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Mark Scheme (Results)

Summer 2019

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)	**1. The only correct answer is A** ***B*** *is not correct because there is no mention of car* ***C*** *is not correct because taxi is mentioned in the text but not in the context.* ***D*** *is not correct because there is no mention of boat*	**(1)**
1 (b)	**1. The only correct answer is B** ***A*** *is not correct because the ticket is not free* ***C*** *is not correct because the ticket is not very expensive* ***D*** *is not correct because the ticket is not costly*	**(1)**
1 (c)	**1. The only correct answer is D** ***A*** *is not correct because there is no mention of rain* ***B*** *is not correct because there is no mention of snow* ***C*** *is not correct because there is no mention of wind in the text.*	**(1)**
1 (d)	**1. The only correct answer is C** ***A*** *is not correct because there is no mention of listening to music* ***B*** *is not correct because there is no mention of watching films on the plane* ***D*** *is not correct because there is no mention of sleeping on the plane*	**(1)**
1 (e)	**1. The only correct answer is D** ***A*** *is not correct because the text says the meal is good and healthy* ***B*** *is not correct because the text says the meal is good and healthy* ***C*** *is not correct because the text says the meal is good and healthy*	**(1)**
1 (f)	**1. The only correct answer is B** ***A*** *is not correct because there is no mention of desert* ***C*** *is not correct because there is no mention of town* ***D*** *is not correct because there is no mention of countryside*	**(1)**

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Question Number	Answer	Mark
2 (a)	M	**(1)**
2 (b)	E	**(1)**
2 (c)	B	**(1)**
2 (d)	C	**(1)**
2 (e)	A	**(1)**
2 (f)	L	**(1)**

Question Number	Answer	Mark
3	A - Suzette, Hugo	**(2)**
	B - Hugo	**(1)**
	C - Suzette	**(1)**
	D - Suzette	**(1)**
	E - None	
	F – Yvon	**(1)**
	G - Yvon, Suzette	**(2)**

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Question Number	Answer	Accept	Reject	Mark
4(a) **Discrete:** **1. sky** **2. frosts**	Any two of the following: (le) ciel (gris) AND (les) gelées (du matin)	nuages le gel le gele	gris	**(2)**
4(b) **9th January**	(le) neuf janvier	9 janvier (0)9/(0)1	neuf (on its own) janvier (on its own) hiver (on its own) l'an dernier	**(1)**
4(c) **boarding house OR countryside**	(dans un) internat OR (à la) campagne	(dans un) pensionnat (dans une) école internat austère à la campagne	loin de mes amis internet for internat (ambiguous) austère à la campagne (untargeted)	**(1)**
4(d) **Discrete:** **1. friends** **2. family**	1. amis AND 2. famille	copains/copines AND parents/sœur mes/tes amis ma/ta famille (tolerate wrong possessive adjectives)	loin de ma famille (untargeted)	**(2)**
4(e) **girls**	(les autres) filles (dans le dortoir)	(les) amies (les) copines	les amis (incorrect) un ami (incorrect) une amie (plural needed)	**(1)**

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		les camarades de classe (bod)		
4(f) **kind**	gentille	sympa(thique) généreuse gentil	pas beaucoup en commun	**(1)**
4(g) **ANY TWO** **Discrete:** **1. smell <u>mother's</u> perfume** **2. see <u>father's</u> smile** **3. style <u>little sister's</u> hair**	Any two of the following: 1. sentir (le parfum <u>de) sa mère</u> 2. voir (le sourire <u>de) son père</u> 3. coiffer sa <u>petite sœur</u>	voir ses parents/sa sœur/ sa famille / sa maman / son papa (son) papa mon for son	family members missing or wrong family members. sentir le parfum (on its own) voir le sourire (on its own) coiffer (on its own)	**(2)**

