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Mark Scheme (Provisional)

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)	**A**	**(1)**
1 (b)	**A**	**(1)**
1 (c)	**D**	**(1)**
1 (d)	**C**	**(1)**
1 (e)	**A**	**(1)**
1 (f)	**C**	**(1)**

Question Number	Answer	Mark
2 (a)	J	**(1)**
2 (b)	F	**(1)**
2 (c)	I	**(1)**
2 (d)	G	**(1)**
2 (e)	K	**(1)**
2 (f)	C	**(1)**

Question Number	Answer	Mark
3	A – Jules, Clémence	**(2)**
	B - Jules	**(1)**
	C - Clémence	**(1)**
	D – Clémence	**(1)**
	E – Cyrianne	**(1)**
	G – Cyrianne, Clémence	**(2)**

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Question Number	Answer	Accept	Reject	Mark
4(a)	nuit noire	(si) froid(s) Incorrect gender and number agreement tolerated.	chaud noire nuit	**(1)**
4(b)	explorer (la jungle) AND nager (dans les mers chaudes)	se baigner dans la Méditerranée voyager visiter des pays (étrangers)	chercher à prendre du poisson sur glace pêcher (sur la glace) faire de la pêche (sur glace)	**(2)**
4(c)	explorer les glaciers	aller dans les pays nordiques voyager dans les pays nordiques / du nord voir les glaciers Incorrect gender and number agreement tolerated.	aller à la plage explorer /voyager (no reference to cold destinations)	**(1)**
4(d)	il a mis son jeu (vidéo) sur pause	il a arrêté de jouer mettre son jeu vidéo sur pause arrêter de jouer au jeu vidéo lift : J'ai mis mon jeu vidéo sur pause. (first person tolerated).	No reference to stopping game e.g. il a écouté il est déçu	**(1)**
4(e)	neige (blanche) AND	(il y a de la) neige OR (c'est) blanc OR (il y a des) glaciers	sable	**(2)**

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	températures hivernales OR (il fait très) froid	lift : de la neige blanche partout et des températures hivernales. (= global 2) Incorrect gender and number agreement tolerated.	végétation luxuriante untargeted lift : Pas de sable ni de végétation luxuriante mais de la neige blanche partout et des températures hivernales.	
4(f)	(il est) déçu	insatisfait mécontent triste manque d'excitation lift : manque d'enthousiasme Incorrect gender and number agreement tolerated.	excité choqué en colère	**(1)**
4(g)	quelques jours	Incorrect number agreement tolerated.	deux semaines cinq heures	**(1)**
4(h)	avion		bateau aéroport voler	**(1)**

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Question Number	Answer	Accept	Reject	Mark
5(a)	sortir (le soir) AND utiliser le portable	allumer leur portable utiliser leur portable allumer (le/un) portable utiliser (le/un) portable	Lift : Ne sors pas ce soir… Éteins ce portable… utiliser ton portable	**(2)**
5(b)	entre treize et dix-huit ans (Must indicate a period of time.)	entre 13 et 18 ans 13-18	treize ans dix-huit ans	**(1)**
5(c)	ils boivent de l'alcool OR ils essayent des drogues	avec (de) l'alcool avec des/les drogues ils prennent des drogues	l'alcool les drogues	**(1)**
5(d)	comprendre les ados / les jeunes	les comprendre comprendre leurs ados/leurs jeunes essayer de comprendre les ados / les jeunes discuter les ados/ les jeunes communiquer avec les ados/ les jeunes	lift : les adultes ne les comprennent pas.	**(1)**
5(e)	trouver un emploi / travail AND trouver un logement	avoir un travail / un emploi avoir leur propre logement acheter un appartement	lift : Ces jeunes rencontreront … presque impossible. un travail / un emploi (no verbal idea) un appartement / un logement (no verbal idea)	**(2)**

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5(f)	les sorties (entre copains) AND les vêtements	quand sa fille sort (avec ses copains) ce que porte son fils (comme vêtements) la façon dont son fils s'habille	les devoirs l'argent de poche	**(2)**
5(g)	elle a fait les magasins avec son fils	faire les magasins avec son fils elle s'intéresse à ce qu'il / que son fils fait (pendant son temps libre) elle s'intéresse à ce qu'il / que son fils aime faire (pendant son temps libre) s'intéresser à lui s'intéresser à ses hobbies / loisirs	Lift : Ma relation avec mon fils … son temps libre	**(1)**

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Question Number	Communication and Content
6	The candidate should have referred to the following bullet points: • école • difficile • hier • activités Maximum of 4 if one bullet not addressed. Maximum of 3 if two bullets not addressed. Maximum of 2 if three bullets 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 le travail qui t'inspire. • Ce que tu as fait pour te préparer à ton emploi idéal. • Les avantages ou les inconvénients de faire un stage en entreprise. • Si tu aimerais être un(e) patron(ne) ou pas.
(b)	The candidate should have referred to the following bullet points: • Où tu préfères faire tes achats. • Les inconvénients d'acheter en ligne. • Ce que tu as acheté récemment. • Pourquoi on devrait utiliser les petits magasins.
c)	The candidate should have referred to the following bullet points: • Ton école primaire. • La meilleure expérience quand tu étais petit(e). • L'importance de passer des moments en famille. • Les activités tu aimerais faire avec tes enfants plus tard. 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)	aime	**(1)**
8 (b)	nous servons	**(1)**
8 (c)	ai dû; reject: du (grammatical accent)	**(1)**
8 (d)	était; a été ; avait été; accept: incorrect or no accent on first e.	**(1)**
8 (e)	a donné	**(1)**
8 (f)	gentil	**(1)**
8 (g)	fâchés ; accept: fachés	**(1)**
8 (h)	vont	**(1)**
8 (i)	aura	**(1)**
8 (j)	utiliserais	**(1)**

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