

Mark Scheme (Results)

January 2013

GCE French (6FR02) Paper 01

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Question Number	Answer	Mark
1	(i) C (ii) B (iii) B (iv) A	(4)

Question Number	Answer	Mark
2	(a), (c), (e), (g)	(4)

Question Number	Answer	Accept	Mark
3	(a) le grand public (b) plusieurs endroits (c) artistique (d) de la région	answers which are incontrovertably correct, for example: (a) le grand publique (misspelling) (b) plusieurs endroit (singular) (c) artistic (English) (d) de la region (English) OR du région (wrong gender)	(4)

Question Number	Answer	Accept	Reject	Mark
4(a) annual food waste	(la quantité d')aliments jetée <u>chaque année</u>	aliments jetés <u>chaque année</u> <u>tolerate missing</u> <u>accents,an/anné etc</u> français for Français les Français OR les gens en France jètent 7 kilos d'aliments par an (ambig but just OK) NB Q4 throughout: jeter for jeter in all conjugations gaspillée for jetée	past tense jeter for jetée (wrong part of speech) aliments jetés (t.c.) nombreux de nourriture no mention of aliments En France 7 kilos sont jetés chaque année (misleading) generalisations where all French people together	(1)

		combien for la quantité no verb other tenses (future, conditional)	seem to have 7 kilos of wasted food en for un: en Français	
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Question Number	Answer	Accept	Reject	Mark
4(b) tidy it OR watch sell-by dates	(bien) <u>le</u> ranger or ranger <u>le frigo</u> OR gérer les dates (de) limite <u>e</u> (de vente)	(ré)organiser for ranger and insist on idea of le frigo savoir OR être conscient de for gérer addition of plausible modal verb : ils doivent/peuvent gérer la date/les dates de limite les contenu(e) for le contenu	past tense ranger (t.c.) (untargeted) limit(s) for limites (English) jeunes for gens (VIT though not essential): les jeunes gèrent les dates de limite other cognates of contenu e.g. contenance	(1)

Question Number	Answer	Accept	Reject	Mark
4(c)i. perishable goods OR meat OR yoghurts	les produits périssables OR (grands lots de) viande OR yaourt(s)	all tenses pé(r)ri(s)sable(s) for périssables tolerate other items (e.g. lait) that <u>do not</u> vitiate	no mention of périssables or equivalent (vague) products other spellings of périssables: e.g. périshables	(1)

Question Number	Answer	Accept	Reject	Mark
4(c)ii. short dated	la date (de) limite (de vente) est proche	all tenses date de préemption seq error of limit près for proche pour les vendre avant leur date de limite ils sont proches de devenir pourris tolerate il/s ; elle/s NB vente is unessential Tolerate vent, vendre	limit for limite (English) périme il y a une date de limite (untargeted) ils ont for ils sont and vice versa (ambig) : ils sont une date de limite proche OR ils ont proche de la date de limite ventre	(1)

Question Number	Answer	Accept	Reject	Mark
4(d) supermarket is distant OR the eat everything in the fridge	la distance (importante) au supermarché OR ils finissent le contenu du frigo avant (d'aller au supermarché). Need some idea of « before ».	du for au ils habitent (à) 50km OR (plus) loin du supermarché plausible equivalents for supermarché : e.g. la grande surface	past or future tense wrong angle even if explicit: le distance au magasin du village n'est pas importante incorrect distance of offered no ref to supermarché or equivalent (vague) erroneous equivalents for supermarché: e.g. le marché, le magasin	(1)

Question Number	Answer	Accept	Reject	Mark
4(e) waste more food	(de) gaspiller (plus) <u>la nourriture</u>	gaspiler for gaspiller acheter trop de nourriture	past tense gaspier gaspiller t.c. moins gaspiller OR ils gaspillent moins	(1)

Question Number	Answer	Accept	Reject	Mark
4(f) 1. <u>taking too much bread</u> OR <u>wasting bread</u> 2. <u>taking excessive portions</u>	1. <u>prendre</u> trop de pain OR <u>gaspiller</u> le pain 2. <u>prendre</u> des portions (<u>trop</u>) copieuses OR (<u>trop</u>) grandes OR excessives verb needed ('habitude' targeted) NB confusion of décourager and encourager	1. les jeunes prennent trop de pain 2. mettre trop de nourriture sur le plat prendre trop de pain et des portions excessives =2 explicit opposite angle gens for jeunes	withhold 1 mark for first omitted verb (NB prendre could do double service) manger (rather than prendre) withhold 1 mark for first omitted intensifier if essential both times: prendre du pain et de grandes portions =1 lift : on encourage...(oblique) on demande aux élèves de ne pas prendre trop de pain...(oblique, not habitude, a request)	(2)

