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Mark Scheme

Summer 2018

Pearson Edexcel International GCSE
In French (4FR0)
Paper 2 Reading and Writing

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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Question Number	Answer	Mark
1(i)	B	**(1)**

Question Number	Answer	Mark
1(ii)	C	**(1)**

Question Number	Answer	Mark
1(iii)	G	**(1)**

Question Number	Answer	Mark
1(iv)	E	**(1)**

Question Number	Answer	Mark
1(v)	D	**(1)**

Question Number	Answer	Mark
2(i)	C	**(1)**

Question Number	Answer	Mark
2(ii)	B	**(1)**

Question Number	Answer	Mark
2(iii)	A	**(1)**

Question Number	Answer	Mark
2(iv)	A	**(1)**

Question Number	Answer	Mark
2(v)	C	**(1)**

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Question Number	Answer	Mark
3(i)	B	**(1)**

Question Number	Answer	Mark
3(ii)	D	**(1)**

Question Number	Answer	Mark
3(iii)	H	**(1)**

Question Number	Answer	Mark
3(iv)	G	**(1)**

Question Number	Answer	Mark
3(v)	E	**(1)**

Question Number	Answer	Mark
3(b)	There may be a preponderance of candidates earning 9 or 10 marks but this cannot be assumed. It is the moment for the C/D candidate to shine. The four boxes provide suggestions and are not requirements for the discussion of food and drink. Beware of excessive lifting without manipulation from the Q3a passage. C capped at 4 if no mention of liking either food or drink. C capped at 4 if either food or drink not referenced.	**(10)**

Communication and content	**Mark**
• No rewardable material.	0
• Little meaningful communication; only occasionally comprehensible. • Most of the response may have been copied from the supporting passage without any attempt to adapt it.	1–2
• Limited communication; frequently lacking clarity. • Some of the response may have been copied from the supporting passage but with some attempt to adapt it.	3–4
• Mostly clear communication with some ambiguity. • The candidate's response is mostly independent; minimal reliance on the supporting passage..	5

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Knowledge and application of language	Mark
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Minimal accuracy in spelling and grammar.	1–2
• Adequate range of vocabulary and structures, with some repetition. • Some accuracy in spelling and grammar with errors.	3–4
• Uses wide range of vocabulary and structures. • General accuracy in spelling and grammar, although there may be errors.	5

Question Number	Answer	Mark
4	A, D, E, G, I	**(5)**

Question Number	Answer	Reject	Mark
	accept il(s) and elle(s) and vice versa if unambiguous in context.		
5(a) **read**	lire ils lisent lecture	ils aiment la lecture (untargeted) lecteur (ambiguous)	**(1)**

Question Number	Answer	Reject	Mark
5(b) **Discrete:** **1. girls read more** **2. girls read fewer novels**	1. elles lisent plus (que les garçons) 1. les filles arrivent en tête (targeted lift) 2. elles lisent moins de romans (que les garçons) mois/moin for moins (comprehensible in context) lift: les filles arrivent en tête, (alors que) les garçons dévorent davantage de romans =2 opposite angle: les garçons lisent moins et les garçons lisent plus de romans =2	1. elles lisent (t.c.) ils lisent plus que les garçons (ambiguous) 2. elles ne lisent pas de romans moi in otherwise correct response livres for romans	**(2)**

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Question Number	Answer	Reject	Mark
5(c) **<u>free</u> songs**	chansons <u>gratuites</u> notion of gratis e.g. sans payer musique for chanson		**(1)**

Question Number	Answer	Reject	Mark
5(d) **Discrete:** **1. read <u>less</u>** **2. like reading**	1. ils/elles lisent <u>moins</u> 2. ils aiment lire lift =2 marks globally: Même s'ils lisent moins,…la lecture sequential error of moi	ils passent (quand même) trois heures (par semaine) à lire (untargeted) une petite minorité déteste la lecture (not a contradiction)	**(2)**

