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# Mark Scheme (Results)

## Summer 2013

## International GCSE French (4FR0)
## Paper 02 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(i)** | G | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **1(ii)** | F | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **1(iii)** | E | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **1(iv)** | D | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **1(v)** | A | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(i)** | V | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(ii)** | F | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(iii)** | F | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(iv)** | V | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(v)** | V | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **3** | B E F G J | **(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 | **(10)** |

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| | Specification. | |
|---|---|---|
| Question Number | Answer | Mark |
| **5(a)** | C | **(5)** |

| Question Number | Answer | Mark |
|---|---|---|
| **5(b)** | C | **(5)** |

| Question Number | Answer | Mark |
|---|---|---|
| **5(c)** | A | **(5)** |

| Question Number | Answer | Mark |
|---|---|---|
| **5(d)** | C | **(5)** |

| Question Number | Answer | Mark |
|---|---|---|
| **5(e)** | A | **(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.**

**Comprehension**

**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.**

**Knowledge and Application of Language**

Only those candidate responses which were a) correct or b) in fact wrong but nevertheless along the correct lines would be considered in the awarding of the Language mark. So for this latter case, an example might be:

Q: Give an example of something she likes.
A: She likes horses (where the correct answer is dogs)

Basic manipulation of language' (eg *je > il, mon > son*) in otherwise correctly 'lifted' sentences may be rewarded.

Take into account appropriate conjunctions to start answers.

Accept “elle” for reference to the narrator.

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| Question Number | Acceptable Answers | Reject | Mark |
|---|---|---|---|
| **6(a)** | 2007<br>en / a / à 2007<br>(present tense +) depuis 2007<br><br>il y a 6 ans<br>pendant (l'année) 2007<br>au cours de (l'année) 2007 | de (l'année) (de) 2007<br><br>pendant l'année 2007 on peut / a pu louer …<br>pour 2007 | **(1)** |

| Question Number | Acceptable Answers | Reject | Mark |
|---|---|---|---|
| **6(b)** | tout le monde (qui vit / habite **à / en / dans Paris)**<br>n'importe qui<br>les / des Parisiens <u>et</u> les touristes<br>tous / toutes les personnes<br><br><u>seulement</u> les membres<br>un membre <u>de Vélib'</u><br><br>les gens avec une carte bancaire<br><br>le narrateur | tout le monde en centre ville<br>tout gens<br>tous les gens<br>beaucoup de gens<br><br>de / des gens | **(1)** |

| Question Number | Acceptable Answers | Reject | Mark |
|---|---|---|---|
| **6 (c)** | au cours de sa <u>dernière</u> visite<br>dans sa sa <u>dernière</u> visite<br><br>au <u>cour</u> de sa dernière visite<br><br>quand <u>il</u> a visité Paris la <u>dernière</u> fois<br>la <u>dernière</u> fois qu'<u>il</u> a visité Paris<br><br>quand le narrateur / <u>il</u> dernière visite à Paris<br><br>(ie : needs reference to the narrator) | de sa dernière visite.<br>sa dernière visite<br>depuis sa dernière visite<br><br>pendant <u>la</u> dernière visite<br>ma / ta / leur dernière visite<br><br>quand il est allé Paris dernier<br>quand il était (allé) à Paris récemment<br><br>any reference to l'année dernière | **(1)** |

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| Question Number | Acceptable Answers | Reject | Mark |
|---|---|---|---|
| **6 (d)** | (laisser) (le numéro) de sa / une / votre / notre carte bancaire<br><br>le numéro sur / dans sa carte bancaire | (le numéro) de ma / la carte bancaire<br><br>le numéro de sa banque<br><br>une carte de la banque | **(1)** |

| Question Number | Acceptable Answers | Reject | Mark |
|---|---|---|---|
| **6(e)** | <br><br>(il y a ) des / les centaines<br>(il y en a ) des / les centaines<br>a des centaines<br><br><br>plus de 199 | 20 000<br><br>des centaines (plus de 20 000)candidate's brackets<br><br>deux centaines<br>plusieurs cents<br><br>beaucoup<br><br>presque centaines / à des centaines | **(1)** |

| Question Number | Acceptable Answers | Reject | Mark |
|---|---|---|---|
| **6(f)** | (à) 50 m(ètres) de(s) <u>son</u> hôtel<br><br>(50m) près de <u>son</u> hôtel<br>à côté de <u>son</u> hôtel | en / à Paris (without further explanation)<br><br>il a <u>cherché</u> une borne près de son hôtel<br><br>any reference to <u>mon / ton</u> | **(2)** |

| Question Number | Acceptable Answers | Reject | Mark |
|---|---|---|---|
| **6(g)** | <u>taper / tape</u> son / mon / le / un / votre code (sur le clavier / borne)<br>on doit taper / mettre le code de …. (as above)<br><br>(il a) tapé <u>son</u> code<br>(il) tape son code<br><br><u>donner / mettre</u> son / mon/ le / | devenir membre (de Vélib')<br><br><br>taper leur code (poss. repeat error from 6c) | **1)** |

