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Pearson Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel International GCSE In French (4FR1)

Paper 2 R 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)	**B**	**(1)**
1 (b)	**D**	**(1)**
1 (c)	**D**	**(1)**
1 (d)	**B**	**(1)**
1 (e)	**A**	**(1)**
1 (f)	**C**	**(1)**

Question Number	Answer	Mark
2 (a)	D	**(1)**
2 (b)	L	**(1)**
2 (c)	G	**(1)**
2 (d)	B	**(1)**
2 (e)	I	**(1)**
2 (f)	K	**(1)**

Question Number	Answer	Mark
3	A – Camille	**(1)**
	B – Noah	**(1)**

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	D – Stéphane, Camille	**(2)**
	E – Noah	**(1)**
	F – Stéphane, Camille	**(2)**
	G – Noah	**(1)**

Question Number	Answer	Accept	Reject	Mark
4(a)	(son) frère jumeau	(son) frère (mon) frère (jumeau)		**(1)**
4(b)	(le) bateau		l'avion	**(1)**
4(c)	(les) randonnées	explorer la nature	le sport nautique	**(1)**
4(d)	(les) voitures bruyantes AND (la) pollution		lift : on oublie les voitures bruyantes et la pollution des villes.	**(2)**
4(e)	en vendant son appartement	vendre son appartement		**(1)**
4(f)	heureux AND en bonne santé	pas tristes pas fatigués	tristes fatigués	**(2)**
4(g)	aller vivre sur l'île AND trouver l'amour	il voudrait aller vivre sur l'île et (il espère) trouver l'amour	aller vivre là-bas trouver l'amour làbas lift : j'ai l'intention d'aller vivre sur cette île et j'espère y trouver l'amour.	**(2)**

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Question Number	Answer	Accept	Reject	Mark
5(a)	(à) travailler à la maison	(à) ne pas aller au bureau travailler depuis sa maison	à ne pas aller au travail lift : De plus en plus de Français travaillent à plein temps depuis leur maison, cela s'appelle le travail à distance.	**(1)**
5(b)	un ordinateur portable	un ordi(nateur) le même salaire		**(1)**
5(c)	(le) salaire AND (le) nombre d'heures à faire	(la) paye	Lift : en gardant le même salaire et le nombre d'heures à faire par semaine. (withhold first mark)	**(2)**
5(d)	(on) réduit la pollution (de l'air)	lift : les employés ne doivent plus prendre leur voiture (pour aller au travail)	Lift : réduisant ainsi la pollution de l'air.	**(1)**
5(e)	plus libres AND moins stressés	libres	Lift : les employés sont moins libres et plus stressés quand ils vont à leur travail pas stressés pas libres	**(2)**
5(f)	leurs collègues	les collègues	se sentir isolé	**(1)**
5(g)	(être) organisés AND (être) disciplinés	avoir de la discipline avoir de l'organisation	Lift : L'organisation et la discipline seront essentielles pour ceux qui voudraient travailler à distance l'organisation la discipline	**(2)**

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Question Number	Communication and Content
6	The candidate should have referred to the following bullet points: • anniversaire • cadeaux • l'année dernière • 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: • Décris un professeur de ton école. • L'importance des voyages scolaires. • Ce que tu as fait récemment dans ton école. • Ce que tu étudieras à l'avenir.
(b)	The candidate should have referred to the following bullet points: • Décris ton personnage célèbre préféré. • Les avantages ou les inconvénients d'être célèbre. • Ce que tu as fait récemment pour être un modèle pour les autres. • Comment les stars pourraient donner un bon exemple aux jeunes.
(c)	The candidate should have referred to the following bullet points: • Décris ton moyen de communication préféré. • Les avantages ou les inconvénients des téléphones portables. • Comment tu as utilisé Internet pour le travail scolaire récemment. • Comment on pourrait réduire le temps que les jeunes passent en ligne.
	Maximum of band 7-8 if one bullet is not addressed. Maximum of band 5-6 if two bullets are not addressed. Maximum of band 3-4 if three bullets are not 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.

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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.
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.

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Question Number	Answer	Mark
8 (a)	vivons	**(1)**
8 (b)	trouve	**(1)**
8 (c)	belle	**(1)**
8 (d)	a mis	**(1)**
8 (e)	traverser	**(1)**
8 (f)	devait	**(1)**
8 (g)	passant	**(1)**
8 (h)	allons / irons	**(1)**
8 (i)	commanderais	**(1)**
8 (j)	magnifiques	**(1)**

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