



# **Examiners' Report June 2023**

**Int GCSE French 4FR1 02R**

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## Introduction

Paper 2 constitutes the Reading and Writing component of the French International GCSE. This paper makes up 50% of the total marks for the International GCSE, while the full number of marks for the paper itself is 80; 40 marks are allocated for reading, and 40 for writing.

The assessment takes the form of an examination lasting 1 hour and 45 minutes. The paper evaluates reading and writing skills across separate sections, spanning five topic areas:

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

The **reading** section consists of the first five tasks, requiring candidates to demonstrate their comprehension of written French through reading questions, each centred around a group of short texts or a single, longer text. The overall level of difficulty escalates from the first question to the fifth.

The first question is assessed by multiple-choice answers (6 marks), the second question is a multiple-choice gap-filling exercise (6 marks), and the third question is a multiple-choice question (8 marks). The fourth question is drawn from a literary text, comprising a brief, adapted extract from an authentic source suitable for this level. Candidates are required to respond to prompts in French with short answers (10 marks). The fifth question is grounded in an authentic French text, with questions in French that demand responses in the same language (10 marks).

The **writing** section is made up of three questions, including two writing exercises and a third question focused on grammar.

The initial writing question is brief, and candidates are instructed to write between 60 and 75 words, including four specified words or short phrases. The assessment is divided into two categories: 1) Communication and Content; 2) Linguistic Knowledge and Accuracy (10 marks). The second writing question, longer than the first, provides an element of choice. Candidates may select from three questions derived from varying topics, and must write between 130 and 150 words in response, addressing four bullet points. Again, the assessment falls under two headings: 1) Communication and Content; 2) Linguistic Knowledge and Accuracy (20 marks). For the third, grammar-based question, candidates are required to modify the words in brackets so that they fit correctly into the sentences. This might involve the manipulation of, for example, verbs and adjectives into their proper verb form (10 marks). In this section of the paper, grammatical accuracy, punctuation, and spelling are evaluated.

## **Question 1**

In this series, question 1 covers the topic of role models. Candidates are required to select the correct option to complete the sentence, and the majority performed well. The format of this question demands a thorough reading of the text to answer the six multiple-choice questions. Success depends on understanding the core vocabulary of the text and identifying the message, key points, details, and opinions. Most candidates excelled in this question, often scoring full marks, reflecting a strong grasp of the topical vocabulary.

## **Question 2**

For question 2 (topic of environment), candidates have to complete sentences by selecting words from a given bank, taking into account both grammar and meaning. A specific example is provided to illustrate the considerations candidates need to make. Success in this exercise requires careful interpretation of both the text and the grammar, and in many instances, candidates performed well. The majority scored more than half marks, with many scoring full marks. Errors typically arose when candidates chose words that were grammatically correct but did not follow the content of the passage. Overall, candidates demonstrated strong practice in the format of these exercises, and their ability to select the correct, relevant type of word for each question was indicative of their understanding and confidence in the subject.

### Question 3

This question requires candidates to match statements to specific individuals. The instructions call for candidates to place exactly eight crosses in appropriate boxes to identify who has made the statements or what they refer to, with some statements possibly relating to more than one person or none at all.

The exercise covers the topic of school rules and pressures. Most candidates followed the instruction of placing eight crosses, although some puzzlingly placed only six or seven, missing an opportunity to score, while others placed more than eight and faced a deduction in marks for each additional cross.

The performance was generally strong, with most candidates scoring high marks, demonstrating a clear understanding of the vocabulary and the instructions. Overall, the majority of candidates seemed well-prepared for the format of the question and displayed an excellent grasp of the topic vocabulary. However, there was a recurring need to remind candidates of the requirement to place exactly eight ticks, and for some, to make their crossing out clear if they changed their minds.

	Karim	Naya	Sébastien
<b>Exemple :</b> J'ai une opinion positive sur les devoirs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>A</b> J'utilise la technologie pour faire mes devoirs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B</b> Je vais passer un examen cette année.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>C</b> Avant, les devoirs me stressaient.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>D</b> On m'aide avec mes devoirs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E</b> Je fais de la musique comme activité après les cours.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>F</b> Faire mes devoirs ne me prend pas beaucoup de temps.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>G</b> Je pratique un sport pour rester calme à l'école.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



**ResultsPlus**  
Examiner Comments

This response scores full marks.

