)

Certains enfants ne peuvent pas jouer après les cours ni sortir.

(d) Comment étaient les conditions de vie autrefois ?  
Donne **deux** détails.

(2)

Autrefois, se loger coûtait moins cher et trouver un travail était facile.

(e) À qui beaucoup de lycéens aiment-ils parler de leurs projets ?

(1)

Ils aiment parler à des conseillers d'orientation.

(f) Pourquoi les lycéens aiment-ils le vendredi matin ?  
Donne **deux** détails.

(2)

Ils aiment le vendredi matin parce que ils ne doivent pas aller au cours et ils peuvent faire des activités de relaxation au lieu des cours.

(g) Comment les formations seront-elles utiles ?

(1)

~~Elles~~ Elles seront utiles parce que elles aideraient les jeunes qui ont besoin d'aide avec leur organisation.



This response scores 10/10.

## Question 6

In question 6, which focuses on the topic of family, candidates are asked to complete a short writing task in French. The majority of candidates performed commendably, showcasing a good knowledge of vocabulary, grammar, and varied tenses. Many achieved full marks for Linguistic Knowledge and Accuracy, with complex and idiomatic phrases.

However, some candidates lost marks in Communication and Content due to not following instructions or misusing specific stimulus words. A common issue was with the word 'dispute', and some struggled with proper usage of 'hier', 'personnes', and 'activités'. There were also instances of overwriting, with some answers exceeding the suggested 60-75 words, leading to a dip in accuracy for some candidates.

Stronger responses were marked by adherence to the exact words given, including complex structures and ideas, while weaker attempts often made errors in verb and adjectival agreements. It was noted that those who underlined the four required words were often more successful.

6

personnes ✓

dispute ✓

hier ✓

activités ✓

Écris une réponse de 60 à 75 mots **en français** au sujet de ta famille.  
Tu **dois** employer tous les mots ci-dessus.

(10)

J'adore tous les personnes dans ma famille.

Surtout mon grandpère, parce qu'il est sage  
et nous jouons ~~le~~ aux échecs chaque semaine,

mais il perd toujours. ~~Je pense que des échecs est~~

~~mon~~ Cependant, je me dispute avec ma soeur  
car elle peut être très ~~agressive~~ ~~enmy~~ têtue.

Hier, je suis allée à la plage avec ma  
famille et nous <sup>avons fait</sup> ~~parlons~~ beaucoup des activités  
comme nager dans la mer, et jouer au foot.

Après avoir quitté la plage, nous avons mangé  
le dîner chez ~~mon~~ ma tante.



**ResultsPlus**  
Examiner Comments

This response scores 10/10:

- 5 for Communication and Content
- 5 for Linguistic Knowledge and Accuracy

The candidate has created an outstanding piece of work, utilising the four bullet points to craft a persuasive response filled with remarkable details. The language employed is intricate, diverse, and highly accurate.

## Question 7 (a)

The longer writing task in Q07(a) focuses on the topic of special occasions and was the most popular choice among candidates. Examiners sought well-developed answers to each bullet point, leading to highly structured and well-articulated essays in successful cases. However, misunderstandings or the failure to properly address certain bullet points resulted in incomplete or less successful answers for some candidates.

Common issues included struggles with challenging bullet points, basic grammar and tense mistakes, particularly with present, perfect, and future tenses, leading to lost marks. Some candidates only used one tense, limiting their score for Linguistic Knowledge and Accuracy. Others failed to address or misinterpreted some of the bullet points, losing content marks. A specific example was the second bullet in Q07(a), where many candidates described their last birthday instead of how they prepared for it, often failing to use the perfect tense correctly. Overall, the responses varied in quality, with the use of tenses and attention to bullet point details being notable areas for improvement.

Teachers are advised to emphasise the importance of reading instructions carefully, and candidates must understand that using the stimulus words exactly as given and staying focused on the topic is vital for maximum marks. Overall, the performance was generally quite strong.

Bonjour Freddie,

Personnellement, je pense que c'est très important célébrer mon anniversaire, parce que c'est amusant avoir une fête pour mon anniversaire. Aussi j'adore voir mes amis et pour mon anniversaire mes copains viennent chez moi. Quand j'étais plus jeune, ~~mon~~ mon anniversaire était incroyable donc je pense que célébrer mon anniversaire est très important.

Pour ma dernière fête d'anniversaire, je suis allé au supermarché. ~~Je suis allé au supermarché~~ Au supermarché j'ai acheté un grand gâteau au chocolat aussi j'ai acheté beaucoup de ~~bon~~ bon sans pour ma fête. Aussi avant ma fête j'ai mangé ~~de~~ du poulet et brides parce que c'était mon alimentation préférée.

À mon avis je préfère recevoir de l'argent parce que je peux trouver exactement quand je veux acheter. Donc si j'avais le choix, j'aimerais recevoir de l'argent. Mais par contre j'aime recevoir des cadeaux parce que c'est plus de amusant ouvrir des cadeaux pour mon anniversaire. Cependant je préfère recevoir de l'argent.

