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Pearson Edexcel

Mark Scheme (Results)

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 C** ***A*** *is not correct because Max's parents give him pocket money.* ***B*** *is not correct because Max's parents give him pocket money.* ***D*** *is not correct because Max's parents give him pocket money.*	**(1)**
1 (b)	**The only correct answer is A** ***B*** *is not correct because Max must tidy up his bedroom every morning.* ***C*** *is not correct because Max must tidy up his bedroom every morning.* ***D*** *is not correct because Max must tidy up his bedroom every morning.*	**(1)**
1 (c)	**The only correct answer is B** ***A*** *is not correct because there is no mention of getting good marks as a requisite for pocket money.* ***C*** *is not correct because Max washes his neighbours' car to get more money.* ***D*** *is not correct because there is no mention of clearing the table.*	**(1)**
1 (d)	**The only correct answer is C** ***A*** *is not correct because Max find washing the dishes tiring.* ***B*** *is not correct because Max find washing the dishes tiring.* ***D*** *is not correct because Max find washing the dishes tiring.*	**(1)**
1 (e)	**The only correct answer is C** ***A*** *is not correct because Max spends his money to go out with friends.* ***B*** *is not correct because Max spends his money to go out with friends.* ***D*** *is not correct because Max spends his money to go out with friends.*	**(1)**
1 (f)	**The only correct answer is A** ***B*** *is not correct because Max's parents will give him more pocket money.* ***C*** *is not correct because Max's parents will give him more pocket money.* ***D*** *is not correct because Max's parents will give him more pocket money.*	**(1)**

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Question Number	Answer	Mark
2 (a)	I	**(1)**
2 (b)	M	**(1)**
2 (c)	H	**(1)**
2 (d)	F	**(1)**
2 (e)	J	**(1)**
2 (f)	L	**(1)**

Question Number	Answer	Mark
3	A – Lydie, Carmen	**(2)**
	B - Carmen	**(1)**
	C – Lydie, Carmen	**(2)**
	D - None	
	E - Lydie	**(1)**
	F – Carmen	**(1)**
	G – Sofiane	**(1)**

Question Number	Answer	Accept	Reject	Mark
4(a)	Any two of the following: 1. ouvrir les cadeaux 2. déjeuner <u>en famille</u> 3. se balader OR se promener <u>sur la plage</u> (pour brûler des calories)	(il/elle) ouvre les cadeaux (il/elle) déjeune <u>en famille</u> (il/elle) se balade / il/elle se promène <u>sur la plage</u> Lift : j'ouvre les cadeaux, je déjeune en famille et puis je me balade sur la plage pour brûler des calories.	il/elle déjeune déjeuner se promener il/elle se promène	**(2)**
4(b)	(près de la) côte bretonne	dans le sud de la Bretagne <u>près de</u> Quiberon la côte	la plage Quiberon Bretagne	**(1)**
4(c)	noire	noir	bleue lift : Le bleu de la mer avait	**(1)**

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			disparu et laissé place au noir du pétrole.	
4(d)	(les) oiseaux morts **AND** le pétrole	le fuel sur la plage Lift : Sur la plage on ne voyait plus le sable blanc mais que le pétrole et des oiseaux morts. (equals 1 point)	le sable blanc le bateau	**(2)**
4(e)	mal à la tête **AND** <u>envie de</u> vomir	Lift : l'odeur donnait mal à la tête et envie de vomir. Lift : En plus, l'odeur donnait mal à la tête et envie de vomir. (equals 1 point)	vomir	**(2)**
4(f)	Any **two** of the following: 1. Élie 2 (les) bénévoles 3. (les) pompiers		les personnes Elle Il	**(2)**

Question Number	Answer	Accept	Reject	Mark
5(a)	Trouver un emploi	Trouver un travail Avoir un emploi Avoir un travail Gagner de l'argent	Chercher un travail Chercher un emploi (ils sont) chercheurs d'emploi	**(1)**
5(b)	serveurs (dans les hôtels) AND chauffeurs		petits boulots mal payés ils travaillent dans les hôtels	**(2)**
5(c)	ils travaillent (dans les usines avec leurs parents)	travailler (dans les usines avec leurs parents) de travailler dans les usines avec leurs parents	travailler avec eux usines avec leurs parents	**(1)**

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5(d)	<u>plus de</u> cinq millions	<u>plus de</u> 5 000 000	(environ) huit cent mille cinq millions	**(1)**
5(e)	les mauvaises conditions de travail AND les salaires peu élevés	(pour) gagner plus d'argent AND (pour) avoir de meilleures conditions de travail meilleures conditions de travail en Europe Salaires élevés en Europe Bonnes conditions de travail en Europe ils ne gagnent pas assez (d'argent) (equals 1 point)	Lift : Beaucoup de jeunes diplomés choisissent d'aller en Europe où les entreprises offrent de meilleures conditions de travail et des salaires plus élevés.	**(2)**
5(f)	gagner de l'expérience	pouvoir faire une formation ils pourront être formés au travail avoir accès à une formation trouver une formation ne pas avoir besoin d'expérience être formé	formation Lift : Ces Maliens peuvent envoyer de l'argent et des cadeaux à leurs proches quand ils obtiennent un travail à l'étranger.	**(1)**
5(g)	(des) cadeaux AND (de l') argent		Lift : Ces Maliens peuvent envoyer de l'argent et des cadeaux à leurs proches quand ils obtiennent un travail à	**(2)**

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			l’étranger. (wrong angle)	

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Question Number	Communication and Content
6	The candidate should have referred to the following bullet points: • manger • supermarché • hier • boire 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: • Décris ta maison ou ton appartement. • Ce que tu as fait chez toi récemment. • Les avantages ou les inconvénients d'avoir sa propre chambre. • Comment serait la maison de tes rêves.
(b)	The candidate should have referred to the following bullet points: • Ce qui est interdit de faire dans ton collège. • Les avantages ou les inconvénients des règles scolaires. • Ce que ton collège a fait pour encourager le bon comportement des élèves. • Comment les collèges pourraient éviter l'intimidation.
(c)	The candidate should have referred to the following bullet points: • Les activités que tu fais normalement pendant tes vacances. • Une expérience pendant tes vacances de l'année dernière. • Les avantages ou les inconvénients des vacances entre amis. • Comment seraient tes vacances idéales.
	Maximum of band 7-8 if one bullet is missing. Maximum of band 5-6 if two bullets are missing. Maximum of band 3-4 if three bullets are missing. 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)	adorais	**(1)**
8 (b)	regarde	**(1)**
8 (c)	préférons / accept: preferons / préfèrons / preférons / prefèrons	**(1)**
8 (d)	proposant	**(1)**
8 (e)	films	**(1)**
8 (f)	doivent	**(1)**
8 (g)	télévisées / accept: televisées / télevisées / telévisées / télévisees / televisees / télevisees / telévisees	**(1)**
8 (h)	mettront	**(1)**
8 (i)	gagner	**(1)**
8 (j)	voudraient	**(1)**

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