## Question 4

Question 4 covers the topic of sports and requires candidates to extract ten items of information in note form. These items include individual words, and short phrases. Most candidates performed well, though there were issues with understanding the difference between 'fatigue' and 'fatigué'. Some candidates failed to provide two clear distinct ideas where two marks were available and some were unable to adapt sentences accurately from the text in terms of personal and possessive pronouns in parts (f) and (g), highlighting ambiguous 'lifts' from the text.

In summary, candidates generally did well across the different forms of this question, displaying an ability to extract required information. However, various specific misunderstandings, incomplete answers, and issues with language nuances led to some loss of marks. Attention to detail, careful reading of questions, and understanding of grammatical elements are areas identified for improvement.

Prends des notes sur « Les poteaux étaient carrés ». Complète le tableau **en français**.

**Exemple :** Âge de l'enfant : ..... onze ans .....

(a) Évènement sportif\* que l'enfant a regardé : ..... la finale de la Coupe de France ..... (1)

(b) Description de l'oncle : ..... âgé ..... et  
..... fatigué ..... (2)

(c) Méthode de transport choisie : ..... voiture ..... (1)

(d) Ce que l'enfant a vu devant le stade : ..... de personnes qui faisaient la queue ..... (1)

(e) Météo le jour du match : ..... il faisait froid ..... (1)

(f) Aspects négatifs du match : ..... son équipe a perdu ..... et  
..... un joueur s'est cassé la jambe ..... (2)

(g) Deux souvenirs positifs de cette journée : ..... une photo avec un joueur .....  
et ..... une autographe ..... (2)



**ResultsPlus**  
Examiner Comments

This response scores 10/10.

## Question 5

Question 5 is on information and communication technology. Many candidates struggled, particularly where an understanding beyond simple lifting of text was required. For example, in Q05(b) many candidates often found it difficult to use the imperfect tense and use the comparative accurately. Errors included incorrect inferences and a lack of comprehension of certain terms. Some questions, however, were answered more successfully. For example, in part (e) most candidates were able to sufficiently alter the text to gain the marks.

Generally, candidates performed well when questions were less complex or when direct lifting was sufficient. Mistakes often arose from misunderstanding or mishandling specific terms and phrases, failing to manipulate the lifted text to address the questions accurately, or not comprehending the questions. Some candidates were able to score marks in more challenging sections. It is very important to read the questions carefully and the need for precise and targeted answers rather than untargeted copying.

(a) Qu'est-ce qu'on apprend au sujet du matériel vendu en Suisse ?

(1)

L'achat de smartphones et d'ordinateurs portable continue d'augmenter chez les jeunes.

(b) Que faisaient les jeunes il y a dix ans par rapport à maintenant ?  
Donne deux détails.

(2)

Il y a dix ans les jeunes regardaient plus la télé et utilisaient moins les réseaux sociaux.

(c) Selon la plupart des jeunes, comment sont les livres, de nos jours ?  
Donne deux détails.

(2)

Les livres ne sont pas fascinants et sont inutiles.

(d) Qui passe le plus de temps sur les réseaux sociaux ?

(1)

~~Les garçons passe suisse~~ En Suisse, c'est les garçons.

- (e) Selon les professeurs, quelles sont les conséquences négatives des réseaux sociaux pour les élèves ?  
Donne **deux** détails.

(2)

Les élèves sont moins sérieux pendant les cours. Les élèves ne lisent plus pour ~~leur~~ leur plaisir.

- (f) Qu'est-ce qu'on pourrait faire pour encourager les élèves à lire encore ?  
Donne **deux** détails.

(2)

Un plus grand choix de livres gratuits disponible sur leur tablette ou smartphone.  
~~Aussi on pourrait~~ D'autres ~~suggèrent~~ disent qu'il faut que les jeunes puissent aller à la bibliothèque sans payer de services.

(Total for Question 5 = 10 marks)



**ResultsPlus**  
Examiner Comments

This response scores full marks.

## Question 6

The short writing task in question 6 is on transport. Candidates were generally well-prepared, and many were able to write accurate and complex responses in French, displaying idiomatic phrases and varied tenses. Most scored full marks for Linguistic Knowledge and Accuracy, but some lost marks in Communication and Content, mainly because they failed to adhere to the given instructions or misused certain stimulus words. Teachers are advised to emphasise the importance of reading the instructions and the title carefully, and candidates are reminded that using the stimulus words verbatim and focusing on the topic is essential for maximum marks. Even though many candidates wrote more than the suggested 60–75 words, the quality varied with the length of the response. Stronger candidates showcased their linguistic skills by including complex structures and ideas, while weaker candidates often made errors in verb and adjectival agreements.