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| | | | |
|---|---|---|---|
| | un / votre code (en utilisant le clavier) | | |

| Question Number | Acceptable Answers | Reject | Mark |
|---|---|---|---|
| **6(h)** | deux heures<br>2 heures<br>il est revenu / retourner deux heures plus tard<br>2h | deux heures (plus) tard.<br>plus de deux heures<br>depuis deux heures<br>environ deux heures | **(1)** |

| Question Number | Acceptable Answers | Reject | Mark |
|---|---|---|---|
| **6(i)** | (ça va / ça doit) limiter / réduire la pollution<br>créer moins de pollution<br><br>past tense<br>future tense<br><br>c'est bon pour l'environnement<br>on limite / réduit la pollution<br><br>ça / il n'émet pas de pollution<br>ça / il réduit / rédui(e) la pollution | Qui doit limiter<br><br>ça n'émitter pas de pollution<br>ils / elles / les vélos réduient la pollution | **(1)** |

| Question Number | Acceptable Answers | Reject | Mark |
|---|---|---|---|
| **6(ii)** | Repeated errors possible in verb forms<br><br>(ça va / ça doit) réduire / limiter les embouteillages<br><br>les bouchons<br><br>(ça va / ça doit) aider la circulation | | **(1)** |

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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.<br>Clearly able to narrate, describe, express opinions and expand, as appropriate to the task.<br>Excellent communication; no ambiguity.<br>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.<br>Evidence of description, opinion and expansion, as appropriate to the task.<br>Meaning generally clear. Some lapses.<br>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.<br>Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions.<br>Some ambiguity, especially if more ambitious language is attempted. Comprehensible overall.<br>Some attempt at linking piece into a whole. Ambiguous in places. |
| **2** | Key information given; possibly major omissions and/or irrelevance, repetition.<br>Level of response minimal with limited evidence of description or opinions.<br>Some ambiguity. Just about comprehensible overall.<br>Sentences written in isolation. Not easy to read. |
| **1** | Little relevant information conveyed.<br>Level of response very limited.<br>Much ambiguity and/or incoherence.<br>Except for isolated items, would not be comprehensible to a native speaker. |
| **0** | No relevant communication. |

| Marks | Knowledge and Application of Language |
|---|---|
| **5** | Vocabulary and structures comfortably equal to the task. No repetition.<br>Confident use of a variety of complex structures.<br>Range of tenses appropriately used.<br>Clear ability to manipulate language to suit purpose. |
| **4** | Evidence of a range of vocabulary and structures appropriate to the task.<br>Some attempt to vary sentences by using more ambitious |

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| | |
|---|---|
| | structures, although unlikely to be wholly successful.<br>Tenses generally appropriately used.<br>Some ability to manipulate language to suit purpose, albeit with mistakes. |
| **3** | Vocabulary and structures adequate to the task.<br>Style basic, correct syntax when using simple, short sentences.<br>Some longer sentences where syntax is not always correct.<br>Evidence of correct formation of tenses, with some lapses.<br>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.<br>Language basic and sometimes inappropriate. Sentences simple and usually short. There may be some simple subordination.<br>Some evidence of correct formation and use of verbs/tenses, but frequent lapses.<br>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.<br>Language very basic and frequently inappropriate.<br>Little understanding of language structures and/or formation and use of tenses.<br>Occasional almost correct phrase or short sentence, but this will be pre-learned. |
| **0** | No language worthy of credit. |

| Marks | Accuracy |
|---|---|
| **5** | High level of accuracy. Not faultless, but only occasional minor errors.<br>Secure when using more complex language, though not necessarily faultless. |
| **4** | Generally accurate in straightforward language.<br>Accuracy can be more variable when more complex structures are attempted. |
| **3** | Fairly accurate in simple language. Errors do not prevent communication.<br>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.<br>Some correct phrases, but frequent misspellings, inaccurate genders, incorrect verb endings. |
| **1** | Frequent basic errors and inaccuracies prevent communication.<br>Isolated examples of correct language. Very little or no evidence of correct verb formation. |
| **0** | No language worthy of credit. |

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