

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE  
in French (6FR04) Paper 01  
Unit 4: Written Response & Research

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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.

## SECTION A: TRANSLATION

### Question 1

The translation into target language is allocated **10 marks**. The text for translation will be divided into **5 sections**.

**Each section is worth 2 marks**

*\*\*Only essential accents are penalised - e.g. à, où, é when their omission or mistaken inclusion affects the clear transmission of essential information or complex language.*

Section	English	Target language	Acceptable Alternatives
1	My <b>parents want me</b> to go <b>to university</b> .	Mes parents veulent <i>que j'aille</i> à l'université.	à la fac(ulté) en fac
2	When I asked him for advice, my <b>father recommended</b> to me the <b>town</b> in the north of the country <b>where he studied chemistry</b> about thirty years ago.	Quand je <i>lui ai demandé</i> (un) conseil, mon père <i>m'a recommandé</i> la ville dans le nord du pays où il a étudié la chimie il y a environ trente ans.	son avis de me conseiller avait à peu près ça fait
3	However, <b>I think</b> it would be <b>better</b> for me to get <b>a job</b> immediately and <b>earn</b> some <b>money</b> .	Cependant, je pense <i>qu'il vaudrait mieux que je trouve</i> un emploi immédiatement et gagne de l'argent.	Toutefois serait préférable il serait mieux/meilleur pour moi de trouver... un travail tout de suite  Accept future for conditional

4	There is no doubt that it is <b>difficult</b> to <b>find the money for</b> three years of <b>university studies</b> .	Il n'y a <i>pas de doute qu'</i> il est <i>difficile de</i> trouver l'argent pour trois ans d'études universitaires.	Il n'y a aucun Sans doute est-il Années se faire de l'argent à l'université à la fac(ulté).
5	A letter which I received from my <b>cousin in Australia</b> gave me <b>information</b> about openings <b>over there</b> .	Une lettre que j'ai <i>reçue</i> de mon cousin en Australie <i>m'a donné</i> des renseignements sur les <i>débouchés</i> là-bas.	Mon cousin m'a envoyé une lettre et m'a donné Ma cousine m'a fourni des informations/de l'information Des possibilités de travail/ d'emploi Des opportunités

Essential information is **emboldened** in the English text. Candidates **must** communicate essential Information in order to access marks but this basic communication is not sufficient in itself. Marks will be awarded according to the quality and accuracy of the translation.

Complex elements are *italicised* in the target language text.

In assessing the candidate's performance, the descriptions detailed below will be used.

Each section will be awarded one of the marks shown.

Mark	Description
2	Essential information and relevant details are conveyed clearly and accurately. Simple grammatical elements and lexis are well translated. Complex grammatical elements and lexis including word order are generally accurate.
1	Essential information is conveyed comprehensibly with some weaknesses in the use of language. Simple grammatical elements and lexis are generally acceptable. Complex grammatical elements and lexis are attempted with limited success.
0	Essential information is not conveyed due to errors in basic grammatical elements and lexis. Complex grammatical elements and lexis are unsuccessful.

## Section B: Creative or Discursive Essay

**Question 2:** Below are suggested ideas for the essays. Candidates may well come up with entirely different material which will be rewarded on its merits as a response to the task.

### Creative Essay

Question Number	Question
<b>2 (a)</b>	<b>Suggested Answer</b>
	A man climbing through a window being attacked by a dog. We need to be told why the man is entering the building in this fashion, whether he escapes the clutches of the dog or is he apprehended, a plausible outcome should be given.
	<b>Mark (45)</b>

Question Number	Question
<b>2 (b)</b>	<b>Suggested Answer</b>
	The dialogue with the doctor may continue for a while. The progress of the patient will presumably be monitored. There will perhaps be speculation about the source of his illness or perhaps the reason will definitely be given with motives or explanations behind any possible poisoning. The atmosphere of mystery and anxiety should be continued.
	<b>Mark (45)</b>