Question Number	Answer	Mark
5	(i) Rebecca (ii) Lucie (iii) Daniel	(5)

	(iv) Jean (v) Rebecca	
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Question Number	Answer	Accept	Reject	Mark
6(a)	(it depends on) individual OR family's <u>financial</u> circumstances	whether families can afford it (logical deduction) finances OR resources OR household income OR parents' earning OR wealth for financial circumstances capability OR situation for circumstances ressources for resources (sp) per month/week etc are harmless additions	no mention of financial situation financial circumstances (t.c.) (vague)	(1)

Question Number	Answer	Accept	Reject	Mark
6(b)	nothing OR (very) little	either notion a few cent(ime)s for little	specific sums e.g. € 2.71 (could VIT ocr) free lunch OR it is free (untargeted)	(1)

Question Number	Answer	Accept	Reject	Mark
6(c)	(the system OR it) enables (many) pupils OR to OR ensures that (many) pupils have (at	them for pupils healthy for balanced	equilibrated or cognates for balanced (Anglicism)	

	least) one <u>balanced meal per day</u>	lunch (for meal) they can afford a balanced meal per day (tolerate afford though possibly inaccurate)	good OR decent for balanced (ambig) diet for meal	(1)
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Question Number	Answer	Accept	Reject	Mark
6(d)	(they help pupils to) try (new) flavours OR taste <u>s</u> OR <u>a</u> taste OR food(s) OR to cut (up) meat	either notion discover for try (just) carve for cut (up)	taste (singular) and without "a" how to cut up meat savours for tastes	(1)

Question Number	Answer	Accept	Reject	Mark
6(e)	(a team/group of) supervisors OR assistants occupies OR looks after them OR keeps them entertained	<u>they do</u> activities activities are offered Insist on plural They are encouraged to do activities	activities (t.c.) (partial information, not what happens) grou <u>p</u> no verb animators for supervisors (Anglicism) workers OR carers OR actors OR entertainers for supervisors (vague) OR teaching staff	(1)

Question Number	Answer	Accept	Reject	Mark
7(a) 1. creation of an identity 2. assuming independence	1. se définir OR construire leur identité 2. prendre de l'autonomie	1. aider l'identité 1. <u>pour</u> le développement du caractère/de la personnalité 1. trouver soi-même 1. <u>pour</u> la construction de leur identité (slight manipulation and targeted) Etablir 2. la prise for prendre 2. prendre responsabilité pour soi-même other disjunctive pronouns plausible in context: e.g. eux-mêmes tolerate wrong gender of street food references to calories as preamble Accept a long lift if overwhelmingly correct	past tense montrer	(2)

Question Number	Answer	Accept	Reject	Mark
7(b) they like them	ils les aiment	Il/elle les aiment ils restent très attachés...	LIFT: ...la génération reste très attachée not logical with 'les jeunes' (oblique) (i.e. not manipulated) tenses other than present Idea of importance	(1)

Question Number	Answer	Accept	Reject	Mark
7(c) 1. to manage their time 2. to relate to others 3. develop buying strategies (any two)	1. (ils apprennent à) gérer leur temps 2. créer OR avoir des relations OR les rapports (avec les autres) 3. développer des stratégies d'achat OR la façon d'acheter les choses ACCEPT: any two	withhold 1 mark for first missing verb: e.g. la gestion du temps et la création des relations = 0+1 1. le OR son for leur temps 2. améliorer les relations	past tense 1. ses OR ces temps (ambig)	(2)

Question Number	Answer	Accept	Reject	Mark
7(d) 1. walk or carry it 2. share it	1. (se) déplacer (en mangeant) OR bouger OR (se) promener OR porter 2. (la) partager	transporter for porter manger en se déplaçant Insist on idea of movement Tolerate missing reflexive Lift: ces aliments...partagent = 1	past tense <u>se</u> transporter mention of transport : c'est facile de les manger dans les transports ses for ces	(2)

Question Number	Answer	Accept	Reject	Mark
7(e) group disapproval	le groupe ne tolère pas la mauvaise conduite OR n'aime pas cela OR désapprouve OR le condamne The angle must be correct	plausible disapprobation : e.g. désapprobation OR la condamnation t.c.) le groupe est sévère avec ceux qui ne se conduisent pas bien	answers from wrong angle : e.g. ils ne veulent pas se tenir mal mentalité négative OR positive	(1)

			References to finger-pointing	
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Question Number	Answer	Accept	Reject	Mark
7(f) 1. both generations 2. eat the same things OR together OR at home	1. les parents <u>et</u> les jeunes 2. mangent les mêmes plats OR ensemble OR à la maison	Elles (les générations) les aiment = 2 les parents et les jeunes les aiment = 2 Must convey idea of two or all generations	Ils (les générations) les aiment (not targeted) false causality : les pizzas ont créé... ils sont intégrés dans le menu familial (t.c.) or if it vitiates	(2)

