



Pearson

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE

In French (6FR01) Paper 1A

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Summer 2018

Publications Code 6FR01_1A_1806_MS

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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.

STIMULUS 1 (Teacher/Examiner version)

Formation par réalité virtuelle

3a. À votre avis, est-ce qu'on pourrait utiliser la réalité virtuelle à l'école ? Pourquoi ou pourquoi pas ?

Candidates could agree and point to the benefits of using virtual reality (VR) in practical subjects such as science. In the case of Modern Foreign Languages, VR could help students develop their speaking and listening skills through interactions with 'virtual' native speakers. Candidates might disagree and point to the high cost of setting up VR resources in the classroom.

4a. Comment envisagez-vous le monde du travail de demain ?

Candidates could mention the burgeoning robot industry which threatens the survival of some jobs. They may also point to the fact that jobs in the future will be more technical and therefore jobseekers will need more qualifications. Candidates may suggest that most people will work from home and will use computers in their daily work.

3b. Pensez-vous qu'un jour on pourrait remplacer les professeurs par la réalité virtuelle ? Pourquoi ou pourquoi pas ?

Candidates might highlight how teachers will always be required to organise school syllabi, extracurricular activities, and also to analyse the results of the VR experiments. Candidates could also point out the need for teachers to maintain discipline in schools.

4b. Pensez-vous qu'à l'avenir il sera plus facile ou moins facile de trouver du travail? Pourquoi ?

Candidates might state that it will be more difficult to find work in the future, as many jobs that exist today will disappear thanks to improvements in technology. People will require more qualifications. Candidates might also point out that new jobs will be invented, so this might help to redress the balance.

TOPIC AREA: EDUCATION AND EMPLOYMENT

STIMULUS 2 (Teacher/Examiner version)

Le Baccalauréat

3a. Que pensez-vous des examens comme le Bac ou les A Levels ?

Candidates may point out that success in these exams is necessary in order to access opportunities in Higher Education. Candidates might stress that exams like the Bac and A Levels are often seen as too academic or elitist, and may not be the best choice for everyone. Candidates might conclude that a balanced choice of assessment options is needed to cater for all types of student.

4a. À votre avis, est-ce qu'il est essentiel d'aller à l'université pour réussir dans la vie ? Pourquoi ou pourquoi pas ?

Candidates may state that a university degree does not guarantee success. They may highlight examples of millionaires who never went to university, for example. However, candidates may stress that to work in certain professions, e.g. medicine and law, university studies are essential. Candidates might highlight the benefits of apprenticeship schemes, which allow students to develop new skills and also avoid large debt.

3b. À votre avis, est-ce que les examens comme le Bac ou les A Levels sont trop faciles ?

Candidates may cite those who believe that exams are getting easier. However, they may make reference to their own experience and highlight the rigour of the Bac and A-levels. Candidates may state that the increased success in exam results over the years is due to the improved accessibility of these exams nowadays, compared to in the past.

4b. Est-ce que les études universitaires devraient être gratuites ? Pourquoi ou pourquoi pas ?

Candidates may highlight the fact that paying around £9000 per year in fees is unfair and unsustainable, particularly given that university studies used to be free in the UK. Candidates may point out that society needs a well-qualified workforce and must therefore fund it. Candidates may stress the importance of the state supporting young people, instead of burdening them with debt.

TOPIC AREA: EDUCATION AND EMPLOYMENT

STIMULUS 3 (Teacher/Examiner version)

Réforme du collège

3a. Que pensez-vous des réformes mentionnées dans ce texte ?

Candidates may show agreement with the reforms, highlighting that Latin and Greek are irrelevant nowadays. They may instead make the case for Modern Foreign Languages, stressing their relevance and use in today's society. Candidates may point out that providing students with modern textbooks is essential. They may also state that given the importance of technology nowadays, the teaching of coding and use of tablets are excellent ideas.

4a. Quelles sortes de réformes aimeriez-vous voir dans votre école et pourquoi ?

