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Mark Scheme (Results)

Summer 2012

International GCSE French (4FR0)
Paper 2

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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(i)	C	**(1)**

Question Number	Answer	Mark
1(ii)	A	**(1)**

Question Number	Answer	Mark
1(iii)	B	**(1)**

Question Number	Answer	Mark
1(iv)	C	**(1)**

Question Number	Answer	Mark
1(v)	B	**(1)**

Question Number	Answer	Mark
2(i)	D	**(1)**

Question Number	Answer	Mark
2(ii)	E	**(1)**

Question Number	Answer	Mark
2(iii)	A	**(1)**

Question Number	Answer	Mark
2(iv)	G	**(1)**

Question Number	Answer	Mark
2(v)	B	**(1)**

Question Number	Answer	Mark
3(a)	moins	**(1)**

Question Number	Answer	Mark
3(b)	tôt	**(1)**

Question Number	Answer	Mark
3(c)	midi	**(1)**

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Question Number	Answer	Mark
3(d)	Alima	**(1)**

Question Number	Answer	Mark
3(e)	heureuse	**(1)**

Question Number	Indicative content	Mark
4	This question will be assessed according to the standard assessment criteria for writing given below. This can also be found on page 16 of the Specification.	**(10)**

Marks	Communication and Content
5	The task is completed. The information is fully relevant. The message is comprehensible and well organised. It may show some originality.
4	The task is mostly completed. The information is relevant. The message is comprehensible. There may be minor omissions or ambiguity.
3	The task is mostly completed but with some ambiguity. Some of the information may not be fully relevant. The message is generally comprehensible overall.
2	The task may be only partly completed. Some of the information may have been copied from the text without any attempt to adapt it. The message may be incomprehensible at times.
1	The task has not been completed. There is little meaningful communication. Most of the text may have been copied without any attempt to adapt it. The message is mostly incomprehensible.
0	No effective communication.

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Marks	Knowledge and Application of Language
5	Appropriate vocabulary for the task. Simple and more complex structures are generally used accurately. There may be minor lapses which do not impede communication.
4	Vocabulary and structures generally appropriate to the task. Some variety but correct usage is not always maintained. Basic errors are evident but they rarely interfere with communication.
3	Vocabulary and structures are quite simple but adequate to the task. Some variety may be attempted, but inaccurate language sometimes impedes communication. Genders, spellings, verb forms are inconsistent.
2	Simple vocabulary and structures only just adequate to the task. Much inaccuracy which impedes communication. Very limited verb forms. Genders and spellings are weak.
1	Only isolated examples of accurate language. Frequent errors which prevent communication. No awareness of language structure.
0	No language worthy of credit.

Question Number	Answer	Mark
5	A, D, G, H, J	**(5)**

- **Question 6 (10) + (5)**

In addition to these 10 marks for comprehension, 5 marks are available for the quality of the French in the answers.

NB For comprehension, complete sentence are NOT required
If the candidate gives *too much* information, mark the first *element*. Further information may be a *harmless addition* - ignore it.
However, if subsequent information *negates* the correct information, the mark may be withheld.

Reward *everything* for Knowledge and Application of Language, regardless of whether the answer scores for Comprehension

Knowledge and Application of Language:
(L) = low level of language use
(M) = average (at International GCSE level) use of language
(H) = high level use of language
Basic manipulation of language' (eg *je* > *il*, *mon* > *son*) in otherwise correctly 'lifted' sentences will be (M)
Take into account appropriate conjunctions to start answers

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Question Number	Acceptable Answers	Reject	Mark
6(a)	pour remercier (le directeur de l'hôtel/manager/patron) Il a voulu (lui) dire/parler («)merci(») il pense que l'accueil était fantastique (H) il pense que l'accueil est fantastique (M) il pense l'accueil est fantastique (L) pour l'accueil (chaleureux) (L) il est très content (des vacances) de cet hôtel à cause de l'accueil (M) parce que l'accueil (L) pour eux remercier de...(M)	Il avait passé ses vacances à l'hôtel. pour son / il / l'hôtel remercier de l'accueil … (David) a-t-il décidé …. pour David remercier de l'accueil pour <u>vous</u> remercier …. pour dire merci à l'accueil chaleureux …	**(1)**

