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Mark Scheme (Results)

Summer 2015

Certificate/International GCSE French
(4FR0/02 or KFR0/02)

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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)	B	**(1)**

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

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

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

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

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

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

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

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

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

Question Number	Answer	Mark
3(a)	G, D, B, F, A	**(5)**

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Question Number	Answer	Mark
3(b)		**(15)**

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

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

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Question Number	Answer	Mark
4(i)	C	**(1)**

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

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

Question Number	Answer	Mark
4(iv)	B	**(1)**

Question Number	Answer	Mark
4(v)	C	**(1)**

General principles in Q5

Marking is for communication only

- Order of elements trumps all other rules, including vitiation
- Answers in the wrong language or which form different French words are accepted, if comprehensible in context e.g. un person, jeûnes, put for pue
- Non-existent verb forms or verbs in the wrong tense are accepted if they communicate and are not explicitly precluded
- Untargeted lifts, especially involving incorrect personal pronouns are rejected
- Accept il(s) and elle(s) interchangeably throughout if they communicate

Question Number	Answer	Accept	Reject	Mark
5(a) if you start to smoke young	(si) on commence <u>à fumer</u> (très) jeune	si OR equivalent omitted infinitive avant 18 ans for jeune on fume <u>quand on est</u> jeune <u>(le) plus</u> on y goûte tôt (partial lift) tu OR vous OR nous OR les personnes for on on <u>y</u> goûte tôt (tabac understood) lift : plus on y goûte	les personnes qui ont commencé très jeune (does not target comment) si on fume jeune	**(1)**

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		tôt…arrêter de fumer (whole lift needed)		

Question Number	Answer	Accept	Reject	Mark
5(b) **those who have no friends who smoke**	les gens qui n'ont pas de copains qui fument (inference)	person for personne (communicates though English) jeunes OR ceux for gens Other responses borne out in the text ceux sans copains qui fument les gens n'avec pas des copains qui fument (communicates) either 'ne' or 'pas' is enough in any question part to indicate negative	ce for ceux qui n'ont pas de copains qui fument (untargeted) Responses not borne out in the text e.g. ceux qui souffrent d'asthme des gens qui n'est pas des copains qui fument (ambiguous)	**(1)**

Question Number	Answer	Accept	Reject	Mark
5(c) **by chewing gum**	en prenant OR utilisant du chewing-gum	equivalent notions to 'en prenant' e.g. si on prend, avec, par la pâte à mâcher OR la gomme à mâcher OR le chewing-gums for le chewing-gum e.g. en prendant (non-existent verb form communicates) plausible alternatives to prendre e.g. mâcher OR manger imperative infinitive avec/avoir	(le) chewing-gum (t.c.) les chewing-gums améliorent l'odeur du tabac	**(1)**

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		lift : (bien sûr, les chewing-gums…haleine)		

Question Number	Answer	Accept	Reject	Mark
5(d) Discrete **(any two)** **1. skin is aged** **2. skin is less supple** **3. skin smells**	1. (la) peau OR elle (est) vieillie OR âgée 2. (la) peau OR elle (est) moins OR pas souple 3. la peau OR elle pue	elle est vieillie et moins souple = 2 vieille for vieilli âger for âgée (wrong part of speech communicates) recognisable forms no more than one letter out from vieilli(e) e.g. vieillit, veillie, vieili lift of last sentence 4th paragraph	peu for peau misspellings of peau OR moins responses not targeting skin e.g. on pue vieillit la peau (untargeted) il pue	**(2)**

Question Number	Answer	Accept	Reject	Mark
5(e) Discrete (any two) **1. you can save money** **2. you can buy (yourself) a bike** **3. avoid a fine**	1. (on peut) économiser (t.c.) (240 € OR beaucoup d'argent OR de l'argent) 2. (on peut) (s')acheter OR (s')offrir un vélo(reasonable item 3. éviter une amende	tolerate no OR wrong currency plausible inference: on aurait plus d'argent 2. other plausible purchases e.g. voiture 3. equivalent of éviter e.g. on ne risque pas une amende amande for amende (communicates in context)	sauver for économiser meilleure santé OR on sera plus sain (too general, not in text)	**(2)**

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		opposite angle of Q5d responses each credited fully, including mere negation e.g. la peau ne pue pas		

Question Number	Answer	Accept	Reject	Mark
5(f) **a person who smokes in a public place**	une personne qui fume (une cigarette) <u>dans un espace OR endroit public</u> (où fumer n'est pas autorisé) OR une personne fume où fumer OR ce n'est pas autorisé	see Q5(b) for renditions of une personne publique for public (wrong part of speech) si une personne allume une cigarette dans un endroit public en public for dans un endroit public lift : si tu fumes…public	une personne qui fume OR allume (t.c.)	**(1)**

Question Number	Answer	Accept	Reject	Mark
5(g) **to de-stress**	(pour OR afin de) déstresser (t.c.) (sans cigarette OR sans tabac)	combattre le stress OR enlever le stress OR se détendre OR se relaxer for se déstresser omitted reflexive relax (t.c.) tolerate stray reflexive pronouns	(se) distresser OR detresser for se déstresser general comments not in text e.g. pour rester en forme combattre (t.c.)	**(1)**

Question Number	Answer	Accept	Reject	Mark
5(h) **people who DO NOT get angry (quickly)**	les personnes qui <u>ne</u> (se) fâchent <u>pas</u> (vite)	ne OR pas for negation syntactical errors with negative particles incorrect pronouns which communicate e.g. ils for les	wrong angle e.g. lift: les personnes qui se fâchent vite…(oblique)	**(1)**

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		personnes (general rule) negative notion conveyed e.g. les personnes qui évitent de se fâcher OR moins vite N.B. care with angle and negation		

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Question Number	Answer	Mark
6		**(20)**

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

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

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

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