



**Pearson**  
**Edexcel**

# **Examiners' Report**

## **Principal Examiner Feedback**

**Summer 2018**

**Pearson Edexcel International Advanced Subsidiary  
In French WFR02\_01: Understanding and Written  
Response**

## **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 2018

Publications Code WFR02\_01\_1806\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

**Summer 2018 Examiner's report**  
**IAL French Unit (WFR02/01): Understanding and**  
**Written Response**  
**IAS compulsory unit**

**Introduction**

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

External assessment: written examination

Availability: January and June

First assessment: June 2017

Total marks: 90

Weighting: 69.2% of the total IAS raw marks

34.6% of the total IAL marks

Examination time: 2 hours 30 minutes

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

<b>General Topic Area</b>	<b>Sub topics</b>
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
Environment and travel	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 TL material and to retrieve and convey information given in the recording by responding to a range of TL 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 TL 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 TL answers.

Questions are linked to a range of reading comprehension exercises. Students will also need to understand and manipulate grammatical structures in the TL by selecting the most appropriate word form to fit a gap.

### **Section C: Essay (40 marks)**

Students will write a 240-280 word essay in the TL, in response to a short TL 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.

## Section A: Listening

### Question 1. 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 music and fashion. Examples of student performance:

Q1(a) A significant majority of students were able to identify *une minorité* from the recording and the focus therefore turned to the correct response: *idiot*. In order to achieve the mark, it was necessary to understand the reference to *quelques-uns* in the recording.

Q1 (d) Students needed to focus on the significance of "se *développera*" which appeared at the very end of this section of the recording. It was equally necessary to rule out the three distractors, by paying close attention to key synonyms on the question paper.

### Question 2. 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 climate change and its impact. Examples of student performance:

Q2(a) Students were generally successful in determining which group of individuals would potentially be most influenced by Mégane. Not only was it necessary to rule out all three other groups, but additionally, students needed to draw upon their knowledge of synonyms in order to identify '*politiciens*'/'*parents*'/'*éducateurs*' within the recording.

Q2(d) In order to secure this mark, students needed to align the meaning of *dépense toute son énergie* with the adjective *épuisant*, whilst navigating more than one negative included in the recording. The three distractors were very plausible alternatives and there was a need to understand a conjugated version of *avoir peur* in the recording.

### 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 urban and rural life. Examples of student performance:

Q3 (a) Students were generally successful at selecting the correct one from the two responses offered in the third person singular of the imperfect tense.

Q3(b) Students needed to establish the link between *pratique* and the reference to buses stopping where needed in the countryside. The presence of three other adjectives in the list of eight words available did mean that more than one distractor had to be discounted.

Q3(c) The only plausible distractor to this response was *évitait*, so this meant that it sufficed to make the link between *familiers* in the recording and *connaissaient* on the question paper.

Q3(d) As per 3(b), it was necessary to choose from four adjectives or to extract the correct information directly from the recording. The latter was the slightly more difficult option.

### 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 jobs and unemployment. Examples of student performance:

In a number of responses to Q4 (a) students secured the 2 available marks, even though there were grammatical errors. Responses to Q4 are only marked on the basis of communication, rather than accuracy of language:

- *Il ne l'a pas vu arrivée.*
- *Il est une personne habituee a etre tout le temps en activité*

In these examples, both elements have been conveyed, albeit with grammatical errors, so both marks were awarded.

In response to Q4(b), the following response was offered by a significant number of students: *bouger beaucoup*. There is no reference to staying away from home in this response, but it does reflect the evidence from the recording. The mark was therefore

awarded. The following short answer also attracted the mark: *partir en déplacement*.

In responding to 4(f), many students correctly referred to the maximum period (*un mois*) for which Moustafa had ever been unemployed. In a number of cases, students did however offer *deux semaines* as part of the response. This could not be credited, as the early part of the recording indicates that he has already been unemployed for three weeks.

## **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 family relationships and friendships. Examples of student performance:

Q5(a) Students generally succeeded in linking *quelques absents* with the reference to *manque* in the first paragraph of the text. This required more than just an awareness of synonyms.

Q5 (e) To secure this mark, students needed to identify the significance of '*surtout*' within the actual question. Without this, it was not possible to rule out all the alternatives to '*blagues*'. Close scrutiny of the question directed the focus of students to the correct response.