L'année prochain si j'avais le choix, j'adorerais ~~passer~~ passer mon anniversaire à l'étranger. J'irais En France parce que c'est

un payé ~~bonne~~ <sup>bonne</sup>. Mais pour mon anniversaire prochain j'aurai une fête avec mes meilleurs amis chez moi. Ce sera très ~~amusement~~ génial parce que ~~travaillera~~ je serai de l'équitation avec mes copains.

Merci beaucoup, George.



**ResultsPlus**  
Examiner Comments

This response scores 20/20:

- 10 for Communication and Content
- 10 for Linguistic Knowledge and Accuracy

The candidate has presented a fluent and coherent piece of work. In addressing the four bullet points, the language employed is not only accurate but also varied and complex.

## Question 7 (b)

In Q07(b) concerning media, candidates frequently encountered difficulties in addressing the future of media, often focusing instead on their personal future actions. The last bullet point was particularly challenging for many, both in generating ideas and in using the future tense. While some candidates improved in evenly covering the required points, a significant number still struggled with various aspects of tenses beyond the present, two-part negatives, and linking possessive adjectives to gender and number. Other areas of difficulty included the confusion between technology and media, and the rare use of certain grammatical enrichments like *après avoir/être*. However, stronger responses were noted for clarity in justifying views, handling the past tense correctly, and some usage of more complex structures such as the subjunctive.

Moi, j'aime vraiment écouter à la radio, grâce à la grande variété de musique. Je vais à l'école chaque jour et j'écoute <sup>souvent</sup> à la radio - heureusement c'est toujours différent! J'adore la musique <sup>moderne</sup> ~~moderne~~, <sup>car</sup> ~~donc~~ après avoir écouté cela à la radio, je suis de bonne humeur!

D'après moi, il y a des pour et contre d'avoir une télé dans sa chambre. D'un côté je pense que ça aide d'être moins stressé et à cause de cela on a moins risques des maladies cardiaques. Mais en revanche on peut devenir ~~accro~~ <sup>accroché</sup> et si on ~~se~~ <sup>n'a</sup> pas de mode de vie saine, ça peut causer des problèmes dans la vie à l'~~avenir~~ <sup>avenir</sup>.

Je pense que les films d'horreur sont le pire! C'est-à-dire je les trouve trop effrayants. Si j'avais le choix, je ne regarderais jamais cette mode de film. Hier soir j'ai regardé un nouveau film d'action et c'était formidable! Heureusement il n'y avait pas beaucoup de violence et j'aimais beaucoup les redites.

Selon moi, j'imagine que les médias auront une grande rôle dans la vie à l'avenir. Bien qu'il soit utile,

je suppose que les médias seront dangereuses, puisque  
ils encourageront une mode de vie sédentaire. Franchement,  
j'ai peur de la future. En revanche je sais qu'on  
pourra utiliser les médias pour faire beaucoup de choses,  
telles que  
comme regarder un film sur une tablette ou peut-être  
regarder les infos sur votre portable. Toutes sera  
plus vite, plus efficace et plus important dans la vie.



**ResultsPlus**  
Examiner Comments

This response scores 20/20:

- 10 for Communication and Content
- 10 for Linguistic Knowledge and Accuracy

The candidate provides in-depth information pertinent to the question and subject, including extended sequences of writing. Linguistically, the candidate has skilfully employed a range of grammatical structures, incorporating some complex constructions and has successfully referred to past, present, and future time frames.

## Question 7 (c)

In Q07(c), which focuses on the topic of traditions, candidates often misinterpreted the bullet points concerning the importance of traditions today and how they should be preserved. Some candidates gave excellent responses, utilizing a variety of tenses, but others struggled, thinking that a single example of a tense or sentence was sufficient. Specific issues included writing about general food during celebrations instead of personal experience, leading to tense issues, uneven development of bullet points, and a failure to use a minimum of three time frames (present, past, conditional), affecting their scores for Linguistic Knowledge and Accuracy. A common issue was also the tendency to develop initial bullet points more fully, with the final one often rushed or inadequately addressed, which sometimes affected the demonstration of tense variation.

Bonjour tout le monde!

Pour moi, le Noël est ma célébration traditionnelle préférée.

Chaque année, ma famille <sup>visite notre maison</sup> ~~visite notre maison~~ pour manger le repas de Noël traditionnel. Nous ~~leur~~ <sup>aux</sup> donnons les cadeaux et jouons ~~des~~ jeux. Pourvu qu'il ~~soit~~ fasse beau, nous normalement marchons près de chez moi dans les forêts et au Summit des collines - la vue est incroyable et plein de vie! <sup>Surtout en hiver</sup>

~~PTO~~

<sup>l'année dernière</sup>

Pour le repas, on ~~peut~~ <sup>peut</sup> prendre la dinde, les pommes de terres, les saucisses <sup>enveloppé</sup> du bacon, ~~la force~~ <sup>le force</sup>, les légumes et la sauce.