Question Number	Answer	Mark
8	Refer to markgrids for Content and Response, and Quality of Language.	(30)
	<p>Marking notes:</p> <ul style="list-style-type: none"> • A letter format here has at least either a salutation or a valediction (name alone is not a valediction). Correct register is not required. Minus 1 mark for content if not a letter • Beware incorrect understanding of 'apprentissage' • Bullet 1: full bullet needs explicit if cursory mention of one's own country. Partial bullet if only generalised. Ici is acceptable for own country • Bullet 2: a single <u>main</u> motivation needs to be given. An enumeration alone gains a partial bullet. <u>May</u> be personalised. Watch out for bullet 2 responses which target learners mentioned in Bullet 1, though could be fully valid • Bullet 3: partial bullet if only argument that everyone should have the chance to study a language is proposed. Conditional notion and personalised response needed for full bullet. Developments must not be specifically relevant to constituencies other than lycéens. Negative answers with development can score fully. • Bullet 4: Again, personalised response with future notion needed for full bullet. 	

	<p>General views that certain subjects are useful gain a partial bullet point</p> <ul style="list-style-type: none">• A word has a space either side of it, and is counted as presented by the candidate. 220 words enforced, reading then to the end of the sense group, not necessarily the sentence. <i>il y a</i> in any tense is one word, as are proper nouns, such as Monsieur Jan Walton and his or any job title• Salutation and valediction excluded from the word count• Write the number of the bullet point credited on the left of the page, use C to indicate a point of clarification, which could help to move the candidate up within a band• Use of the stimulus or indeed any part of the paper is possible though not required• Please credit Language in the context of the Programme of Study for AS French, as in the Specification	
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Mark	Content and Response (A02)
0	No rewardable material.
1 - 3	Task mostly misunderstood and answer barely relevant.
4 - 6	Task not fully grasped or developed. Much irrelevance and/or repetition.
7 - 9	Task understood and some points developed satisfactorily. Some omission and/or irrelevance.
10 - 12	Task understood and developed successfully.
13 - 15	Task fully grasped, answer wholly relevant, convincing and well developed.

Mark	Quality of Language (A03)
0	No rewardable language.
1 - 3	Limited communication. Highly inaccurate. Language very basic with much repetition.
4 - 6	Some communication. Language often inaccurate. Limited variety of lexis and structures.
7 - 9	Satisfactory communication. Basic language generally satisfactory. Some attempt at variety of lexis and structures.
10 - 12	Good communication. Good level of accuracy. Generally successful use of a variety of lexis and structures.
13 - 15	Excellent communication. High level of accuracy. Language almost always fluent, varied and appropriate.

1. Order of elements. Only as many elements as there are marks are considered. Therefore, in a one mark part, only the first element is considered, even if the second element is correct. Preambles and re-working of the question do not count. An element beyond the number considered may still vitiate.

2. Discrete elements. Where two marks are available, we try to award the individual marks discretely. This means that 1 mark is also available in a 2 mark part, not just 0 or 2. If there are 2 elements offered and one is correct and the other not (I shall exemplify this at the meeting), the correct element scores, only if the incorrect element is plausible within context, and does not vitiate.

3. With Q8, we read to the end of the sense group, which may not be the end of the sentence, after 220 words is reached, where il y a in any tense, and proper nouns, count as one word each. See below for further Q8 comments.

4. Answers in the wrong language cannot score.

5. Mis-spellings are tolerated in essential parts of the answer, as long as they are not ambiguous or in the wrong language. Hence a mis-spelling which forms another French word is ambiguous and rejected.

6. All existent verb forms are tolerated, including infinitives, unless a specific tense is required. Where a past participle is acting as an adjective, a verbal form is not accepted, as it is the wrong part of speech.

7. Sequential error. Where an error is made, and repeated, credit is withheld once only. If an error is made, but a different error made each time, credit is withheld each time.

8. In the clerical items, which expert examiners do not mark, the rules about mis-spelling are relaxed, such that as long as the answer is unambiguously the correct one, it is credited

9. For Q8, the following guidance was found to be useful and workable for the Content mark in all previous sessions.

i. C13-15 requires a direct response to all four bullet points

ii. C10-12 requires at least a partial or oblique response to all four bullet points

iii. C7-9 is where three bullet points are addressed, directly or partially. C-9 is the maximum where one bullet point is omitted, but less might be awarded

iv. C-6 is the maximum where two bullet points have been omitted, but again, less might be awarded

v. C and L must both score, or neither scores, but C-1 and L-15 is theoretically possible, and vice versa

vi. The relevant number, is written in the margin, each time a bullet point is addressed.

