



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE  
In French (4FR1) Paper 02  
Reading and Writing

## **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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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 students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2024

Publications Code 4FR1\_02\_2406\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

## **Introduction**

The French International GCSE Summer 2024 series exhibited a wide spectrum of performances, reflecting both the strengths and challenges faced by the candidates. While a notable number of students showcased a strong command of the French language, excelling particularly in reading comprehension and straightforward writing tasks, others encountered significant difficulties, particularly in areas that required a deeper understanding of grammar and more complex writing skills.

The overall performance of candidates highlighted certain recurring trends. For instance, a consistent strength was observed in sections requiring direct extraction of information from texts. On the other hand, sections that demanded the application of grammatical rules or the generation of more creative written content revealed gaps in knowledge and application. These trends suggest that while candidates are well-prepared in terms of basic language skills, there is a need for more focused practice on higher-level language manipulation and complex grammatical structures.

This report summarises the performance trends observed across recent examination sessions, highlighting common strengths and areas where candidates could improve.

### **Question 1**

This section generally saw strong performance, with many candidates achieving full marks. The ability to discern the correct answer from similar options indicates that candidates are well-prepared in basic comprehension skills. However, some candidates struggled with more nuanced vocabulary, which occasionally led to errors.

Recommendations: Teachers should continue to emphasise vocabulary building and comprehension strategies that allow students to differentiate between closely related words and phrases.

### **Question 2**

Candidates performed well when selecting the correct words to complete sentences, though some struggled with ensuring that the selected word fit both grammatically and contextually. The most successful candidates displayed a clear understanding of both the syntax and the semantic requirements of the task.

Recommendations: It is important for students to practice both isolated vocabulary exercises and context-based learning to strengthen their ability to choose the most appropriate word.

### **Question 3**

This exercise was mostly well-handled, with many candidates successfully matching statements to the correct individuals. However, a number of candidates either placed too few or too many crosses, which led to penalties.

Recommendations: Teachers should stress the importance of following instructions precisely and encourage students to double-check their work to ensure they meet the task requirements.

### **Question 4**

The handling of single-word answers in Question 4 was particularly strong, with candidates showing a clear grasp of the required material. This suggests that students are well-prepared in areas requiring direct extraction of information.

In this more challenging section, candidates were required to extract and interpret information from a literary text. While many students performed well, there were notable issues with questions requiring a detailed understanding of the passage. Some candidates lost marks due to incomplete answers or because they misunderstood key phrases.

Recommendations: Emphasis should be placed on close reading skills and the importance of understanding the full context of a passage. Practice with a variety of texts can help students become more adept at identifying relevant information.

### **Question 5**

The majority of candidates were able to extract correct responses without overcomplicating their answers, which indicates good comprehension skills. One of the most prevalent challenges in this question was the tendency of candidates to lift phrases directly from the text, particularly when answering questions that required rephrasing. This was especially problematic with verbs like "se perdre" and its correct interpretation. The inability to successfully rephrase or paraphrase led to a significant loss of marks.

Candidates also struggled with complex grammatical constructions, particularly those involving "il faut" and "devoir." These phrases, when embedded within more intricate sentences, often led to confusion, resulting in incorrect answers. This indicates a need for more in-depth practice with such structures to enhance both understanding and usage.

Recommendations: Teachers should provide more opportunities for students to practice responding to questions in French, focusing on accurate tense usage and the need to fully address all parts of a question.

### **Question 6**

The short writing task was generally well-handled, with many candidates producing coherent and logically structured responses. However, some candidates misused specific stimulus words or failed to follow the instructions, leading to a loss of marks.

The word "gare" was a common source of confusion, leading many candidates astray. Some candidates not only misused this word but also deviated from the central topic of transport, which significantly impacted their scores.

A recurring issue was the tendency of candidates to alter provided words like "voyager," which led to inaccuracies in their responses. This indicates a lack of understanding of the importance of using the provided vocabulary correctly and without unnecessary modification.

Recommendations: Teachers should encourage students to plan their responses carefully and ensure that they fully understand each bullet point before beginning to write.

### **Question 7**

Many students demonstrated a solid understanding of the need to address all four areas of the question to effectively showcase their ability to communicate across different time frames. The top-performing responses were truly impressive, showing a confident and accurate use of a wide range of tenses, including the occasional use of the subjunctive. These responses also featured varied and complex sentence structures, along with a strong grasp of gender agreements across various grammatical elements.

This question proved challenging for some candidates, especially when addressing the bullet points that asked them to persuade friends to visit other countries. Many candidates also misunderstood the requirements, leading to digressions or incomplete responses. This often resulted from a superficial reading of the question or a lack of clarity in understanding the task.

There was a notable struggle with tense usage, especially with verbs that require "être" as an auxiliary in the perfect tense. The misuse of tenses not only affected the fluency of the writing but also led to substantial grammatical errors, which in turn reduced the overall quality of the responses.

Recommendations: Focused practice on complex sentence construction and the accurate use of tenses in extended writing will benefit students. Additionally, teachers should emphasize the importance of addressing all bullet points fully to avoid losing content marks.

### **Question 8**

The grammar section proved to be particularly challenging for some candidates. While many managed the present tense well, there was considerable difficulty with the perfect tense, especially in ensuring agreement with "être" verbs. Additionally, the use of the conditional tense was frequently mishandled, leading to near misses in responses, which indicates a partial understanding of these concepts, but a lack of the precision required for full marks.

The difficulty with agreements in gender and number, particularly in the perfect tense, was a recurring issue. Many candidates failed to accurately reflect these agreements, which significantly impacted their overall scores in this section.

Recommendations: A systematic review of grammar, particularly irregular verbs and tense formation should be incorporated into regular practice. Additionally, exercises that focus on identifying and correcting common grammatical errors could help students improve their accuracy.

### **Summary**

Overall, the general level of candidates has shown improvement, with many students displaying a good grasp of key concepts. However, there remain areas where focused practice could significantly boost performance. Teachers are encouraged to place additional emphasis on grammar, careful reading of questions, and the avoidance of direct lifts from texts. By addressing these areas, students can achieve higher accuracy and clarity in their responses.

Continuous practice and exposure to varied grammatical and contextual exercises will help future candidates better prepare for the demands of the French International GCSE exam.

