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Mark Scheme (Results)
Summer 2014

Pearson International GCSE in French (4FR0)
Pearson Edexcel Certificate in French (KFR0)
Paper 2: Reading and Writing in French

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January 2014
Publications Code UG038832
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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)	D	**(1)**

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

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

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

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

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

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

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

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

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

Question Number	Answer	Mark
3(a)	Theo: B, E Sadek: A Fatou: D, G	**(5)**

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Question Number	Indicative content	Mark
3(b)	This question will be assessed according to the standard assessment criteria for writing given below. Please refer to Q3a, as this may inform your Q3b marking. A range of tenses and timeframes is not required to attain full marks. Length has no automatic penalty or credit The ideas are suggestions only (cf Q6) Accept wide interpretations of relevant freetime activities C5 can include some ambiguity L5 only requires a good range and general accuracy in the context of Q3b. There could be errors C0 = L0 and vice versa. Send to Review if you intend to award this to a response e.g. apparently wholly irrelevant response Work well above C5 L5 may be seen No particular register needed	**(10)**

Marks	Communication and Content
0	• No rewardable material.
1-2	• Little meaningful communication; only occasionally comprehensible. • Most of the response may have been copied from the supporting passgage without any attempt to adapt it.
3-4	• Limited communication; frequently lacking clarity. • Some of the response may have been copied from the supporting passage but with some attempt to adapt it.
5	• Mostly clear communication with some ambiguity. • The candidate's response is mostly independent; minimal reliance on the supporting passage.

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Marks	Knowledge and Application of Language
0	• No rewardable material.
1-2	• Narrow range of basic vocabulary and structures. • Minimal accuracy in spelling and grammar
3-4	• Adequate range of vocabulary and structures, with some repetition. • Some accuracy in spelling and grammar with errors.
5	• Good range of vocabulary and structures. • General accuracy in spelling and grammar, although there may be errors.

Question Number	Answer	Mark
4	(i) médias (ii) loin (iii beaucoup (iv) tristes (v) jouet	**(5)**

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Question 5 10 marks

ORDER OF ELEMENTS Mark the first element only in a 1 mark part, or the first 2 elements of a 2 mark part.
Incorrect gender and number tolerated if comprehensible esp il(s) and elle(s)

Targeted lifts are allowed
t.c. = tout court, if nothing else is offered
h.a. = harmless addition
n.f.p. = no further penalty
b.o.d. = benefit of doubt

Question Number	Answer	Accept	Reject	Mark
5(a) **Canada**	(au) Canada	incorrect prepositions e.g. dans le Canada, à Canada au Canada et au Danemark (order of elements) au Canada et jamais au Canada (order of elements) Canadien OR Canadian	hors du FOR au first person responses then n.f.p.	**(1)**

Question Number	Answer	Accept	Reject	Mark
5 (b) **homeless**	(il était) sans domicile OR (il n'avait) pas de maison OR il n'avait de chez lui	san(s) for sans plausible abode e.g. pas d'apartement targeted, manipulation : (il) se retrouve sans domicile il n'avait pas un chez lui	son domicile untargeted partial lift : son pays et se retrouve sans domicile (no sense) lift of whole sentence (untargeted lift) il ne savait pas où habiter (en France)	**(1)**

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Question Number	Answer	Accept	Reject	Mark
5 (c) **laugh**	il rit (beaucoup avec lui) OR ils rient (beaucoup ensemble)	il ri(s)e ils risent recognisable forms of il rit il rire lift ils deviennent amis OR il trouve la vie drôle (inference)	il riz (no sense) rire (vague)	**(1)**

Question Number	Answer	Accept	Reject	Mark
5(d) **smoking**	les personnages fumaient OR on fumait OR tout le monde fumait (qui est un mauvais exemple)	fumer (t.c.) fumé(e) (recognisable attempt) caractère FOR personnage	un mauvais exemple (t.c.) (vague) <u>conjugated</u> verb without pronoun e.g. fumaient les OR femmes OR jeunes OR hommes fumaient (not necessarily)	**(1)**