Overall, the candidates' performance on these tasks was commendable, with many providing outstanding responses and only a minority failing to understand or incorrectly using specific words or phrases.

6

voiture /

inconvénients /

demain

écologique /

Tu écris une réponse de 60 à 75 mots **en français** au sujet des transports. Tu **dois** employer tous les mots ci-dessus.

(10)

Quand je vais à l'école je utilise le transport commun mais quelque fois je utilise la voiture comme hier. Hier je suis allé à l'école avec en voiture et ~~elle~~ c'est a avantages comme , c'est plus rapide mais en meme temps il y a inconvénients. Comme ce n'est pas écologique et elle c'est un cause de la rechauffement climatique. Mais l'expérience en voiture avec mon père était fantastique. Et demain je voudrais aller à l'école en voiture encore mais je vais utiliser le transport commun pour l'environnement parce que c'est plus écologique.



This response scores 10/10:

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

This candidate has crafted a persuasive response on the topic of transport, providing detailed and fully relevant descriptions. They demonstrate a clear ability to articulate ideas and opinions, presenting a coherent piece of writing with a logical flow and sequence of ideas. Linguistically, the response displays a diverse range of vocabulary and grammatical structures. The language has been manipulated to produce fluent sentences, making the piece highly accurate, barring a couple of minor errors.

## Question 7 (a)

The longer writing task in Q07(a) is on food and drink, and was the most chosen option by candidates.

In some responses, candidates showcased convincing understanding and creativity, such as ways to encourage people to eat healthy food. However, some candidates found it challenging to tackle bullet point 2 successfully as they did not seem to understand the verb 'éviter' in the bullet point. Examiners are looking for appropriate and well-developed responses to each bullet point, and some tasks triggered well-structured and highly developed essays with topical vocabulary and use of correct tenses. Conversely, misunderstandings or the inability to address specific bullet points led to incomplete or less successful responses (in some cases).

Salut Anaia! Je t'écris pour parler de la sujet le plus important au monde. La nourriture! Manger est l'un de mes passe-temps ~~préfé~~ préféré. Plus que tous, j'aime ~~la nourriture~~ les aliments sucrés. Mais j'évite de les manger souvent ~~pour~~ afin que je puisse rester en forme.

Le repas le plus important pour moi, c'est le ~~déjeuner~~ dîner. Je l'aime parce que je peux manger et passer du temps avec ma famille en même temps. ~~Pour les autres repas, nous~~ ~~ne~~ ~~l'~~ Ce que j'aime le plus c'est la cuisine de ma grand-mère, car ses plats sont vraiment délicieux. Si c'était possible, je les mangerais tous les jours. Mais, malheureusement elle vive loin de nous.

D'un autre sujet, je ~~peut~~ crois qu'il est très important d'avoir une alimentation saine. Pour manger plus équilibré j'essaie de manger des fruits avant de commencer ~~mon~~ ma journée. J'essaie aussi d'éviter boire des boissons gazeuses et manger de la <sup>restauration rapide</sup> ~~fast food~~. Mais, quelquefois mes parent commandent des <sup>pizzas</sup> ~~la fast food~~ quand j'ai fait quelque chose de bien. ~~pour ceter et pour~~

Donc, on <sup>les</sup> mange pour les occasions spéciales.

~~Par exemple~~ Aller ~~au~~ au restaurant est aussi amusant. Une cuisine que j'adore c'est la cuisine Libanaise. Récemment, pour célébrer mes bonnes notes, ~~me~~ ma famille et ~~moi~~ <sup>moi</sup> ~~sois~~ sommes allés ~~au~~ au restaurant Libanaise ~~qu'on~~ qui s'appelle 'Al Mashawi'. C'était une sortie inoubliable! J'ai mangé trop, et ~~je~~ je suis rentrée chez moi plus grosse qu'avant. La ~~cuisine~~ <sup>repas</sup> était super, et j'aimerais bien y retourner. Ma famille, eux, est d'accord.

