

# Mark Scheme (Results)

June 2011

GCE French (6FR04) Paper 1

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Question Number	General	Mark																				
<b>1</b>	<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="344 510 620 1099"> <tbody> <tr><td><b>30-29</b></td><td><b>10</b></td></tr> <tr><td><b>28-26</b></td><td><b>9</b></td></tr> <tr><td><b>25-23</b></td><td><b>8</b></td></tr> <tr><td><b>22-20</b></td><td><b>7</b></td></tr> <tr><td><b>19-17</b></td><td><b>6</b></td></tr> <tr><td><b>16-14</b></td><td><b>5</b></td></tr> <tr><td><b>13-11</b></td><td><b>4</b></td></tr> <tr><td><b>10-8</b></td><td><b>3</b></td></tr> <tr><td><b>7-5</b></td><td><b>2</b></td></tr> <tr><td><b>4-1</b></td><td><b>1</b></td></tr> </tbody> </table> <p>Accept Past Historic. Where a candidate mixes the two tenses, withhold one mark and then ignore.</p>	<b>30-29</b>	<b>10</b>	<b>28-26</b>	<b>9</b>	<b>25-23</b>	<b>8</b>	<b>22-20</b>	<b>7</b>	<b>19-17</b>	<b>6</b>	<b>16-14</b>	<b>5</b>	<b>13-11</b>	<b>4</b>	<b>10-8</b>	<b>3</b>	<b>7-5</b>	<b>2</b>	<b>4-1</b>	<b>1</b>	<b>(10)</b>
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	English	French	Accept	Reject
1.	My son	Mon fils		garçon, enfant
2.	is at present	est actuellement / à présent / en ce moment	maintenant à l'heure actuelle  <i>fait à présent sa dernière année d'école = 2,3,and 4</i>	à ce moment, au moment aujourd'hui, au present
3	in his final year	dans sa dernière année / en (classe) terminale	dans/en l'année terminale la (for sa)	dernière, année, an, finale
4	at school	à l'école	d'école, de l'école au/de lycée	ecole, lycee, collège
5	and soon	et bientôt	bientôt prochainement dans peu de temps	dans un peu de temps dans un proche avenir
6	he will be going	(il) ira	il va (aller) il partira, il va partir, il part	il ira aller
7	to university.	à l'université.	à la/en fac(ulté)	universite, uni
8	provided	Pourvu qu'/ À condition qu'	S', Si À condition d'	
9	he gets	il reçoive / obtienne / ait	S'il reçoit = 8,9 À condition de recevoir = 8,9	reçoit, receive gagne
10	good marks	de bonnes notes	des bonnes notes de(s) bons résultats	les bonnes notes résultats

11	in his exams.	dans / à ses examens	aux examens, dans les examens	en (beware <i>ces</i> )
12	He is going to study	il va étudier	étudiera, il ira étudier il va faire médecine = 12+13	<u>et</u> udier
13	Medicine	la médecine	la médecine	omission of <i>la</i> (unless after <i>faire</i> ) médecin, medecine
14	In London.	à Londres.	à londres	
15	He has told us	Il nous a dit		pluperfect omission of <i>nous</i> raconter
16	that he intends to	qu'il a l'intention de il avait l'intention de	qu'il pense/ compte/ veut/voudrait	espère
17	share	partager	avoir/ vivre dans/ habiter (dans)	
18	a flat	un appartement		une maison, un logement
19	with three friends.	avec trois amis.	avec trois copains/ amies/copines avec trois de ses amis	avec ses trois amis
20	I hope	J'espère	J'espère, J'espère	J'espéré
21	he will be able to	qu'il pourra / saura réussira à, arrivera à NB. correct box	qu'il sera/va être capable de/ réussira à	conditional
22	cope	se débrouiller	se <u>d</u> ébrouiller/ s'en tirer/ s'en sortir	survivre/ en sortir/ réussir/ s'adapter

23	because he has never learnt to <b>(NB 1 mark only)</b>	parce qu'il n'a jamais appris à	car, parce que	de
24	cook	cuisiner(tc) / faire la cuisine	la cuisine/ comment faire la cuisine/ préparer/faire les repas	(but beware repeated error in 25)
25	or do the housework.	ni à faire le ménage. ou faire le ménage (as long as à is in box 23)	ni à faire les/des tâches ménagères (à la maison = harmless addition) ou (accept de for à if sequential from box 23)	le ménage, les ménages tâches domestiques le travail à la maison où
26	If he had gone	S'il était allé		
27	to a boarding school	à / dans un internat / pensionnat	à l'internat/ en pension	école privée/indépendante une école où on dort à une pension
28	perhaps	peut-être	peut être (accept <i>peut-être</i> after 29 or 30)	
29	he would have become	qu'il serait devenu / serait-il devenu		
30	more independent.	plus indépendant.	indépendant/ autonome	moins dépendant