Question Number	Acceptable Answers	Reject	Mark
6(b)	(on les a aidés) avec leur(s) bagage(s)/valises/sacs (un coup de main) <u>avec les / ses / leurs bagages</u> (L) on les a aidés avec leurs /les / ses bagages (H) les membres du personnel étaient là pour ils donner un coup de main avec les bagages (L) l'hôtel a donné un coup de main avec les bagages (L)		**(1)**

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Question Number	Acceptable Answers	Reject	Mark
6 (c)	Ils avaient réservé des chambres sans vue (sur mer) Il avait réservé des chambres sans vue (sur (la) mer) (M) Ils n'avaient pas réservé des chambres avec vue (sur (la) mer) (H) Ils avaient réservé des chambres moins chers (H) Ils ont réservé... (L) C'était des chambres plus chères Ça coûtait/coûte plus cher	parce qu'ils ont été ravis. Ils ne vont pas reserver … Ça coûtait moins cher	**(1)**

Question Number	Acceptable Answers	Reject	Mark
6 (d)	(idea of *hearing* is required in this answer (ie *entendre* or accept *écouter* but for a lower language mark) Ils n'entendaient que la mer (H) La mer était le seul bruit qu'ils entendaient (M) parce que la famille pouvait entendre seulement la mer (H) Le seul(ement) bruit qu'ils entendait était la mer Il n'y avait que le bruit de la mer	 Car c'était face à la mer. C'était un paradis maritime Parce que le seul bruit que la mer (L) Il y avait moins de bruit (où il étaient …) Il n'était que le bruit de la mer	**(1)**

Question Number	Acceptable Answers	Reject	Mark
6(e)	(Il faisait) chaud. (la) (très) grande chaleur(L) Il faisait (très) chaud. (M) Il faisait beau et chaud (M)	il faisait du soleil Il faisait froid C'était calme c'était la nuit Il faisait beau t.c (but h.a. to an otherwise correct answer)	**(1)**

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Question Number	Acceptable Answers	Reject	Mark

6(f)	i)
	la nourriture /les spécialités/une alimentation/
	un/le(s) repas/la cuisine
	le(s) repas qui sont/est mangé(s)***** // qu'on trouve*****
	choses qu'on mange*
	
	ii)
	traditionnel(le)(s) / populaire(s)
	
	(de la région) (du Maroc)de la /une région (M) / régione / régionne (L)
	(qui sont symboles) du Maroc/pour Maroc
	*****dans d'un/ce pays/quartier
	*****cette/une région
		plats / plates *etc*
		dîner
		
		tradional
		
		de certains pays (plural)
			(2)

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Question Number	Acceptable Answers	Reject	Mark
6(g)	On/ils (les) servai(en)t d'une manière professionnelle (M) On ils servaient d'une manière professionelle Ils (les) servait d'une manière professionnelle (L) Ils ils servaient... Ils ont été servis d'une manière professionnelle (H) Les serveurs étaient (vraiment) professionnels les serveurs étaient professional (L) L'hôtel servait... Ils servaient/ Ils ont servi (L)... Le service/ était formidable/(très) bon les serveurs éataient...	*Vos* chefs *nous* ont tentés server (for *servaient*) Ils étaient servait / server …*etc* c'était professionnel t.c. assez bon	**(1)**

Question Number	Acceptable Answers	Reject	Mark
6(h)	Elles goûtaient avec plaisir (les petits gâteaux) (L) Ça leur (a) fait plaisir (H) Elle les ont (beaucoup aimé(e)s) (H) Elles mangait avec plaisir (L) Elles les mangeaient avec plaisir (H) Elles adoraient manger les pâtisseries (M) Elles adoraient les manger (H) Elles adoraient manger (L) Elles étaient heureuses / contentes (M) Elle était heureuse (L) Ils étaient heureux	les gâteaux étaient sucrés (but h.a. to otherwise correct answer) nos filles j'aime / nous aimons elles étaient plaisir …	**(1)**