Therefore, for example, if bullet point 2 is directly addressed, 2 is placed in the margin using the writing tool.

vii. 2? or (2), or whatever the relevant number, is written in the margin if a bullet point is addressed with partial success

viii. a summative comment at the end of Q8 can be useful for the backreader

ix. ticks for L need not be used

x. A title for an article is not required for C-15, but is a positive feature. Its absence does not lead to an automatic one mark deduction, whereas a letter task requires a salutation or valediction, with inappropriate registers tolerated, or else the response forfeits one content mark

SECTION A : LISTENING

Passage 1 : Greenpeace bloque la voie ferrée vers la Russie

Des militants de Greenpeace ont bloqué hier matin un convoi de déchets nucléaires destiné à la Russie. Un train devait quitter dans la journée le site nucléaire de Pierrelatte pour aller à une usine en Russie. Trois militants se sont enchaînés à la voie ferrée à la gare de Pierrelatte. Il y a trois mois, des militants avaient déjà bloqué la sortie d'un convoi d'uranium d'Eurodif destiné à la Russie.

Dans l'après-midi, un juge a interdit à Greenpeace de manifester contre l'envoi d'uranium vers la Russie sous peine d'une amende de 75 000 euros.

Passage 2 : L'exposition à la fumée passive en baisse en Suisse

Le tabagisme passif a fortement baissé depuis l'interdiction de fumer dans les lieux publics. Donc les restaurants et les bars ne sont plus les endroits où l'on risque le plus de respirer de la fumée. Les interdictions de fumer sont de plus en plus acceptées, même par les fumeurs. Moins de gens fument au travail.

Même si le tabagisme passif a diminué à la maison, c'est pendant les fêtes de famille et dans les appartements d'amis qu'on est plutôt en danger. Les jeunes restent malheureusement plus exposés au tabagisme passif que le reste de la population.

Passage 3 – Monsieur Christian Hanquet, directeur du Centre des Musiques Actuelles parle d'un forum sur les métiers de la musique à Valenciennes

Christian Hanquet :

Le centre des musiques actuelles organise le premier forum de ce type. Il rassemble à la fois des métiers et des formations, et des événements culturels destinés à tout le monde.

Ce forum, dont l'entrée est gratuite, se tient au château de Valenciennes et propose également des spectacles et des concerts dans d'autres sites touristiques. Il est vraiment pour tous les publics avec une attention particulière pour les jeunes qui veulent se former aux métiers du spectacle qui utilisent la musique : théâtre, danse, marionnettes, arts de la rue, télé, etc. On organise aussi de nombreux ateliers près des stands d'informations.

Nous attendons notamment la visite des jeunes et des représentants des communes de Valenciennes car durant toute l'année, nous y avons organisé des rencontres qui ont permis de découvrir toutes sortes de musique régionale.

Passage 4 – Il n'y a plus le même respect pour la nourriture

Dans ce passage, il s'agit de la tendance croissante en France de gaspiller la nourriture.

Interviewer :

L'association France Nature Environnement, dont le porte-parole est Monsieur Benoît Hartmann, s'intéresse au gaspillage alimentaire. Monsieur Hartmann, le gaspillage alimentaire est-il un phénomène qui s'aggrave ?

BENOÎT HARTMANN :

Oui, cela s'accélère. Un Français jette chaque année 7 kg d'aliments ! Que l'on soit riche ou pauvre, on gaspille tous beaucoup, parce que les gens ne savent pas bien gérer les dates de limite de vente et n'organisent pas bien le contenu de leur frigo. Les consommateurs les plus pauvres peuvent paradoxalement beaucoup gaspiller, car les grandes surfaces proposent de grands lots de produits périssables comme la viande ou les yaourts, qui sont proches de la date de limite de vente.

Interviewer :

Est-ce qu'on gaspille plus de nourriture en ville qu'à la campagne ?

BENOÎT HARTMANN :

En ville, les gens ont tendance à gaspiller davantage : on peut plus facilement racheter des produits frais, même s'il en reste à la maison, quand on passe souvent devant l'épicerie. À la campagne, à 50 km d'un supermarché, on finit le contenu de son réfrigérateur avant de refaire les courses.

Interviewer :

Est-ce un problème d'éducation ?

BENOÎT HARTMANN :

Les Français dont les parents ont connu la Seconde Guerre mondiale et le manque de nourriture ont été élevés avec l'idée qu'il ne faut pas gaspiller la nourriture. Par contre, la génération suivante n'a pas connu la faim. Mais des initiatives se développent pour inciter les enfants à ne pas gaspiller. Par exemple, dans certaines cantines scolaires, on encourage les élèves à ne pas prendre trop de pain. Aussi on demande aux élèves de dire s'ils veulent une grande ou une petite portion du plat principal.

Fin de l'enregistrement

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