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Pearson Edexcel

Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE
In French (4FR1)
Paper 2R: 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)	C	**(1)**
1 (b)	C	**(1)**
1 (c)	B	**(1)**
1 (d)	A	**(1)**
1 (e)	D	**(1)**
1 (f)	B	**(1)**

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

Question Number	Answer	Mark
3	A – Karim	**(1)**
	B – Naya, Sébastien	**(2)**
	C – Naya	**(1)**
	D – Karim, Sébastien	**(2)**
	F – Karim	**(1)**
	G – Karim	**(1)**

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Question Number	Answer	Accept	Reject	Mark
4(a)	(la finale de la) Coupe de France	match de foot	Coupe du Monde	**(1)**
4(b)	âgé AND fatigué		surexcité souriant fatigue âge	**(2)**
4(c)	voiture		métro	**(1)**
4(d)	(une) queue OR (des) dizaines de personnes	(des) dizaines de personnes qui faisaient la queue la queue beaucoup de personnes beaucoup de gens trop de personnes/gens (faire/faisaient) la queue	lift : qui y faisaient la queue une dizaine	**(1)**
4(e)	(il faisait) froid		chaud	**(1)**

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4(f)	défaite de l'équipe AND un joueur s'est cassé la jambe	l'équipe a perdu AND blessure d'un joueur un joueur s'est blessé un joueur blessé son équipe a perdu le match et un joueur s'est cassé la jambe mon équipe a perdu le match	un de leurs joueurs s'est cassé la jambe jouer s'est cassé la jambe	**(2)**
4(g)	une photo avec son joueur favori AND un autographe	une photo avec un joueur AND un joueur lui a signé un autographe aller au stade en famille (avec son oncle) mon joueur préféré m'a signé un autographe	lift : j'ai eu de la chance car j'ai pris une photo avec mon joueur préféré et il m'a signé un autographe. (withhold one mark) une journée mémorable (too vague) il faisait froid signe/signé un autographe il m'a signé un autographe	**(2)**

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Question Number	Answer	Accept	Reject	Mark
5(a)	les jeunes achètent plus (de matériel informatique)	plus d'ordinateurs portables plus de smartphones/téléphones on vend plus de matériel informatique aux jeunes lift : l'achat de smartphones et d'ordinateurs portables, continue d'augmenter chez les adolescents	livres télévision smartphones ordinateurs	**(1)**
5(b)	ils regardaient plus la télévision AND ils utilisaient moins les réseaux sociaux	maintenant/aujourd'hui, ils regardent moins la télévision maintenant/aujourd'hui, ils utilisent plus les réseaux sociaux ils lisaient plus Avant les réseaux sociaux, presque tous les jeunes trouvaient les livres fascinants et utiles, maintenant cela n'est plus le cas ils estiment aussi que leurs élèves ne lisent presque plus pour le plaisir	lift : En 2011, la télévision était plus populaire que les réseaux sociaux chez les ados. Dix ans plus tard, c'est le contraire.	**(2)**
5(c)	ennuyeux AND inutiles	barbants (ils ne sont) pas fascinants (ils ne sont) pas utiles	fascinants utiles	**(2)**

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5(d)	les garçons		les filles lift : les filles les utilisent moins que les garçons qui passent au moins quatre heures par jour en ligne.	**(1)**
5(e)	manque de concentration des élèves (pendant les cours) AND ils ne lisent presque plus (pour le plaisir)	manque d'intérêt pour la lecture (les élèves/ils) ne lisent presque pas/ guère (les élèves/ils) lisent rarement / peu	Lift : Les professeurs ont peur des conséquences, puisque leurs élèves sont donc moins concentrés pendant les cours qui sont essentiels pour leur avenir. ils/les élèves ne lisent pas les élèves sont donc moins sérieux	**(2)**

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5(f)	offrir/proposer/donner des livres sur une tablette aux élèves AND avoir les services de bibliothèque gratuits.	offrir/proposer/donner des livres sur une tablette aux élèves leur offrir/proposer/donner des livres sur une tablette leur offrir/proposer/donner des livres numériques lift : des livres offerts sur une tablette AND ne pas payer les services de bibliothèque Lift : les jeunes ne devraient plus payer les services de bibliothèque. No verb offered withhold one mark if the second idea is correct One correct verb in the first element can apply to the second element of the answer	lift : Certains professeurs pensent que les ados liraient plus de livres s'ils étaient disponibles sur une tablette. lift : d'autres disent que les jeunes ne devraient plus payer les services de bibliothèque	**(2)**

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Question Number	Communication and Content
6	The candidate should have referred to the following bullet points: • voiture • inconvénients • demain • écologique Maximum of 4 if one bullet has not been addressed. 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.

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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: • Ton repas préféré. • Ce que tu évites de manger pour avoir une vie saine. • Une sortie récente au restaurant. • Comment on pourrait encourager les gens à manger de façon saine.
(b)	The candidate should have referred to the following bullet points: • Ta tradition préférée. • Une tradition que tu as célébrée dans le passé. • L'importance des événements culturels. • Comment on pourrait changer les fêtes traditionnelles.
(c)	The candidate should have referred to the following bullet points: • Ta routine pendant une journée typique. • Les avantages ou les inconvénients de ta routine. • Ce que tu as fait hier à la maison. • Ce que tu aimerais faire pour aider à la maison. 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)	partons	**(1)**
8 (b)	bronzer	**(1)**
8 (c)	blanches	**(1)**
8 (d)	lisant	**(1)**
8 (e)	visiterai	**(1)**
8 (f)	heureuse	**(1)**
8 (g)	s'est promenée	**(1)**
8 (h)	ai acheté	**(1)**
8 (i)	ferai	**(1)**
8 (j)	choisirais	**(1)**

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