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Question Number	Acceptable Answers	Reject	Mark
6(i)	Ils vont/voudraient retourner au même endroit/hôtel. (à l'hôtel, la région, au Maroc) Ils vont retourner au Maroc. retourner à l'hôtel même (L) (Ils voudraient) aller / retourner à la même région (M) Ils voudraient y retourner (l'année suivante) (H) Ils y retourneront (H) Ils retourne à l'hôtel (L)	*inclusion of* votre hôtel Ils ont déjà fait leur réservation (L) Ils vont faire leur réservation	**(1)**

Marks	Knowledge and Application of Language
5	Appropriate vocabulary and structures generally used accurately. There may be occasional minor lapses which do not impede communication.
4	Appropriate vocabulary and structures often used accurately. There may also be a few basic errors which rarely interfere with communication.
3	Adequate vocabulary and structures. Quality of accuracy is inconsistent and sometimes impedes communication. Basic grammar generally mastered, but weaknesses evident in more difficult areas.
2	Limited vocabulary and structures. Frequent lapses. Some evidence of accurate language, which is mostly lifted straight from the original text. Main points are, however, communicated, despite inaccuracies.
1	Basic vocabulary and structures frequently inappropriate. Little or no evidence of language awareness. Frequent basic errors and inaccuracies impede communication. Nearly all material directly lifted from original text.
0	No language worthy of credit.

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Question Number	Indicative content	Mark
7	Question 7 is marked out of 15 using the grids below.	**(15)**

Marks	Communication and Content
5	*Very detailed and fully relevant response to the stimulus.* *Clearly able to narrate, describe, express opinions and expand, as appropriate to the task.* *Excellent communication; no ambiguity.* Excellent linking of the piece into a whole. Coherent and pleasant to read.
4	Detailed response to the stimulus, although there may be minor omissions. Evidence of description, opinion and expansion, as appropriate to the task. Meaning generally clear. Some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. May be rather pedestrian or alternatively somewhat over-ambitious.
3	Suitable relevant information conveyed, although there may be some omissions and/or irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions. Some ambiguity, especially if more ambitious language is attempted. Comprehensible overall. Some attempt at linking piece into a whole. Ambiguous in places.
2	Key information given; possibly major omissions and/or irrelevance, repetition. Level of response minimal with limited evidence of description or opinions. Some ambiguity. Just about comprehensible overall. Sentences written in isolation. Not easy to read.
1	Little relevant information conveyed. Level of response very limited. Much ambiguity and/or incoherence. Except for isolated items, would not be comprehensible to a native speaker.
0	No relevant communication.

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Marks	Knowledge and Application of Language
5	Vocabulary and structures comfortably equal to the task. No repetition. Confident use of a variety of complex structures. Range of tenses appropriately used. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to the task. Some attempt to vary sentences by using more ambitious structures, although unlikely to be wholly successful. Tenses generally appropriately used. Some ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to the task. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Evidence of correct formation of tenses, with some lapses. Some attempts to manipulate language, despite use of pre-learned language and/or set phrases at times; this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate. Sentences simple and usually short. There may be some simple subordination. Some evidence of correct formation and use of verbs/tenses, but frequent lapses. Pre-learned, set phrases predominate. Some attempts at enhancement of facts, but this is likely to be only partially successful.
1	Very limited language, which greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures and/or formation and use of tenses. Occasional almost correct phrase or short sentence, but this will be pre-learned.
0	No language worthy of credit.

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Marks	Accuracy
5	High level of accuracy. Not faultless, but only occasional minor errors. Secure when using more complex language, though not necessarily faultless.
4	Generally accurate in straightforward language. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Errors do not prevent communication. About half of what is written should be free of major errors; inaccuracy increases when more complex structures are attempted.
2	Frequent basic errors, but main points communicated. Some correct phrases, but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Very little or no evidence of correct verb formation.
0	No language worthy of credit.

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