Ayant tout considéré, je veux partager ma passion pour la nourriture avec tout le monde. Je pense qu'il est aussi nécessaire d'encourager les gens à manger sain. Pour en faire, on pourrait partager des instructions pour cuisiner les repas sains en ligne. Il faut ~~de~~ aussi éduquer les jeunes à la conséquence de manger trop de fast-food. Il n'est pas ~~facile~~ difficile de manger ~~de~~ de façon saine. Juste prendre le temps pour cuisiner ~~tes~~ <sup>tes</sup> plats, et ~~rechercher~~ <sup>recherches</sup> les restaurants sains au lieu de toujours commander de la nourriture. ~~mais~~ J'aime manger mais j'aime aussi prendre soins de ma corps, en évitant les choix de vie malsains. J'espère que tu viendras ici bientôt, et que j'aurais la chance de cuisiner un plat sain ~~mais~~ <sup>et bon</sup> ~~délicieux~~ <sup>bon</sup> pour ~~toi~~ toi. Au revoir & pour maintenant! (Total for Question 7 = 20 marks)



This response scores 20/20:

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

This candidate achieves full marks, particularly excelling in the language component of the mark scheme. Despite some noticeable errors, the candidate's response is rich in interesting vocabulary and includes many idiomatic expressions. The use of various tenses, such as the past and conditional tenses, contributes to the high score. In addition to the language prowess, the candidate's response tackles all the bullet points with clear details. The combination of linguistic competence and engaging content ensure maximum marks are awarded.

## Question 7 (b)

For Q07(b) (the least popular option), the topic covered is traditions. For this question candidates often resorted to writing pre-learnt responses, leading to some bullet points not being addressed successfully. Bullet point 4 was challenging for some candidates due to unsuccessful use of the conditional tense. Communication and Content requires candidates to convey detailed information with varied vocabulary. Good responses explored personal experience of cultural and traditional events. Linguistically, manipulation of grammatical structures, mostly accurate referencing to different tenses, was expected. Errors should not hinder clarity.

## Les traditions

par Parushi M

Il y a beaucoup de différentes traditions dans le monde. Ce qui me plaît le plus, c'est le Diwali. Le Diwali est une tradition bien indienne bien connue par la plupart du monde. Je le préfère car j'adore allumer les diyas autour de la maison, et je le trouve une bonne façon de passer du temps avec ma famille. Également, j'adore la nourriture festive, même si ~~il y a trop de sucre~~ il a trop de sucre! J'en mange pendant le Diwali! /

Quand j'étais jeune, ~~je~~ j'ai célébré le Holi. Je l'adorais vraiment car je pouvais jouer avec de la poudre colorée. L'ambiance de la fête était joyeuse. J'ai ~~une~~ célébré Holi avec mes voisins dans un parc à côté de notre condo. Donc, cela a renforcé notre sens de communauté, et puis notre sens d'appartenance.

Selon moi, les événements culturels sont très importants, particulièrement pour les jeunes. En célébrant les événements, on peut rencontrer des nouvelles personnes ou apprendre les différents styles de vie. D'un autre côté, les traditions me permettent de rester plus proche avec ma famille. Les traditions peuvent aussi contribuer à perpétuer l'héritage ~~par~~ culturelle à travers les générations.

C'est important de rester ouvert au change, car c'est ainsi qu'on apprend. On pourrait changer les traditions afin ~~de~~ d'éviter le gaspillage. Si on réduit le gaspillage de les traditions, ce sera meilleur pour la monde. De plus, la nourriture festive souvent a beaucoup de sucre et est trop mauvais pour la sante. On pourrait changer ces ingrédients.

Enfin, les événements culturelle sont intégrés pour la société.



**ResultsPlus**  
Examiner Comments

This response scores 19/20:

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

The candidate has produced a response that is fully coherent, addressing all the bullet points in a logical manner. The writing is confident, fluent, and purposeful. The candidate displays evidence of an excellent variety of vocabulary and grammatical structures. The use of at least three tenses is secure, and the response includes some complex structures as the use of si clause.

## Question 7 (c)

This question presents the topic of daily routines. Most candidates excelled and covered all the aspects of the bullet points. Successful responses were imaginative with reference to present, past and future tenses. Misinterpretations occurred when candidates discussed what they normally do at home instead of using the past tense when covering the third bullet point. The least successful responses did not offer convincing writing, particularly concerning the use of tenses, and there was significant confusion between future and conditional tenses for the fourth bullet point.

In summary, while there were some misunderstandings and misinterpretations of the tasks, leading to partial successes in various sections, there were many exemplary answers for this option.