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Question Number	Answer	Accept	Reject	Mark
5(a) **free time OR holidays**	(pendant leur) temps libre OR (pendant leurs) vacances			**(1)**
5(b) **Discrete:** **1. more student volunteers** **2. more seeking food help**	plus d'étudiants <u>bénévoles</u> AND plus de demandeurs d'aide alimentaire comparison idea needed	plus de 55 000 bénévoles une augmentation OR évolution de 5 000 à 60 000 d'étudiants bénévoles <u>plus de</u> pauvres <u>plus d</u>'étudiants pauvres	moins de personnes qui demandent de l'aide no comparison no clear subjects bénévoles/étudiants / demandeurs	**(2)**
5(c) **give meals**	donner (des) repas (gratuits)	synonyms for donner e.g offrir, proposer distribuer des repas <u>gratuits</u> nominalisations e.g. don for donner: don de repas	repas (on its own) distribuer des repas (no sense of free)	**(1)**
5(d) **ANY TWO** **Discrete:** **1. retired people** **2. poor people** **3. students**	1. retraités 2. pauvres 3. étudiants 4. sans-abri 5. jeunes	ceux qui n'ont pas de travail ceux qui sont au chômage chômeurs 2. personnes qui n' ont pas assez d' argent pour faire leurs courses		**(2)**

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4. homeless people **5. young people**				
5(e) **eat <u>or</u> pay accommo dtaion**	manger <u>ou</u> se loger must include notion of choice	faire leurs courses/acheter de la nourriture manger ou loger logement lift: ils n'ont pas assez d'argent pour faire leurs courses et (aussi) payer leur logement. courses ou logement	absence of choice notion payer le loyer payer leur logement ils n'ont pas assez d' argent pour faire leurs courses	**(1)**
5(f) **ANY ONE** **unpaid** **OR** **no career progressio n**	(ils ne sont) pas payés (ils ne reçoivent) pas de salaire (il n'y a) pas de perspective(s) (d'évolution) de carrière	le bénévole n'est pas payé le bénévole ne peut pas progresser dans son travail le bénévole n'est pas salarié le bénévole n'a pas de perspective(s) d'évolution de carrière ni salaire ni perspective (d' évolution) de	ni salaire (on its own is untargeted)	**(1)**

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		carrière/de promotion ne pas payé		
5(g) **Discrete:** **1. advantage** **2. CV includes professional training OR experience**	1. un (vrai) plus sur le CV 2. il/le CV comprend/inclut/ montre/a une expérience / formation professionnelle must target CV	1. les étudiants ont un plus sur leur CV 1. représente un vrai plus (sur le CV) 1. le CV est meilleur 1. c'est un plus 1. il est meilleur / mieux 2. ils peuvent montrer qu'ils ont fait un stage professionnel	(il est/représente) une véritable formation professionnelle (oblique)	**(2)**

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If the candidate has offered any response in Q6 or Q7 and you deem the response worthy of zero, please send to Review stating so.

Question Number	Communication and Content
6	The candidate should have referred to the following bullet points: • sites touristiques • avantages • transport • futur Maximum of 4 if one bullet has not been addressed.

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	Maximum of 3 if two bullets have not been addressed. Maximum of 2 if three bullets have not been 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.

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.

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	• 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 time frames.
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 time frames.
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: • Les effets positifs de faire de l'exercice. • Ton opinion sur les sports d'équipe. • Un sport que tu as pratiqué récemment. • Comment tu motiverais les jeunes à faire une activité sportive.
(b)	The candidate should have referred to the following bullet points: • L'importance des vacances. • Les avantages de voyager à l'étranger. • Une mauvaise expérience en vacances. • Ton prochain voyage.
(c)	The candidate should have referred to the following bullet points: • Ce que tu fais pour protéger la planète. • Comment tu n'as pas respecté l'environnement dans le passé. • L'importance d'encourager les personnes à recycler. • Ton opinion sur la planète dans cinquante ans.
	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	• 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.
3–4	• 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.
5–6	• 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.

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7–8	• 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.
9–10	• The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker. • The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.
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 time frame, 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 time frame, 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 time frames, 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 time frames, 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 time frames, including some complex lexical items and no noticeable repetition. • Very strong evidence of correct spelling, verb formation, gender and agreement.

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Question Number	Answer	Mark
8 (a)	fait	**(1)**
8 (b)	a décidé; accept: a dècidé	**(1)**
8 (c)	était; accept: etait; ètait	**(1)**
8 (d)	choisissent	**(1)**
8 (e)	surprises	**(1)**
8 (f)	gagner	**(1)**
8 (g)	sauve	**(1)**
8 (h)	me rends	**(1)**
8 (i)	traditionnelles	**(1)**
8 (j)	réservées / accept: reservées; rèservées; réservées	**(1)**

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