Candidates might suggest that there should be fewer academic lessons and more sport in schools. They might make reference to school rules, and suggest that teachers should give fewer detentions. Candidates could state that they would like to see a change in the timings of the school day and an abolition of homework.

3b. À votre avis, est-ce qu'on devrait étudier le latin et le grec au collège ? Pourquoi ou pourquoi pas ?

Candidates might suggest the importance of classical languages such as Latin and Greek in supporting the mastery of other foreign languages. However, they might point out that there are several other important subjects, and therefore should not be rendered compulsory.

4b. Pensez-vous que votre école vous prépare bien à la vie moderne ? Pourquoi ou pourquoi pas ?

Candidates might state that certain subjects prepare students for modern life better than others. Candidates could highlight the need to use technology more in class, for example typing on a computer rather than writing in exercise books. Candidates could highlight the need for relevant teaching, for example how to manage a budget.

TOPIC AREA: LIFESTYLE, HEALTH AND FITNESS

STIMULUS 1 (Teacher/Examiner version)

Bouger, c'est indispensable !

3a. Que pensez-vous des conseils qui sont donnés dans ce texte ?

Candidates may highlight that many children enjoy adventurous activities, such as ball games, cycling or tree climbing, but they are often considered too dangerous. Candidates may also point out that there are many children who prefer to sit in front of a screen all day and it can be tricky to stop them from doing this.

4a. À votre avis, est-ce que nous vivons dans un monde où il est facile de rester en bonne santé ? Pourquoi ou pourquoi pas ?

Candidates may claim that it is very difficult for people to remain healthy nowadays, especially in polluted and congested cities. They may point to the temptations offered by fast food instead of opting for healthy choices. Candidates may point out that technology encourages a sedentary lifestyle, with physical activity increasingly seen by some as unnecessary.

3b. Pensez-vous que ce sera facile d'encourager les enfants à faire plus d'exercice ? Pourquoi ou pourquoi pas ?

Candidates may point out that whilst many children enjoy the chance to do physical activities, many others prefer a sedentary lifestyle, e.g. travelling to school by car, playing computer games, chatting on social media in their bedrooms rather than getting outside. Candidates may highlight that young people are often concerned with the views of their peers, and may be influenced accordingly.

4b. À part l'exercice, qu'est-ce qui est aussi indispensable pour rester en bonne santé ?

Candidates may highlight the importance of following a healthy diet, consuming plenty of fruit and vegetables and avoiding fat and sugar. They may also stress the need to avoid alcohol, cigarettes and drugs. Candidates might also point out the importance of a regular sleep pattern in maintaining a healthy lifestyle.

TOPIC AREA: LIFESTYLE, HEALTH AND FITNESS

STIMULUS 2 (Teacher/Examiner version)

Santé et météo

3a. À votre avis, est-ce que votre santé est influencée par le temps ?

Candidates could highlight the links between the weather and their moods and experiences. Candidates should give justifications and examples as appropriate.

4a. Selon vous, que faut-il faire pour rester en bonne santé et pourquoi ?

Candidates may highlight the importance of following a healthy diet, consuming plenty of fruit and vegetables and avoiding fat and sugar. They may also stress the need to avoid alcohol, cigarettes and drugs. Candidates might also point out the importance of a regular sleep pattern in maintaining a healthy lifestyle.

3b. Quelle est la meilleure sorte de temps pour la santé à votre avis et pourquoi ?

Candidates could talk about any weather condition, and give justifications. For example, they might say that dry and sunny weather is good for their health as there are fewer microbes in the atmosphere. Or they might prefer cold and windy weather as it is invigorating and can help to clear the pollution levels.

4b. Que pensez-vous du système de santé dans votre pays ?

Candidates could point to the fact that the NHS is free and therefore an excellent system. However they could also highlight the areas of inefficiency, for example the long waiting list, and point out the need for better government funding of the service. They may point out that private health provision is unfair for those who cannot afford it.