Question Number	Question
<b>2 (c)</b>	<b>Suggested Answer</b>
	Details about the protestors will no doubt be given, along with information about the proposed airport. There is very likely to be a description of the scene and the atmosphere on the day of the protest. There is potential for interviews from amongst the protestors, local people and politicians, the developers, environmentalists etc. There may be discussion about whether the protest is likely to be repeated. A suitably neutral tone should be adopted. It should not turn merely into a review of the pros and cons of air travel.
	<b>Mark (45)</b>

## Discursive Essay

Question Number	Question
<b>2 (d)</b>	<b>Suggested Answer</b>
	<p>Firstly most candidates might assess whether the cult of celebrity is indeed widespread. The majority view is likely to be that it is. They might see the fascination with celebrities as harmless fun, an extra dimension to the appreciation of actors, singers, sports personalities, royalty etc. Some celebrities set a good example, they work hard, demonstrate the talent and industry which lead to success, they have an exemplary, enviable lifestyle, they do good works. On the other hand the interest could be seen as unhealthily obsessive. Many so-called celebrities, such as those spawned by reality TV, are worthless non-entities. Many have a bad influence on the young with a lifestyle involving drink, drugs and feckless relationships. The fascination with such people gives rise to a whole trite industry in certain parts of the media.</p>
	Mark <b>(45)</b>

Question Number	Question
<b>2 (e)</b>	<b>Suggested Answer</b>
	<p>Some will see a child as a gift from God, if couples or individuals are unable to have children, that is part of nature with which one should not interfere. We should not spend time, energy and resources trying to give childless people the opportunities to have offspring, certainly not repeated opportunities. Those who choose or are forced to adopt a way of life which precludes children, such as single people, those in same-sex relationships, celibates etc, should not be given the chance to have or raise children, either by adoption or other ways now possible. On the other hand, being parents might be seen as a right. Science and technology should be used to give people who cannot have them naturally the chance to have children with all the joy and responsibility which that entails. Those who make a conscious choice to have a child are more likely to be serious about child rearing than many who produce children naturally, in some cases when they are not wanted. The essay should not be wholly about IVF or homosexual adoption, although these things could be very relevant parts of an overall essay</p>
	Mark <b>(45)</b>

Question Number	Question
<b>2 (f)</b>	<b>Suggested Answer</b>
	<p>Many of the items in question have been acquired through colonial occupation of countries and should be seen as plunder. Now that the age of widespread colonialism is over, objects gained in this way should be returned to their rightful owners. In some cases they are extremely valuable and would be enormous assets to emerging countries. Many items are part of a culture which has nothing to do with the countries in which they are now to be found. As emerging countries become richer, they are having to buy back their heritage, hence the present interest at sales of all things Chinese. Rich countries and individuals can outbid others when works of art are sold so that countries such as the US have</p>

	a monopoly of some art. However, some items are too fragile to move or there are other practical considerations. Art is for everyone. For example, Impressionist paintings are spread around the world, they can be enjoyed by a huge audience, it would be very parochial to send them all back to France. Contemporary artists would have a much restricted market. It is right that the life enhancing qualities of art should be felt as widely as possible. Not all works of art from abroad have been stolen, some or most have been acquired quite legitimately.
	Mark <b>(45)</b>

Question Number	Question
<b>2 (g)</b>	<b>Suggested Answer</b>
	<p>Whilst it is true that certain forms of transport, such as cars and planes, pollute the atmosphere, they bring great pleasure to millions of people. They provide freedom of movement and give the opportunity to travel and broaden individual experience and, therefore, people will rightly be very reluctant to give them up. The advent of the car and, more recently, of low-cost air travel has brought extensive travel opportunities to the majority of people and not just an elite. There are other sources of pollution, such as factories and power stations, which are just as damaging, if not more so. Many people have no alternative but to use forms of transport which are not good for the environment. On the other hand cars and planes and some other forms of transport are too big a source of pollution and their use must be severely restricted at the very least. People will have to get used to not travelling so widely or so often or they will have to use less convenient methods, such as public transport. TV and the Internet mean that you can have wide experience without ever leaving home. More and more people should work all or some of the time from home. Taking damaging methods of transport should be made more expensive to deter people from using them, however unpopular this might prove. It would be legitimate to mention transporting goods around the world instead of using home grown products.</p>
	Mark <b>(45)</b>

### Marking Criteria (Section 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 the target language — Creative/discursive essay (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.

