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Pearson Edexcel

Mark Scheme (Final)

November 2020

Pearson Edexcel International GCSE
In French (4FR1)
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 (a)	**The only correct answer is B** ***A*** *is not correct because there is no mention of children.* ***C*** *is not correct because young people play football the most.* ***D*** *is not correct because there is no mention of elderly people.*	**(1)**
1 (b)	**The only correct answer is B** ***A*** *is not correct because one can play football after lessons.* ***C*** *is not correct because one can play football after lessons.* ***D*** *is not correct because one can play football after lessons.*	**(1)**
1 (c)	**The only correct answer is C** ***A*** *is not correct because the text does not mention feet.* ***B*** *is not correct because shoulders are not where injuries happen.* ***D*** *is not correct because arms are not where injuries happen.*	**(1)**
1 (d)	**The only correct answer is B** ***A*** *is not correct because minor injuries are due to a lack of rest.* ***C*** *is not correct because minor injuries are due to a lack of rest.* ***D*** *is not correct because minor injuries are due to a lack of rest.*	**(1)**
1 (e)	**The only correct answer is D** ***A*** *is not correct because players go to the hospital when they are badly injured.* ***B*** *is not correct because players go to the hospital when they are badly injured.* ***C*** *is not correct because players go to the hospital when they are badly injured.*	**(1)**
1 (f)	**The only correct answer is B** ***A*** *is not correct because the doctor's surgery is not mentioned* ***C*** *is not correct because Guillaume receives massages at his home.* ***D*** *is not correct because the text says the doctor goes to Guillaume's house.*	**(1)**

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Question Number	Answer	Mark
2 (a)	F	**(1)**
2 (b)	K	**(1)**
2 (c)	B	**(1)**
2 (d)	M	**(1)**
2 (e)	J	**(1)**
2 (f)	A	**(1)**

Question Number	Answer	Mark
3	A – Christelle, Joseph	**(2)**
	C - Christelle	**(1)**
	D – Christelle, Joseph	**(2)**
	E – Christelle	**(1)**
	F – Mohamed	**(1)**
	G - Joseph	**(1)**

Question Number	Answer	Accept	Reject	Mark
4(a)	professeur	prof enseignant	lift : il enseigne les mathématiques au collège	**(1)**
4(b)	(un) village			**(1)**
4(c)	sérieux AND paresseux	 fainéant		**(2)**
4(d)	mettre la table AND débarrasser la table		lift : c'est nous qui la débarrassons aussi	**(2)**
4(e)	aller à la discothèque			**(1)**
4(f)	ils sont retraités	ils sont à la retraite		**(1)**
4(g)	promener le/leur chien AND admirer le (beau) paysage		lift : promener notre chien en admirant le beau paysage.	**(2)**

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Question Number	Answer	Accept	Reject	Mark
5(a)	Liège		Paris Genève	**(1)**
5(b)	limiter / réduire les émissions de gaz à effet de serre	protester / manifester contre les émissions de gaz à effet de serre		**(1)**
5(c)	ne pas s'absenter	rester en classe ne pas participer à la marche ne pas manifester / protester aller en cours aller au lycée		**(1)**
5(d)	un mois			**(1)**
5(e)	assister à la marche AND ne pas aller en cours	aller à la marche protester / manifester sécher les cours	ils ne sont pas allés au lycée/à l'université ils ont manqué l'école	**(2)**
5(f)	avoir des vélos <u>électriques</u> (pour les habitants et les touristes) AND avoir /mettre en place des tramways	fournir / installer des vélos électriques (pour les habitants et les touristes) installer des tramways réduire les émissions de gaz à effet de serre	(des) vélos (des) tramways	**(2)**
5(g)	ils informeront plus de gens sur les réseaux sociaux AND ils organiseront une autre marche	ils vont informer plus de gens sur les réseaux sociaux ils vont organiser une autre marche/ manifestation	Lift : il faut que le mouvement continue sur les réseaux sociaux pour informer plus de gens sur les dangers du réchauffement climatique et une autre marche doit être organisée dans	**(2)**

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			les mois à venir.	

