



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel International Advanced Subsidiary
In French (WFR02) Unit 2: Understanding and
Written Response

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Introduction

WFR02 01 is a unit from the brand new IAL French specification which does not supersede a previous one.

It is assessed in a written examination available in January and June of each year. The assessment lasts 2 hours 30 minutes and is made up of 90 marks. It can contribute to either the International Advanced Subsidiary or the International Advanced Level qualification.

Assessment across Unit WFR02 01 relates to following General Topic Areas:

General Topic Area	Sub topics
Youth matters	Family relationships and friendships Peer pressure and role models Music and fashion Technology and communication
Lifestyle, health and fitness	Food and diet Sport and exercise Health issues Urban and rural life
Travel and environment	Tourism, travel and transport Natural disasters and weather Climate change and its impact Energy, pollution and recycling
Education and employment	Education systems and types of schooling Pupil/student life Volunteering and internships Jobs and unemployment

Assessment

The assessment for this unit has three sections.

Section A: Listening (20 marks)

Students will be required to listen to a range of authentic recorded material and to retrieve and convey information given in the recording by responding to a range of questions.

Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in the target language.

Section B: Reading and Grammar (30 marks)

Students will be required to read authentic printed materials and to retrieve and convey information by responding to a range of test types in the target language. The questions will elicit non-verbal responses and answers.

Questions are linked to a range of reading comprehension exercises.

Students will also need to understand and manipulate grammatical structures in the target language by selecting the most appropriate word form to fit a gap and by manipulating sentences that appear in a previous exercise from the section and reforming the sentence around a given word.

Section C: Essay (40 marks)

Students will write a 240-280 word essay in the target language, in response to a short stimulus and four related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the language produced.

Comments relating to individual questions from the 1706 series:

Section A: Listening

Q1. Multiple Choice Students were provided with four options A, B, C, or D for each item within the question. (The correct response, and three distractors). Question 1 was taken from the sub topic of sport and exercise. Examples of student performance:

Q1(a) Most students were attentive to detail and picked up the idea of ***Surtout suivez une formation sérieuse*** when prioritising their choice of response. They had clearly understood the need to recognise a superlative.

Q1(b) Students needed to make the link between *sécurité* and *sûr*. There was clear evidence of significant work on synonyms within centres.

Q2. Multiple Choice Students were provided with four options A, B, C, or D for each item within the question. (The correct response, and three distractors). Question 2 was taken from the sub topic of jobs and unemployment. Examples of student performance:

Q2(a) Most students were successful in determining which group was the most affected by *le chômage* and were mindful to focus upon an entire sentence, rather than upon a single lexical item.

Q2(d) A number of students found it difficult to make the link between *être expérimenté* and *qui ont déjà travaillé*. Students may find it beneficial to establish their own extended list of faux amis.

Q3. Summary completion Students were required to complete a summary, choosing from a list of eight words. There was a mixture of word types. Question 3 was taken from the sub topic of tourism, travel and transport. Examples of student performance:

Q3(a) Most students were successful in making the link between *il faut* and *obligés*, familiar with the practice of retaining clusters of phrases which share the same meaning.

Q3(b) The ability to draw an inference established the connection for some students between *serrés les uns contre les autres* and *plein à craquer*.

Q3(c) The main distractor to this response was *imaginer*, but the other two incorrect infinitives were occasionally offered in response. Those students who gained the mark had succeeded in discriminating between *croiser* and *imaginer*, having already narrowed down their options to just two plausible responses.

Q3(d) As per 3(c), students often ruled out two infinitive responses, as they did not make sense. This meant that they were able to focus their listening upon just two possible responses, from which one was then eliminated.

Q4. Short Answer Questions This required responses using a single word, a phrase or a short sentence. Each item was worth 1 or 2 marks. Question 4 was taken from the sub topic of music and fashion. Examples of student performance:

There were several instances in Q4(a) where students made a few grammatical errors whilst still securing the 2 available marks. These responses are only marked on the basis of communication, rather than accuracy of language:

- *Parce qu'il ne vas pas metre la veste plus d'un fois.*
- *Parce qu'il devrait s'endéter pour l'acheter.*

In this instance, the response has conveyed both elements of the response, albeit with grammatical errors, so both marks were awarded.

In the case of Q4(d), the following response was offered:

Il est mieux accepté par ses pères et ça lui donne de la confiance.

Only one mark was awarded here, as the student had not grasped the idea of « *pairs* ». More confident students realised that *pères* would not be a plausible response, in this context. Where a response did not seem coherent, students sometimes used contextual meaning to arrive at a more plausible response.