Question number	General	Mark
<b>2</b>  <b><u>SECTION B</u></b>  <b>CREATIVE OR DISCURSIVE</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>	<b>(45)</b>

Question Number	Answer	Mark
<b>2(a)</b>	Candidates could write about any of the people in the picture but most are likely to concentrate on the newly-married couple. The story could be set in the past – how they met, obstacles overcome, development of their relationship etc or it could project what happens to them in the future, after the wedding. A piece only restricted to this reception is likely to be limited and not to be a telling of their story.	<b>(45)</b>

Question Number	Answer	Mark
<b>2(b)</b>	Candidates are instructed to write in the past but, if they choose to include some further dialogue, it might contain other tenses. The news received must be something likely to be broadcast on the radio and it must be something which could plausibly give rise to considerable fear in the parents (I hope we are not opening ourselves to the Martians arriving or to monsters on the loose!). The reason for this fear is the most important thing to bring out. There is likely to be an outcome, although the source of the fear may remain.	<b>(45)</b>

Question Number	Answer	Mark
<b>2(c)</b>	The key elements here are the mysterious disappearance and the fact that the missing person is a businessman. There should be no outcome ie at the time of the writing of the article, the person is still missing. Candidates will perhaps relate the circumstances of the disappearance, last sightings, there may well be speculation about reasons for the disappearance. Relatives, friends of the businessman might be quoted, as well as police sources.	<b>(45)</b>

Question Number	Answer	Mark
<b>2(d)</b>	Two obvious sides to deal with. Joys might include watching offspring grow and develop, taking pride in their achievements, sharing activities and interests. Responsibilities might include trying to ensure their health and welfare, keeping them away from dangers and bad influences, dealing with rebelliousness, coping with difficulties and waywardness.	<b>(45)</b>

Question Number	Answer	Mark
<b>2(e)</b>	Free speech always seen as a basis of democracy. The right to say and write what one feels has always been protected, even when one disagrees with the sentiments expressed. Loss of this right leads to tyranny and oppression. Extremist views now no longer acceptable in a diverse society. Radical opinions can in turn lead to discrimination and oppression and are a feeding ground for terrorism. In a world where instant, widespread communication is commonplace individuals need protection against the ability to say anything one wishes. Candidates could legitimately broaden the discussion into censorship of the media.	<b>(45)</b>

Question Number	Answer	Mark
<b>2(f)</b>	Via TV and computers/the internet one can now gain experience of distant places and societies without leaving one's own home. One can easily see and talk to people in faraway countries. All the frustrations and difficulties associated with travel are avoided. There is no need constantly to journey to the workplace, many people can work from home for much of the time. On the other hand there is no real substitute for visiting countries and societies in person. It is impossible to get a real appreciation of different cultures and peoples without encountering them in person. Sights, sounds and smells of places cannot be met through the medium outlined above. There are dangers of retreating into a solitary, isolated,	<b>(45)</b>



	virtual world.	
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Question Number	Answer	Mark
<b>2(g)</b>	Much of the work of classic authors is set in times and surroundings which have no bearing on modern life. Some are even expressed in difficult, archaic language and are of dubious relevance to our technological age. Young people are likely to find them boring and irrelevant. They are not likely to help us cope with the modern age. Reading is being supplanted by other things. Such authors, however, deal in universal truths, human nature tends to be unchanging. They explore relationships, situations and characteristics which are valid at all times. They tend to be well written, reading these works helps develop coherent self-expression.	<b>(45)</b>

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.

<b>Mark</b>	<b>Understanding and response — Discursive essay (AO2)</b>
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.

<b>Mark</b>	<b>Organisation and development — Creative/discursive essay (AO2)</b>
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
<b>3</b> <b><u>SECTION C</u></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>	<b>(45)</b>

Question Number	Answer	Mark
<b>3(a)</b>	Factors in changing population might include such things as young people leaving, older people moving in or vice-versa, immigration and emigration, movement to towns from rural areas or the opposite. Decline in traditional industries, growth of new industries may lead to population movement.	<b>(45)</b>

Question Number	Answer	Mark
<b>3(b)</b>	Personnage important can be taken widely, could include monarchs, emperors, dictators, even military commanders perhaps. The decision would need to be something which had discernible repercussions.	<b>(45)</b>

Question Number	Answer	Mark
<b>3(c)</b>	Social life can be taken widely, not just in sense of entertainment but place and role within society.	<b>(45)</b>

Question Number	Answer	Mark
<b>3(d)</b>	Will depend on the theme or issue but there should be a discussion of its continuing relevance/interest.	<b>(45)</b>

<b>Mark</b>	<b>Reading, research and understanding (AO2)</b>
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.

<b>Mark</b>	<b>Organisation and development (AO2)</b>
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.

<b>Mark</b>	<b>Quality of Language (AO3)</b>
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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