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Question Number	Communication and Content
6	The candidate should have referred to the following bullet points: • fête • manger • dans le futur • famille Maximum of 4 if one bullet is not addressed. Maximum of 3 if two bullets are not addressed. Maximum of 2 if three bullets are not addressed. Candidate scores 0 if no bullets have been addressed.
Mark	**Descriptor**
0	No rewardable material.
1	• Isolated examples of relevant information. • Only isolated words and phrases are communicated, as appropriate to the task. • Only isolated items are comprehensible.
2	• The response contains little relevant information with limited use of detail. There may be repetition. • Expresses simple ideas and opinions, as appropriate to the task. • Just about comprehensible overall but with sentences that are mostly unconnected.
3	• The response contains some relevant information with occasional use of detail. • Begins to show ability to express ideas and opinions and to inform, as appropriate to the task. • Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.
4	• Some detail and mostly relevant response to the task. • Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task. • Coherent with logical flow and sequence of ideas, though there may be some lapses.
5	• Detailed and fully relevant response to the task. • Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task. • Coherent with logical flow and sequence of ideas.

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Question Number	Linguistic knowledge and accuracy
6	Candidate scores 0 if no bullets have been addressed.
Mark	**Descriptor**
0	No rewardable language.
1	• Isolated examples of target language vocabulary and structures. • Uses very basic language to write words and phrases. • Isolated examples of accurate language.
2	• Uses very familiar and predictable vocabulary and structures, often repetitive. • Uses simple, familiar and predictable language to write short sentences or phrases. • Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.
3	• Uses familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences but this is not sustained. • Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.
4	• Tends towards use of familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences. • Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses.
5	• Uses a range of vocabulary and grammatical structures. • Language manipulated to produce fluent sentences. • Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.

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Question Number	Communication and Content
7 (a)	The candidate should have referred to the following bullet points: • Comment tu dépenses ton argent. • Les avantages ou les inconvénients d'avoir un petit boulot. • Ce que tu as fait récemment pour recevoir de l'argent de poche. • Ce que tu ferais si tu gagnais beaucoup d'argent.
(b)	The candidate should have referred to the following bullet points: • Décris ta région. • Ce que tu as fait récemment dans ta région. • Les avantages ou les inconvénients de vivre à la campagne. • Ce que tu voudrais changer dans ta région.
(c)	The candidate should have referred to the following bullet points: • Ton mode de transport préféré. • Une expérience pendant un voyage dans le passé. • Les avantages et les inconvénients de prendre l'avion. • Comment les transports seront dans le futur.
	Maximum of band 7-8 if one bullet has not been addressed. Maximum of band 5-6 if two bullets have not been addressed. Maximum of band 3-4 if three bullets have not been addressed. Candidate scores 0 if no bullets have been addressed.
Mark	**Descriptor**
0	No rewardable material.
1-2	• No rewardable material.
3-4	• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
5-6	• The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence. • The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.
7-8	• The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence. • The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.
9-10	• The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence. • The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.

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Question Number	Linguistic knowledge and accuracy
7	
Mark	**Descriptor**
0	No rewardable material.
1-2	• Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition. • Very little evidence of correct spelling, verb formation, gender and agreement.
3-4	• Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition. • Occasional evidence of correct spelling, verb formation, gender and agreement.
5-6	• Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition. • Some evidence of correct spelling, verb formation, gender and agreement.
7-8	• Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition. • Significant evidence of correct spelling, verb formation, gender and agreement.
9-10	• Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition. • Very strong evidence of correct spelling, verb formation, gender and agreement.

Question Number	Answer	Mark
8 (a)	heures	**(1)**
8 (b)	prends	**(1)**
8 (c)	regardant	**(1)**
8 (d)	disent	**(1)**
8 (e)	arrivions	**(1)**
8 (f)	adore	**(1)**
8 (g)	généreuse / accept: genereuse; génereuse; genéreuse; gènèreuse; gènéreuse; gènereuse; genèreuse	**(1)**
8 (h)	nous sommes disputées	**(1)**
8 (i)	a cassé	**(1)**
8 (j)	serons / accept: allons être	**(1)**

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