

# Mark Scheme (Results) Summer 2010

GCE

## GCE French (6FR04) Paper 1

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Unit 4 (6FR04): Research, Understanding and Written Response in French

Question Number	Answer	Mark																				
1	<p>Translation from English into French. Mark according to grid below. Spelling errors and omission of essential accents would render a section incorrect.</p> <p>30 marks divided by 3</p> <table border="1" data-bbox="708 486 1096 996"><tbody><tr><td>30-29</td><td>10</td></tr><tr><td>28-26</td><td>9</td></tr><tr><td>25-23</td><td>8</td></tr><tr><td>22-20</td><td>7</td></tr><tr><td>19-17</td><td>6</td></tr><tr><td>16-14</td><td>5</td></tr><tr><td>13-11</td><td>4</td></tr><tr><td>10-8</td><td>3</td></tr><tr><td>7-5</td><td>2</td></tr><tr><td>4-1</td><td>1</td></tr></tbody></table> <p>Accept Past Historic. Where a candidate mixes the two tenses, withhold one mark and then ignore</p>	30-29	10	28-26	9	25-23	8	22-20	7	19-17	6	16-14	5	13-11	4	10-8	3	7-5	2	4-1	1	(10)
30-29	10																					
28-26	9																					
25-23	8																					
22-20	7																					
19-17	6																					
16-14	5																					
13-11	4																					
10-8	3																					
7-5	2																					
4-1	1																					

	English	French	Accept	Reject
1.	Although	Bien que	quoique. Malgré le fait que + indicative	Quoi que (definitely two words) Même si. Malgré que
2.	the situation is different	la situation soit différente	différente (without accent.) est if box 1 warrants it.	
3	now,	maintenant,	De nos jours. Actuellement Any acceptable rendering put in front of différente	
4	it has never been	il n'a jamais été		Ça. Past Historic
5	easy	facile		
6	to be an immigrant	d'être (un) immigré	(un) immigrant être (no accent)	un sans papiers immigre une immigrée
7	in a foreign country.	dans un pays étranger.		étrange. un autre pays un pays différent
8	My grandparents	Mes grands-parents	No hyphen, one word	
9	came here	sont venus ici	sont arrivés	là
10	soon	peu	peu de temps un peu juste	bientôt tôt
11	after the war	après la guerre		après après NB consequential in 17
12	from one of	d'une de	en provenance de	un (but in 13 accept masculine as consequential)
13	our former colonies.	nos anciennes colonies.	territoires	colonies anciennes dom - tom vieilles précédentes
14	When they left the boat	Quand ils ont débarqué Lorsque	quitter descendre de	sortir partir de Imperfect

15	they were arrested	ils ont été arrêtés,	On les a arrêtés	imperfect insert par la police ils se sont fait arrêter détenu mis en prison
16	immediately.	immédiatement.	tout de suite immédiatement ( no accent) before arrêtés	
17	However after a while	Cependant après quelque temps	après un certain temps Un peu de temps Toutefois Néanmoins pourtant	un peu (t.c.) après un moment /instant quelques plus tard une période de temps du temps mais
18	the authorities realised	les autorités se sont rendu compte	realiser réaliser	Rendus (i.e. past participle les autorites ( no accent) agreement) Reconnu compris
19	that they had	qu' ils avaient	possédaient	ont eu que ils
20	the necessary documents	les documents nécessaires	nécessaires (without accent) papiers	la documentation insert tous
21	and freed them.	et les ont libérés.	relâcher laisser partir If a subject pronoun is inserted it must be elles libérés mis en liberté	leur ont donné la liberté
22	My grandfather found	Mon grand-père a trouvé	No hyphen	
23	work	du travail	un emploi un poste un travail	du boulot un boulot de l'emploi le travail
24	in a factory	dans une usine	une fabrique	
25	and he succeeded	et il a réussi	Reussi (no accent)	succédé
26	in learning the language	à apprendre la langue		le langage
27	but for his wife	mais pour sa femme	son épouse	quant à sa femme
28	it was harder	il était plus difficile	c'était dur for difficile ilaéta	
29	to become integrated	de s'intégrer		devenir intégrée
30	into the local community.	dans la communauté locale.	à for dans	communaute (no accent) la société

Question number	General	Mark
2	<p><b>Word count</b> Titles, direct quotes (ie in inverted commas), bibliography, proper nouns and footnotes do not count in the overall word count. A mark of 0 in any of the mark grids results in an overall mark of 0. To access QoL marks, candidates must have achieved at least 1 mark in the other two grids. An essay with an overall mark of 0 must be sent to review for PE/TL to review.</p> <p><b>Essays that are too long</b> Stop reading at the end of the sentence after 270 words.</p> <p><b>Essays that are too short</b> Self-penalising under the mark grids.</p>	(45)

Question Number	Answer	Mark
2(a)	This should be open to many interpretations. It might be explained why this person is travelling by train. From/to? He looks dejected/tired/disappointed etc. This should be explained. It might have something to do with the open laptop. Difficult to see how monster/aliens can figure.	(45)

Question Number	Answer	Mark
2(b)	The scenario has an air of suspense/tension which would need to be maintained. Christophe's two companions would continue to be involved. The story will presumably revolve around what appears on the road. It could contain a mixture of dialogue and narrative.	(45)

Question Number	Answer	Mark
2(c)	Reactions to being reunited would no doubt be given. What had happened to Romain in the year he had been missing should be given. There might be a comment on what is likely to happen now and/or in the future	(45)