Bonjour ~~Bienvenue~~ tout le monde! Aujourd'hui dans ce blog, je voudrais parler un peu sur ma routine de tous les jours.

Ma routine pendant une journée typique, c'est ~~très~~ très trépidante et fatigante. Je me lève à sept heures pour aller à l'école, et après avoir fini mes cours, je fais des activités extrascolaires, comme l'orchestre et le badminton. Je fais mes devoirs ~~le~~ le soir, et puis je lis un peu avant de me coucher.

Généralement, ma routine, ça me plaît; mais l'inconvénient, c'est que je suis toujours très occupée. Donc je n'ai pas de temps pour bien me relaxer!

Par exemple, hier, je n'ai pas fait grand-chose à la maison car j'ai du finir mes <sup>devoirs</sup> ~~devoirs~~. Mais j'ai aussi bavardé avec mes parents pendant le dîner - c'était très agréable!

Si j'avais plus de temps, j'aimerais faire plus de tâches.

ménagères à la maison. Je voudrais surtout apprendre à cuisiner! Ça m'intéresse beaucoup.

Et vous? Comment ~~est~~ <sup>sont</sup> ~~vos~~ vos routines quotidiens? Laissez une commentaire!

Des commentaires...



**ResultsPlus**  
Examiner Comments

This response scores 20/20:

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

The candidate has provided a response that is both coherent and highly accurate, covering all four bullet points in extensive detail, with language that is both complex and varied. Linguistically, the candidate exhibits an excellent variety of vocabulary and grammatical structures, albeit with a few minor errors.

## Question 8

The final question is focused on grammar and the topic of holidays. Most candidates scored around 7 out of 10. However, many found difficulties with tenses, particularly distinguishing future from conditional, irregular verbs, plural endings, gender identification, and other specific verb form challenges. Some candidates added extra words, contrary to instructions. Spelling and accent use were important but tolerable if non-essential. The overall impression is that while question 8 was generally well-handled, it posed significant challenges in various aspects of grammar, and awareness of the question's place in the examination paper must be emphasized to candidates as some did not attempt the question.

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.

D'habitude, mes parents et moi (a) [partir] à Nice pour les vacances. Nous aimons (b) [bronzer] sur les belles plages (c) [blanc] de la côte tout en (d) [lire] des magazines. L'année prochaine, je (e) [visiter] le Québec avec une amie qui est toujours très (f) [heureux]. Elle est allée au Canada l'année dernière et elle (g) [se promener] au bord des Grands Lacs. Hier, j' (h) [acheter] un nouveau sac pour partir au Québec et demain je (i) [faire] les magasins pour m'acheter des vêtements. Si j'avais beaucoup d'argent, je (j) [choisir] des robes de mode car elles sont très jolies.

- (a) *partons* ..... (1)
- (b) *bronzer* ..... (1)
- (c) *blanche* ..... (1)
- (d) *lisant* ..... (1)
- (e) *visiterai* ..... (1)
- (f) *heureuse* ..... (1)
- (g) ~~est~~ *s'est promenerée* ..... (1)
- (h) *ai acheté* ..... (1)
- (i) *ferai* ..... (1)
- (j) *choiserais* ..... (1)



**ResultsPlus**  
Examiner Comments

This response scores 9/10.

This was a very good response from a successful candidate with only part (c) being wrong as the mark of the plural 's' was missing at the end of the word.

## Paper Summary

In this series, many candidates showcased linguistic flair, going beyond expectations with their handling of complex grammatical constructs like the subjunctive, and the inclusion of idioms. Examiners commended these efforts but also noted basic errors related to tenses, gender, spelling, and missing accents, particularly in the question 7 essays.

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

- Use grammar rules to make the right choices, especially in question 2.
- Ensure that copied phrases from the text make complete sense and are directly responsive to questions 4 and 5.
- Use the stimulus words in question 6, and be concise in answers.
- Incorporate more than one time frame to score higher in question 6.
- Address all sections, use a range of vocabulary, and apply at least three tenses in question 7.
- Read sentences carefully to produce the correct answer in question 8.
- Check spelling, verb endings, and tense formation, particularly distinguishing between the future and conditional tenses.
- Approach all topics and sub-topics with equal attention when studying and revising.
- Read questions carefully and avoid copying untargeted sections of text.
- Manipulate pronouns correctly and express ideas in a logical sequence, displaying an excellent range of vocabulary and grammatical structures.

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