There was much evidence in 4(f) of students attempting to respond, by using their own words. The following example shows where a student has clearly understood what is required and has responded by using known constructions. This excellent practice avoids untargeted lifts from the recording and secures the mark, despite errors being present:

- *Parce qu'elle dit que a l'école ca n'intéresse personne comment il est habillé.*

Section B: Reading and Grammar

Q5. Multiple Choice Questions Students were provided with four options: A, B, C, or D for each item within the question. (The correct response, and three distractors). Question 5 was taken from the sub topic of music and fashion. Examples of student performance:

Q5(a) Most students were successful in linking *étonné* and *surprenant*, even though both terms were negated in different ways. Some excellent work on synonyms seems to have taken place.

Q5(d) Knowledge of a range of adjectives was key to success here. Students equally needed to rule out each distractor, before being able to choose the correct adjectival response. Such attention to detail and a methodical approach were in evidence, given the overall success rate.

Q6. Short Answer Questions This required responses using a single word, a phrase or a short sentence. Each item was worth 1 or 2 marks. Question 6 was taken from the sub topic of energy, pollution and recycling. Examples of student performance:

Overall, it was pleasing to note that most responses attempted to avoid the use of untargeted lifts from the associated text. Students are asked to express responses in their own words, as much as possible. Most students were equally mindful to ensure that they were actually addressing the question. For example, Q6(c) required reference to *effets*, rather than just the mention of *pomper l'eau et ouverture des écoles*. The following very short answer attracted both marks: *pas d'eau potable, écoles fermées*.

Q7. Short Answer Questions This required responses using a single word, a phrase or a short sentence. Each item was worth 1 or 2 marks. Question 7 was taken from the sub topic of urban and rural life. Examples of student performance:

Whereas most students offered concise responses, there were cases where responses comprised of large sections of language lifted from the text. Students are asked to express their response, by using their own words. There is no need to use unnecessarily ambitious structures. For example, in Q7(a), students who just wrote: *Ils ont quitté Paris* were awarded the mark. Likewise, in Q7(f), students needed to mention two *conséquences*, such as: *manque de logements, concurrence pour l'emploi*. Long answers often contained irrelevant material.

Q8. Sentence Transformations: Students were required to write out the correct form of each targeted word. Question 8 was taken from the sub topic of urban and rural life. Examples of student performance:

Q8(a) A minority of students were familiar with the construction *venir de + infinitive*.

Q8(b) Whereas most students seemed aware of the past participle of *naître*, some conjugated it with *avoir* rather than *être*.

Q8(c) Most students correctly chose to retain the infinitive version of the reflexive verb *s'installer*.

Q8(d) The majority of students were confident in the use of possessives.

Q8(e) It was pleasing to note that this form of the subjunctive was relatively well known. In some cases, students did however offer *fasses*, as opposed to *fasse*.

Q8(f) Many students seemed very much at ease with the rules governing *si* clauses, although some responses offered incorrect endings such as: *étaient* and *étais*.

Q8(g) Although most students showed awareness of the future tense of *être* here, it was once again the verb ending which was incorrect in some instances.

Q8(h) A minority of students were aware of the use of *bel* preceding a masculine singular noun beginning with a vowel.

Q8(i) For this item, *merveilleux* was sometimes offered in its original form, but most students attempted to produce the feminine plural form of the adjective.

Q8(j) Whereas most students grasped the need to respond with the past participle of *mordre*, it was occasionally confused with *mort*.

Section C Writing

Q9 Essay This section requires students to write an essay. The recommended length is 240–280 words, the essay being based on a short printed stimulus. Question 9 was taken from the sub topic of education systems and types of schooling.

Comments relating to the four bullet points:

Bullet point 1 – This was well addressed by most students.

Bullet point 2 – Most responses included reference to specific past experiences. Some made reference to the past influence of both parents/carers and teachers.

Bullet point 3 – On some occasions, *métier manuel* was misunderstood. There was however some excellent exemplification of this career pathway.

Bullet point 4 – Whereas most responses addressed the bullet point, some students offered a general response about their future.

Q9 What students did well:

- Most essays addressed all four bullet points
- Responses were typically of between 240 and 280 words
- Most students attempted to develop bullet points
- Many essays offered a wide range of complex structures and lexis
- Exemplification of bullet points, based upon personal experience
- Restricted the response to just relevant material

Q9 How some students could improve upon performance:

- Be sure to address all four bullet points
- Avoid digression from the required content
- Avoid the use of over-ambitious structures
- Remember that an essay of 240 words can attract full marks

General summary

Based on their performance on this paper, students should:

- Ensure that handwriting is clearly legible
- Avoid the use of untargeted lifts from texts
- Base all comprehension responses upon evidence from the text/recording
- Use their own words, as much as possible
- Be aware of grammatical structures associated with this specification
- Address all elements of each question, especially Q9

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