Question Number	Answer	Mark
2(d)	This could be done from the point of view of an individual and/or from that of the authorities. A balanced view might be that it is necessary to look after both mind and body.	(45)

Question Number	Answer	Mark
2(e)	It is difficult for older people to keep up with technological change, whereas younger people seem able to assimilate it readily. Computers, mobile phones etc could all be used as examples. On the other hand it could be said to narrow differences since it is often the young who have to help/instruct their elders in a reversal of what is generally the case.	(45)

Question Number	Answer	Mark
2(f)	On the one hand, as people lose the moral guidance and teachings given by religion, they have little to guide them in many social and personal areas. People lose the ability to differentiate between right and wrong. On the other hand, there could be said to be less prejudice, more tolerance and understanding of others. Religion has often been the catalyst for conflict and war.	(45)

Question Number	Answer	Mark
2(g)	What pupils learn might often be seen as theoretical, dry and irrelevant. They obviously need to be able to keep up with technological change, they need instruction in such things as finance and lifestyle in order to be able to cope with the pressures of modern life. However, there is still a need for many of the traditional subjects to communicate etc. History, for example, by teaching about the past, imparts lessons for the present and the future.	(45)

Mark	Range and application of language – Creative/discursive essay (AO3)
0	No rewardable range and application of language.
1-2	Inadequate range of lexis and structures; very limited ability to manipulate language.
3-4	Restricted range of lexis and structures; limited ability to manipulate language.
5-6	An adequate range of lexis and structures; successful manipulation of language/attempts to handle complex structures not always successful.
7-8	A wide range of appropriate lexis and structures; successful manipulation of language.
9-10	Rich and complex language; very successful manipulation of language.

Mark	Accuracy of target language - creative and discursive (AO3)
0	Language so inaccurate that no reward is possible.
1	Accuracy only in the simplest form; a high incidence of basic error.
2	Communication impaired at times by basic errors, eg agreements, verb forms; some familiar language is accurate.
3	A number of major errors made, without impairing communication significantly; familiar forms and structures usually accurate.
4	Few errors, mostly of a minor nature.
5	High degree of accuracy with minimal and minor errors.

Mark	Understanding and response – Creative essay (AO2)
0	No rewardable understanding or response.
1-3	Largely irrelevant; minimal use of stimulus.
4-6	Some relevant points made; unimaginative use of stimulus.
7-9	Satisfactory understanding of question and response to stimulus.
10-12	Good to very good understanding of question and response to stimulus.
13-15	Very good to excellent understanding of question and imaginative response to stimulus.

Mark	Understanding and response – Discursive essay (AO2)
0	No rewardable understanding or response.
1-3	Minimal understanding of question or relevant discussion.
4-6	Limited understanding of question.
7-9	Satisfactory understanding of question; some implications of questions addressed.
10-12	Good to very good understanding of question; main implications of question addressed.
13-15	Very good to excellent understanding of question; implications of question fully grasped.

Mark	Organisation and development – Creative/discursive essay (AO2)
0	No rewardable organisation and development.
1-3	Minimal organisation and development; answer largely disorganised.
4-6	Limited organisation and development; structure lacks coherence.
7-9	Organisation and development not always logical and clear.
10-12	Organisation and development logical and clear.
13-15	Extremely clear and effective organisation and development of ideas.



Question Number	General	Mark
3 <b>SECTION C</b> <b>RESEARCH BASED ESSAY</b>	<p><b>Word count</b> Titles, direct quotes (ie in inverted commas), bibliography, proper nouns and footnotes do not count in the overall word count. A mark of 0 in any of the mark grids results in an overall mark of 0. To access QoL marks, candidates must have achieved at least 1 mark in the other two grids. An essay with an overall mark of 0 must be sent to review for PE/TL to review.</p> <p><b>Essays that are too long</b> Stop reading at the end of the sentence after 270 words.</p> <p><b>Essays that are too short</b> Self-penalising under the mark grids.</p>	(45)

Mark	Reading, research and understanding (AO2)
0	No rewardable material presented.
1-6	Minimal understanding; almost no evidence of reading and research.
7-12	Limited understanding; little evidence of reading and research.
13-18	Adequate understanding; some evidence of reading and research.
19-24	Good to very good understanding; clear evidence of in-depth reading and research.
25-30	Very good to excellent understanding; clear evidence of extensive and in-depth reading and research.

Mark	Organisation and development (AO2)
0	No rewardable organisation and development.
1-2	Limited organisation and development; structure almost wholly lacking in coherence.
3-4	Some organisation and development; may be rambling and/or repetitive.
5-6	Adequate organisation and development of material; development patchy and/or ambiguous.
7-8	Good organisation and development; material well planned and sequenced with minor lapses.
9	Very good organisation and development; material very effectively marshalled and developed within a carefully planned framework.

Mark	Quality of Language (AO3)
0	No rewardable language.
1	Very basic level of communication; language often breaks down because of lack of linguistic knowledge and/or ability to use structures; very inaccurate.
2	Some communication achieved on a basic level but often lacks comprehensibility; limited linguistic range; basic sentence construction; register often inappropriate.
3-4	Satisfactory communication; inaccurate language occasionally impedes comprehensibility; fair range of appropriate lexis; structures often well handled.
5	Good communication; errors rarely impede comprehensibility; language mainly accurate and appropriate; good range of lexis and structures; good handling of complex structures and use of idioms.
6	Very good communication; language almost always fluent, varied and appropriate; wide range of lexis and structures; high level of accuracy.

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