### **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 education systems and types of schooling.

When responding to this question, most students were mindful to avoid the use of untargeted lifts from the associated text. Students are asked to express responses in their own words, where possible.

Untargeted lifts:

An untargeted lift is an answer where a student copies out a chunk of the text indiscriminately, with no manipulation of the text. Questions are phrased so that students cannot offer an untargeted lift and give the correct answer.

Example:

Q6(d): Qu'est-ce qui indique que beaucoup d'argent a été investi dans le lycée?

The text reads:

Ariella n'a surtout pas voulu que nous partions avant d'avoir visité son établissement, avec un tout nouveau gymnase, doté également du seul mur d'escalade de la région.

An untargeted lift such as "son établissement, avec un tout nouveau gymnase" does not answer the question.

However, students can take vocabulary from the text to make a correct answer (a targeted lift) e.g. "Il y a un nouveau gymnase"

Examples of student performance:

In Q6(a), many students were successful in adhering to the notion of *prévu*, aware of the requirement to convey the anticipated *baccalauréat* results, rather than the actual results.

In Q6(c), a significant proportion of students were usually able to identify at least one of *Ariella's principes*. A small minority did however convey the opposite of the correct message in their response.

## **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 energy, pollution and recycling. Examples of student performance:

Students usually offered short responses, where possible. In other instances, responses were composed of whole sections of language, taken from the text as part of an untargeted lift. Students are asked to express their response, by using their own words. Simple language structures tended to be the most successful.

For example, in Q7 (a), very little manipulation of language was required in order to convey the following correct response: *se familiariser avec les procédures pour le tri.*



Similarly, in Q7 (f), many students offered: *une. multiplication des points de collecte pour le verre*. By contrast, long answers often contained ambiguous 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 energy, pollution and recycling. Examples of student performance:

Q8(a) A significant number of students were aware of the rules relating to the use of the present tense followed by *depuis*.

Q8(b) Many students offered the correct feminine singular form of the adjective *individuelle*.

Q8(c) Whilst some students offered the correct form: *augmenté*, a significant number responded in the present tense.

Q8(d) The correct masculine plural form: *collectifs* was widely known.

Q8(e) Many students offered the correct third person singular form of the verb *comporte*, having acknowledged the use of *aujourd'hui* within the same clause.

Q8(f) Students were often familiar with the rule regarding *en + present participle*, although some of these did offer *rendrant*, as opposed to *rendant*.

Q8(g) Most students were unsure of the feminine plural form of the adjective: *piétonnes*, although many did realise that the feminine plural form was required and offered *piétones*.

Q8(h) Students were often familiar with the correct form of the verb: *prennent*.

Q8(i) For this item, a significant number of students offered the feminine plural form *encouragées*, as opposed to the correct form: *encouragés*.

Q8(j) A significant number of students were clearly aware of the requirement to use an infinitive verb following *pour*.

## **Section C Writing**

### **Q9 Essay:**

This section requires students to write an essay based on a short printed stimulus. The recommended length for the essay is 240-280 words, though examiners mark all the work written by students; they do not count the words when marking the essay. It is, however, quite possible for an essay of 240-280 to gain full marks and students should avoid writing essays which are over-long.

Comments relating to the four bullet points:

Bullet point 1 – This was well addressed by most students, although some responses lacked development.

Bullet point 2 – The majority of responses addressed the bullet point. A small minority did however overlook the reference to both “comment” and “santé” in the question.

Bullet point 3 – Overall, students offered a complete response. There was some excellent exemplification of this point, drawing upon personal experience. A few responses overlooked the need to make reference to “vos amis”.

Bullet point 4 – Whereas the majority of responses addressed the final bullet point, some students offered a general perspective of the future.

### **Q9 What students did well:**

- All four bullet points were attempted
- Responses were typically of between 240 and 280 words
- Students developed most 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
- Read each bullet point carefully
- 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 clear and legible.
- Avoid the use of untargeted lifts from texts.
- Base all comprehension responses upon evidence from the text/recording.
- Use their own words, where possible.
- Be familiar with grammatical structures which are associated with this specification.
- Address all elements of each question, especially Question 9.

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom