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Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International Advanced
Subsidiary Level
In French (WFR02) Paper 01
Understanding and Written Response

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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:

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
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.

Comments relating to individual questions from the 1906 series:

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 food and diet. Examples of student performance:

Q1(a) The vast majority of students succeeded in identifying *depuis six ans* within the recording and this was linked to *plusieurs années* from the responses available. Some students were however incorrect in linking *plusieurs années* and *deux années*.

Q1(b) Students needed to acknowledge the presence of *surtout* within the recording, in order to avoid opting for one of the distractors.

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 education systems and types of schooling. Examples of student performance:

Q2(a) To secure this mark, it was necessary to extract the idea of *presque jamais* from the text, where the phrase was well embedded. There was equally the need to be aware of *Autrefois* within the question itself, if students were to discount the notion of going to school *tous les jours*.

Q2(c) The three distractors offered very plausible alternatives and students needed to align the idea of *à travers le pays* with *nationale*. Some students found it difficult to rule out *nouvelle* as a potential response, unable to acknowledge the presence of *comme d'habitude* 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 climate change and its impact. Examples of student performance:

Q3(a) Most students succeeded in identifying *bon nombre de zones* in the recording and were able to discount the only distractor available. A significant minority did however offer *toutes les* in their response.

Q3(b) Whereas many students were able to establish the link between the early planting of vegetables and *bénéfique*, some seemed not to understand *se réjouissent de* and were therefore inclined to opt for the only really plausible distractor *négatif* in their response.

Q3(c) The only distractor available in this instance was *heureux*, meaning that it sufficed to make the link between *surpris* on the question paper and *étonne* in the recording.

Q3(d) In order to rule out the only plausible distractor, students needed to wait until the final phrase of the recording. Whereas the vast majority of students were successful, some were unable to process the meaning of *peu d'avis partagés*.

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 technology and communication. Examples of student performance:

In a number of responses across Q4, students secured marks even though grammatical errors had been made. Responses to Q4 are only marked on the basis of communication, rather than accuracy of language. For example, in Q4(a), the following responses were accepted:

Il serait plus incluse dans les conversations

Il aurais plus d'amis

In this example, both elements have been conveyed, albeit with grammatical error, so both marks were awarded.

In response to Q4(b), a number of students offered a response which was not specific to the individual involved. This meant that: *elle a peur que les enfants soient ridiculisés* could not be accepted.

In response to 4(c), many students correctly conveyed the idea of *harcèlement*, even though the spelling was often incorrect. Some spellings were not comprehensible, suggesting that some students were unfamiliar with this term. For example, *harcellement* was accepted, whereas *arceillement* could not be credited.

Many answered that *les réseaux sociaux existaient avant*.

Q4(e). Some students struggled to recognise the word *abonnement* and offered versions such as *la bonnement* or *la bonne mot*.

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 tourism and transport. Examples of student performance:

Q5(b) The majority of students succeeded in associating *au dernier moment* with *très tard* and were not tempted by other distractors which may initially have appeared to be more plausible, such as *sur internet*.

Q5(e) In order secure this mark, students were required to pay close attention to the range of tenses used within the text. This ensured that two distractors could quickly be discounted. Importantly, students also needed to focus on *août*, as opposed to *juillet*.

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 urban and rural life.

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(a): *Qu'est-ce qui a surpris la famille, au début de ses recherches ?*

Text reads:

Cependant, nous avons été étonnés de découvrir à quel point l'immobilier dans notre région avait vu ses prix flamber ces derniers temps.

An untargeted lift such as *nous avons été étonnés de découvrir à quel point l'immobilier dans notre région avait vu ses prix flamber*" does not answer the question.

However, students can take vocabulary from the text to make a correct answer (a targeted lift) e.g. "*à quel point le prix de l'immobilier dans la région avait augmenté*"

In other instances, students omitted the idea of property/housing, a key part of the response:

à quel point les prix dans la région avait augmenté

Other examples of student performance:

In Q6(c), many students scored at least one of the two available marks. A few did however digress too much from the correct response, referring to: *Benjamin a pu rénover le jardin.*

In Q6(d), the reference to *Quel évènement* in the question was overlooked by a significant number of students.

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 family relationships and friendships. Examples of student performance:

Students usually offered very short responses, where possible. This tended to be an effective strategy, but not where a verb was really needed in the response, such as in the case of Q7(a). With this in mind, *À la crèche* and *À l'école primaire* were not credited as responses to Q7(a).

As marks are awarded uniquely for communication, as opposed to quality of language, simple language structures tended to be very successful. For example, in Q7(b), one word responses sufficed for both elements.

As per Q6, students needed to be mindful of avoiding untargeted lifts. For example, in 7(e), *la famille passe avant tout* was not credited. Manipulation of the

text would have been required here. For example, *Selon Marie, la famille passe avant tout*, thereby attributing this viewpoint specifically to Marie.

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 family relationships and friendships. Examples of student performance:

Q8(a) Many students were successful in conveying the masculine plural form *évidents*.

Q8(b) The feminine singular form *laquelle* proved difficult in a significant number of cases, with *lequelle* being offered on numerous occasions. Students needed to be mindful that *laquelle* could not be expressed as two separate words.

Q8(c) Whereas a significant proportion of students seemed to be familiar with the verb *entourer*, many inadvertently conjugated it in the third person plural, as opposed to the third person singular *entoure*.

Q8(d) The third person plural subjunctive *soient* proved too difficult for many students, with *sont* being offered in a large number of responses.

Q8(e) Students were often unsure of the gender of *choix*, as *bonnes* was a very popular response.

Q8(f) The present tense third person plural form *parcourent* was relatively well known, with only a few instances where *parcourissent* was used.

Q8(g) The correct form *se dérouleront* was offered in a significant number of responses. The alternative *vont se dérouler* was also accepted.

Q8(h) Students were often aware that a verb following *sans* must be in the infinitive form.

Q8(i) The correct feminine singular version *seule* was offered in a large number of responses.

Q8(j) For this item, a significant number of students offered the correct form *était*. As an alternative, *a été* was also accepted.

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. Question 9 was taken from the sub topic of jobs and employment.

Comments relating to the four bullet points:

Bullet point 1 – The vast majority of students addressed the bullet point, although there was sometimes confusion relating to the meaning of *passionne*.

Bullet point 2 – Most responses adhered well to the bullet point. A significant minority indicated that they had been unable to gain experience of the world of work, due to current legislation in their country. This gave rise to some very innovative responses.

Bullet point 3 – Most students offered a plausible response to the issue of future career. A small minority did however omit to respond to the second part of the bullet point, possibly having overlooked *pourquoi*.

Bullet point 4 – Most responses fully addressed the final bullet point regarding *salair*. Many students argued that, although a certain amount of money is required to promote an enjoyable lifestyle, money should not be the ultimate incentive in a job.

Q9 What students did well:

- All four bullet points were attempted
- Responses were typically of between 240 and 280 words
- Students developed the 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
- Remember that irrelevance is more commonplace in very long responses
- Avoid the use of over-ambitious structures
- Be aware 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, where possible
- Be familiar with grammatical structures associated with this specification
- Address all elements of each question, especially Question 9