## Section C: Research Based Essay

### Questions and expected responses

Question Number	Question
<b>3 (a)</b>	<b>Suggested Answer</b>
	Answers will depend entirely on which area is chosen. Personalities might include such people as regional mayors or other politicians, entrepreneurs, industrialists and others who might have contributed to the economy, cultural or religious leaders, artists and celebrities, those who have attracted tourists or helped tourism in other ways. There should be some definite evaluation of impact.
	<b>Mark (45)</b>

Question Number	Question
<b>3 (b)</b>	<b>Suggested Answer</b>
	Answers will depend on the period and the problem selected. Allow quite a wide interpretation of 'problem' but it should not just be an event. 'Problem' is an attempt to cover 'issue', as laid out as an area of study in the specification.
	<b>Mark (45)</b>

Question Number	Question
<b>3 (c)</b>	<b>Suggested Answer</b>
	Answers will depend on the aspect of society chosen. The way in which some parts of the population have taken issue with it should be demonstrated. It will be legitimate to argue that the subject has not been at all controversial but has been greeted with widespread approval and acceptance. Subjects commonly treated in this area, such as immigration, laicité, the banlieues, health issues should lend themselves easily to this question.
	<b>Mark (45)</b>

Question Number	Question
<b>3 (d)</b>	<b>Suggested Answer</b>
	The answer will depend entirely on the film, text or play studied. This is an attempt to target 'setting' again and the wording should be more explicit this time. Some works may be set in several places, allow them to say this or to concentrate on the predominant place. The analysis should centre on whether the setting is essential or could the action have taken place elsewhere with no detrimental effect on the overall message or appreciation of the work.
	<b>Mark (45)</b>

## MARKING CRITERIA (Section C)

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.

*\*If an essay scores a mark of 0 for Reading, research and understanding (AO2), e.g. if it is wholly irrelevant, then it will consequently score a mark of 0 for Organisation and development (AO2) and Quality of language (AO3).*

*All such essays will be referred to the Team Leader.*

## Marking guidance – Discursive/Creative Essay and Research-Based Essay

1. The mark should be awarded on the basis of your general evaluation of the essay **based on the Marking Criteria** for Section B and Section C.
2. **Annotations should be used**, where appropriate, to recognise candidate's performance for errors as well as anything good, for example, a good use of idiom, a well-handled syntactical construction, variety of constructions; well-constructed paragraphs, appropriate use of varied register, the sophistication of ideas expressed.
3. Annotations will be used to support a general impression, based on the **Marking Criteria**. You can 'drag and drop' annotations into sentences and paragraphs in order to enhance the overall impression of the candidate's performance.
4. **Word Count**
  - Long essay responses: read to the end of the sense group after 270 words, and then stop. Annotate as per guidelines, below.
  - Short essay response: self-penalising.

### **NOTE: Research-Based Essay**

If it is deemed that the candidate has not addressed the specific requirements of the question, or the research does not link specifically to the culture and/or society of the target-language country, a mark of zero will be awarded for **Reading, Research and Understanding**:

- If '**Reading, Research and Understanding**' scores a mark of zero, no marks can be awarded for 'Organisation and Development' and 'Quality of Language'.
- Any essay that is awarded a mark of zero must be referred to the Team Leader/Principal Examiner for verification.

## Unit 4 - Online Marking Annotations

The following annotations will be applied by examiners to the marking of candidates' responses for the essays in both Section B and Section C.

### Content related:

IR = irrelevant or rubric misunderstood

GO = good organisation

PO = poor organization

HD = highly developed

LD = poor or limited development

L = length; i.e. the essay is too long; also denoted by two vertical lines in text at point where marker stops reading

### Language Related:

BE = basic errors

ME = major errors

GR = good range/attempting complex structures

LR = limited range

CSA = complex structure attempted

CSS = complex structure successful

VA = very accurate