~~L'année dernière~~, <sup>J'ai</sup> ~~j'ai~~ pris beaucoup de dinde et puis trop de gâteaux. <sup>Malheureusement</sup>, j'étais très malade et je me suis rendu compte que je ~~devrais~~ <sup>devrais</sup> manger moins. <sup>\* pour le dessert.</sup>

<sup>l'année prochaine!</sup>

Les traditions sont très important pour moi parce qu'il me semble que nous éloignons de plus en plus de l'un de l'autre dans cette époque dominée par la technologie. Je crois que nous devons agir <sup>maintenant</sup> pour ~~arrêter~~ <sup>arrêter</sup> cela et <sup>pour</sup> sauver les traditions.

D'un côté, certains des traditions sont très vieilles mais ils sont impératif pour notre culture tout le même.

À l'avenir, on pourrait garder les traditions en enseignant nos enfants et en expliquant l'importance de <sup>des traditions</sup> ~~la famille~~ et

~~les amis~~. Si j'avais su <sup>plus tôt</sup> combien des jeunes ne pensent pas <sup>que</sup> les traditions sont importantes, j'aurais <sup>dit quelque chose</sup> ~~dit~~ plus tôt. Je ne voudrais pas imaginer <sup>que</sup> nos enfants <sup>oublieront</sup> ~~oublieront~~ ces traditions. En fin de compte, les traditions sont une partie de notre vie et ils <sup>seront</sup> ~~sont~~ toujours importantes.

\*\* Avant le jour de Noël, nous préparons en décorant le sapin de Noël avec les guirlandes et les lumières. Aussi, nous allons à l'église avec mes grands-parents parce que c'est une partie de cette tradition que nous devrions souvenir. Tous les choses que ma famille fait sont tellement traditionnelles.



**ResultsPlus**  
Examiner Comments

This response scores 20/20:

- 10 for Communication and Content
- 10 for Linguistic Knowledge and Accuracy

The candidate successfully provides detailed information across all four sections of the task, including some extended passages where language is employed creatively to articulate and support individual thoughts and opinions, as seen in the beginning of the third paragraph. The response exhibits an array of grammatical structures, including a mix of complex constructions. While there are some minor errors, particularly with endings, these do not detract from the overall comprehension. The use of tenses throughout the response is generally very secure.

## Question 8

Candidates generally performed well in this question with specific grammatical elements such as the present tense (Q08(a)), adjectives (Q08(g)), feminine adjectives (Q08(h)), and the future tense of être (Q08(j)). However, many encountered difficulties with other aspects. There was frequent confusion between the perfect and imperfect tenses in parts (e) and (f), leading to mistakes. Some candidates struggled with the formation of the perfect tense in part (b) and others failed to make the adjective 'fermé' both feminine and plural to agree with the noun in part (c). The use of the imperfect tense in particular proved to be a challenging task, and only the most confident candidates showed full mastery of the 'nous' form in the imperfect tense for 'prendre.'

- 8 Modifie les mots (a)-(j). Ils doivent respecter le sens de la phrase. Attention ! Il n'est pas toujours nécessaire de changer les mots.

Actuellement, les élèves de mon village ne (a) [aller] pas à l'école. L'année dernière, ils (b) [commencer] à étudier en ligne car les écoles régionales étaient (c) [fermé]. J'aime suivre mes cours à distance parce que je ne (d) [se réveiller] pas tôt et j'ai le temps de regarder des dessins animés. Avant, d'habitude, mes camarades de classe et moi (e) [prendre] l'autobus à sept heures du matin et ensuite nous (f) [marcher] de l'arrêt d'autobus jusqu'à l'école. Le trajet était (g) [ennuyeux] et la route était (h) [long]. La semaine prochaine, je (i) [retourner] à l'école. Ce (j) [être] génial de voir mes amis et mes professeurs !

- (a) vont (1)
- (b) ont commencé (1)
- (c) fermées (1)
- (d) me réveille (1)
- (e) ~~prend~~ prenions (1)
- (f) marchions (1)
- (g) ennuyeux (1)
- (h) longue (1)
- (i) retournerai (1)
- (j) sera (1)



ResultsPlus  
Examiner Comments

This response scores 10/10.

## Paper Summary

In this series, numerous candidates demonstrated linguistic prowess and offered creative communication content. Examiners praised these efforts but also highlighted fundamental errors related to tenses, gender, spelling, and omitted accents, particularly within the Q07 essays.

Taking this into account, candidates are offered the following advice:

- Apply grammar rules to make accurate choices, especially in question 2.
- Ensure that replicated phrases from the text are coherent and directly pertinent to the tasks in questions 4 and 5.
- Utilise the stimulus words in question 6 and ensure that the message of the short writing task is clear.
- Include more than one time frame to achieve a higher score in question 6.
- Address all sections, employ a diverse vocabulary, and utilise at least three tenses in question 7.
- Read sentences meticulously to derive the correct answer in question 8.
- Review spelling, verb endings, and tense construction, specifically differentiating between the future and conditional tenses.
- Treat all topics and sub-topics with uniform consideration during study and revision.

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