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Mark Scheme (Results)

Summer 2016

Pearson Edexcel International GCSE in French (4FR0)
Paper 2: 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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QUESTIONS

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

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

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

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

Question Number	Answer	Mark
1(v)	F	**(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)	C, A, F, E, D	**(5)**

Question Number	Answer	Mark
3(b)		**(10)**

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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

Question Number	Answer	Mark
4	A, B, H, I, J	**(5)**

Accept ils/elles for il/elle throughout in context e.g. il est infirmère

Question Number	Answer	Accept	Reject	Mark
5(a) nurse	(elle est) infirmière	infirmier	Elle travaille dans un hôpital	**(1)**

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Question Number	Answer	Accept	Reject	Mark
5(b) discrete	1. trains (plus) fréquents 2. trains <u>moins</u> chers 3. (trajet plus) court (inference) **ANY TWO**	omission of si or equivalent b.o.d. plus (de) trains le trajet n'est pas long	fréquentés for fréquents no comparison references to speed e.g. trains moins lents references to general improvements e.g. meilleurs trains	**(2)**

Question Number	Answer	Accept	Reject	Mark
5(c) farm	(à la) ferme	ferme firme farme près de sa maison <u>il s'occupe</u> de la ferme (targeted lift) plausible prepositions e.g. dans la ferme treat references to lycée as a preamble.	<u>de la</u> ferme (untargeted lift) farm (two letters out)	**(1)**

Question Number	Answer	Accept	Reject	Mark
5(d) **it rained**	il pleuvait	plausible inferences e.g. il ne faisait pas beau, il faisait pleut, il plu il a pleut	le ciel était couvert (t.c.) tenses other than past Explicit other weather e.g. il a neigé	**(1)**

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Question Number	Answer	Accept	Reject	Mark
5(e) **healthy OR well OR no asthma**	(elle va) mieux OR (elle est plus) saine OR elle n'a pas OR plus d'asthme	plausible inferences e.g. elle se sent mieux OR elle est plus heureuse (inference) bon OR bien l'asthme ne la gêne pas (la for Hanan is tolerated)	1st person responses (withhold first time only) e.g. Je vais bien. references to asthme which do not target Hannan e.g. bon pour l'asthme pas d'asthme	**(1)**

TAKE CARE NOT TO CONFUSE INFORMATION FROM (f) in (g) AND VICE VERSA

Question Number	Answer	Accept	Reject	Mark
5(f) **discrete**	1. aller à la bibliothèque 2. (faire des OR les) courses OR aller au centre commercial OR aller aux		lire (t.c.) References to not having a car, though treat as h.a. se déplacer	**(2)**
	magasins 3. (jouer au) foot 4. boire quelque chose avec les amis OR au café **ANY TWO**		cours	

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Question Number	Answer	Accept	Reject	Mark
5(g)	1. (elle jouerait au) foot OR elle serait membre d'une équipe de foot 2. (elle ferait des) courses 3. prendrait quelque chose <u>à boire</u> **ANY TWO**	infinitive sequential error e.g. cours in 5f. Mark not withheld in 5g.	tenses other than the conditional withhold mark only once for nonconditional boire (t.c.)	**(2)**

	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

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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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