TOPIC AREA: LIFESTYLE, HEALTH AND FITNESS

STIMULUS 3 (Teacher/Examiner version)

Les bonnes habitudes alimentaires

3a. Selon vous, est-ce que les jeunes en général ont de bonnes habitudes alimentaires ? Pourquoi ou pourquoi pas ?

Candidates might state that young people are aware of the need to eat healthily but are often tempted by junk food and fizzy drinks due to the easy availability of such products. Candidates may also discuss the role of peer pressure in this context.

4a. À votre avis, qu'est-ce qui est plus important pour la santé, bien manger ou faire du sport ? Pourquoi ?

Candidates could highlight the importance of healthy eating, stating that if one eats well one can stay in shape without doing sport, but by making active choice, for example walking a little more or taking the stairs instead of the lift. Candidates might point out that if one does a lot of sport it is necessary to eat more. They may also highlight the possible danger of accident or injury in sport.

3b. Personnellement, est-ce que vous considérez avoir de bonnes habitudes alimentaires ? Pourquoi ou pourquoi pas ?

Candidates will give an appropriate personal response. For example, they might talk about how their lifestyle and routine impacts their eating habits. They might talk about the role of others, e.g. family members, in helping them to establish good eating habits.

4b. À votre avis, est-ce qu'on peut manger ce qu'on veut si on fait suffisamment de sport ? Pourquoi ou pourquoi pas ?

Candidates might decide that this is not really possible. They could state that those who do regular sport often follow a particular diet in order to remain competitive in their field. Candidates could highlight that refuelling on junk food after intense sporting efforts is pointless.

TOPIC AREA: THE WORLD AROUND US

STIMULUS 1 (Teacher/Examiner version)

Sacs plastique : c'est fini !

3a. Pensez-vous que l'interdiction des sacs plastique soit bien accueillie par tout le monde ? Pourquoi ou pourquoi pas ?

Candidates might predict that most people will probably be in favour of the decision as it represents an excellent way of protecting the environment. They might highlight that the new bags will need to be just as practical as the old ones if people are to accept the change.

4a. Selon vous, à part les sacs plastique, y a-t-il d'autres formes de pollution qu'il faudrait combattre et comment ?

Candidates might cite air pollution, caused by petrol and diesel vehicles. They could state that cars and lorries should be banned in towns, and that consideration should be given to the development of the electrification of these polluting transport methods. Candidates could also highlight the danger posed by pesticides and fertilisers in agriculture, and could argue that the state should invest in organic agriculture.

3b. Pensez-vous que l'interdiction des sacs plastique va faire une différence ?

Candidates might agree, claiming that the new bags will make a difference if they are biodegradable, highlighting the problems caused by the old bags. However, they might also point out that this measure alone will not solve the problem of plastic pollution given the quantity of plastic used in packaging.

4b. À votre avis, qu'est-ce qui est plus grave, la pollution de la mer ou la pollution de l'air ? Pourquoi ?

Candidates could state that both are serious, and give reasons why. They might state that sea pollution is damaging for fish, an irreplaceable source of food for the whole world. If we are unable to breathe fresh air this will cause all sorts of health problems in the global population.

TOPIC AREA: THE WORLD AROUND US

STIMULUS 2 (Teacher/Examiner version)

Déchets radioactifs

3a. Que pensez-vous du projet de stockage des déchets nucléaires proposé dans ce texte ?

Candidates could state that this is probably the best solution but given the longevity of this waste, they may question if it is a good option in the long term. They could argue that it would be better to abandon nuclear energy and use other cleaner techniques using renewable energy.

4a. Selon vous, quelles sont les meilleures façons de produire l'énergie dont nous avons besoin ?

Candidates may make the case for renewable energy sources. They may also stress the need to reduce our dependence on coal-fired power stations, which produce greenhouse gases, giving appropriate examples to justify their opinions.

3b. Êtes-vous pour ou contre l'énergie nucléaire ? Pourquoi ?

Candidates might state their opposition to nuclear energy, highlighting the risk of serious accidents like those seen at Chernobyl and Fukushima. Candidates could mention the risks for workers and the general population due to radiation. They might also point out that the issue of storage of nuclear waste is yet to be resolved.