Question Number	Answer	Accept	Reject	Mark
5(e) **no handicapped people**	(il n'y avait) pas une seule personne handicapée OR pas un (seul) handicapé	<u>il n'y avait</u> une seule personne handicapée (pas omitted but in context) personne <u>n'</u>était handicapé (formulated as a sentence) person FOR personne (in context)	handicapped (English)	**(1)**

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Question Number	Answer	Accept	Reject	Mark
5(f) **1. escalator** **2. heavy OR big doors**	1. (impossible d'utiliser) l'escalier mécanique 2. portes lourdes OR grandes portes	assess first two elements whether presented in Qf(i) and/or Qf(ii) mechanic FOR mécanique ports FOR portes tolerate erroneous verb lifts e.g. on a dû ouvrir... montrer FOR monter in context b.o.d. with elements	au deuxième étage (t.c.) but could be h.a. refs to first row	**(2)**

Question Number	Answer	Accept	Reject	Mark
5(g) **near screen**	(trop) près de l'écran	inaccessible (t.c. inference)	au premier rang (t.c.) but could be h.a.	**(1)**

Question Number	Answer	Accept	Reject	Mark
5(h) **on the ground floor**	(dans une salle) au rez-de-chaussée (du cinéma)	recognisable forms of rez-de-chaussée monter FOR montrer in context		**(1)**

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Question Number	Answer	Accept	Reject	Mark
5(i) **to complain** **OR write to e.g. manager**	se plaindre OR (écrire) une lettre <u>de plainte</u> OR au responsable	inference : demander que le film soit projeté dans une salle accessible OR elle fait projeter le film dans une salle accessible (+ comprehensible formulations see 1692) recognisable forms of se plaindre e.g. il s'être plait verbal complaints : parler au responsable écrire (t.c.) (Anglicism, vague) suitable recipients e.g. le patron reflexive notion required with plaindre	dire FOR parler au responsable (Anglicism, no sense)	**(1)**

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Question Number	Indicative content	Mark
6	Question 6: see the grids below.	**(20)**

Best fit grid

No word count penalty or credit per se
Register is disregarded
Bullet points may be treated in any order

Mark globally – free responses, not reading comprehension
If offered saultations and valedictions are not considered detrimentally
Incorrect timeframe limits the bullet to partial. NB timeframe NOT tense
No development needed where a detail is sought for full bullet e.g. one interesting past event needs no embellishment for full credit
In the third bullet of each task, at least **two** details are needed. In Q6b and Q6c disadvantages cannot score

Marks	Communication and Content
0	• No rewardable material.
1-2	• Little meaningful communication; only occasionally comprehensible. • The response is barely relevant to the task.
3-4	• Limited communication; frequently lacking clarity. • The response is partially relevant to the task but there may be major omissions.
5-6	• Mostly clear communication with some ambiguity. • The response is mostly relevant and addresses some aspects of the task
7-8	• Clear communication with occasional ambiguity. • The response is relevant and addresses most aspects of the task.
9-10	• Clear communication with no ambiguity. • The response is relevant and fully addresses all aspects of the task.

Marks	Knowledge and Application of Language
0	• No rewardable material.
1-2	• Narrow range of basic vocabulary and structures. • Very little use of tenses to vary sentences
3-4	• Adequate range of vocabulary and structures, with some repetition. • Some use of tenses to vary sentences.
5	• Uses wide range of vocabulary and structures, including some complex lexical items. • Use of a range of tenses to vary sentences

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Marks	Accuracy
0	• No rewardable material.
1-2	• Very little evidence of correct verb formation, gender and agreement. • Correct spelling is limited.
3-4	• Some evidence of correct verb formation, gender and agreement. • Spelling is accurate for some of the response.
5	• Strong evidence of correct verb formation, gender and agreement. • Spelling is generally accurate although there may be occasional lapses.

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