Question Number	Answer	Reject	
5(e) **Discrete:** **1. share/have passion** **2. read to child** **3. limit time on-line** **4. relevant inference** **ANY TWO**	1. partager/avoir la passion 1. les parents partagent cette passion (refers to question) 2. lire/raconter des histoires à leur enfant 2. lift: raconter des histoires à leurs enfants quand ils étaient petits 3. limiter le temps (passé) sur Internet/ en ligne 4. specific inference from first line of paragraph e.g. créer une ambiance familiale qui encourage la lecture/ <u>beaucoup de</u> livres à la maison (from last paragraph)	lifts which are untargeted or from the wrong angle e.g. les lecteurs les plus fanatiques 3. limiter le temps (passé) devant la télé (television is the wrong target)	

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Question Number	Answer	Reject	Mark
5(f) **Discrete:** **1. library card** **2. books**	1. (une) carte (de) bibliothèque 2. (beaucoup de) livres Tolerate stray disjunctive pronouns e.g. chez moi/toi/lui/eux (unspecified subject in question) Preamble: s'il n'y a pas de télévision (dans sa chambre)… roman for livre	untargeted lift, even if it contains the correct objects e.g. s'il n'a ni carte de bibliothèque ni (beaucoup de) livres (chez lui) N.B. partially correct responses e.g. s'il y a une bibliothèque et beaucoup de livres =0+1 télévision cf preamble, offered as element	**(2)**

Question Number	Answer notes	Mark
	Short work is self-penalising The format of the response is not considered	**(20)**
6(a) Bullet 1	Must not refer explicitly to elsewhere or non-past notion. Could be a non-visit with development	
Bullet 2	Plural or one developed notion needed	
Bullet 3	Each side of the notion needed with some development	
Bullet 4	Must not refer explicitly to past or other holiday notion. Reference need not be made to summer holidays or specific purchases. Could be a non-visit with development	
6(b) Bullet 1	Plural or one developed notion needed. Preferred need not be explicit. Must not be explicitly disliked mode of transport	
Bullet 2	Must not refer explicitly to future, any journey type accepted including holiday or to school	
Bullet 3	Each side of the notion needed, with some development, referring not to private transport	
Bullet 4	A justified or developed opinion relating to the future of public not private transport	
6(c) Bullet 1	Plural or one developed notion as long as not explicitly past notion. Could refer to school	
Bullet 2	Must not refer explicitly to future or non-work related experience. Could be non-existent or work experience	
Bullet 3	Plural or one developed notion. Must not be explicitly invalidated by stimulus e.g. Henri should have spent time revising. Henri could be referred to in the third person	
Bullet 4	Each side of the notion needed, with development	

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Communication and content	Mark
• No rewardable material.	0
• Little meaningful communication; only occasionally comprehensible. • The response is barely relevant to the task.	1–2
• Limited communication; frequently lacking clarity. • The response is partially relevant to the task but there may be major omissions.	3–4 1 bullet
• Mostly clear communication with some ambiguity. • The response is mostly relevant and addresses some aspects of the task.	5–6 2 bullets
• Clear communication with occasional ambiguity. • The response is relevant and addresses most aspects of the task.	7–8 3 bullets
• Clear communication with no ambiguity. • The response is relevant and fully addresses all aspects of the task.	9–10 4 bullets

The number of bullet points addressed does not automatically gain a mark in the band indicated. The band is a maximum.

Knowledge and application of language	Mark
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Very little use of tenses to vary sentences.	1–2
• Adequate range of vocabulary and structures, with some repetition. • Some use of tenses to vary sentences.	3–4
• Uses wide range of vocabulary and structures, including some complex lexical items. • Use of a range of tenses to vary sentences.	5

Accuracy	Mark
• No rewardable material.	0
• Very little evidence of correct verb formation, gender and agreement. • Correct spelling is limited.	1–2
• Some evidence of correct verb formation, gender and agreement. • Spelling is accurate for some of the response.	3–4
• Strong evidence of correct verb formation, gender and agreement. • Spelling is generally accurate although there may be occasional lapses.	5

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