4b. À votre avis, que pourrait-on faire pour réduire nos besoins énergétiques ?

Candidates could suggest that people should be encouraged to use public transport instead of their own vehicles. They might argue that motor traffic should be banned in towns, by building more pedestrian areas and bike lanes, and encouraging working from home.

TOPIC AREA: THE WORLD AROUND US

STIMULUS 3 (Teacher/Examiner version)

Vallée interdite !

3a. Pensez-vous que ce genre d'initiative soit une bonne idée ? Pourquoi ou pourquoi pas ?

Candidates might show agreement with the project, highlighting that by allowing us to understand the impact of human activity on a natural region, this research will help to reduce or perhaps eliminate the damaging effects of these activities in other areas.

4a. Quels sont les dangers causés par le tourisme dans une région de grande beauté naturelle à votre avis ?

Candidates could mention the damaging impact that tourist infrastructure such as hotels, golf courses and ski lifts can have on the flora and fauna of an area. They might point out that trees are cut down, wild areas are landscaped and a lot of water is consumed in the process of such developments. They might highlight that tourists do not always respect natural sites, often leave litter and sometimes even cause fires.

3b. Pensez-vous qu'il soit acceptable d'interdire toute activité humaine dans une telle région ? Pourquoi ou pourquoi pas ?

Candidates might suggest that it is acceptable given our need to know what is happening in our environment and to try to reduce the negative human impact in areas that need to be preserved. Others might be more open to human activity in these areas.

4b. À votre avis, quelles sont les activités humaines qui mettent le plus en danger les belles régions d'un pays ?

Candidates could suggest that both heavy industry and intensive farming affect the countryside. They might point out that electric pylons are ugly, and a beautiful region can be completely ruined by tasteless hotel constructions, particularly on the sea front. Roads, motorways and railway lines disfigure the beauty of such regions.

TOPIC AREA: YOUTH CULTURE AND CONCERNS

STIMULUS 1 (Teacher/Examiner version)

La mode du jean déchiré

3a. Que pensez-vous de la mode du jean déchiré ?

Candidates might suggest that this is a cool style, and could give examples of similar clothing in their possession. Others might state that the style is rather over the top.

4a. Est-ce que la majorité des jeunes suivent la mode en général ? Pourquoi ou pourquoi pas ?

Candidates might point out that many young people copy the style of celebrities and their peers in order to fit in. They might suggest that certain clothing brands are unaffordable for certain teenagers. They could give examples of personal experiences to support their opinions.

3b. Est-ce que vous avez déjà porté un jean déchiré ? Pourquoi ou pourquoi pas ?

Candidates should give examples, as appropriate. Some might like the ripped jean look whilst others will give reasons why they dislike it and prefer other styles, perhaps.

4b. Que pensez-vous de la mode en ce moment ?

Candidates should describe what they deem fashionable and provide appropriate justifications or opinions.

TOPIC AREA: YOUTH CULTURE AND CONCERNS

STIMULUS 2 (Teacher/Examiner version)

L'auto-tune

3a. Que pensez-vous de la musique électronique ?

Candidates should give an opinion, with appropriate justification. For example, they might suggest that electronica is a popular genre amongst teenagers, due to its prevalence in nightclubs. They might conversely state that they prefer more traditional options, such as folk music, and point to the thought-provoking lyrics, for example.

4a. À votre avis, qu'est-ce qui intéresse le plus les jeunes, la musique elle-même, ou la personnalité des musiciens ? Pourquoi ?

Candidates might state that it is difficult to separate these two aspects: a fan of a particular singer is likely to appreciate not only the music but also his/her personality. However, candidates could also point out that there are plenty of singers whose music is excellent but whose personality is vile. They may give examples, as appropriate.

3b. À votre avis, est-ce que le rap est vraiment une forme de musique ? Pourquoi ou pourquoi pas ?

Candidates may support this idea, highlighting the skill involved in devising rap lyrics and delivering them with poetic feeling. Candidates may stress that many people are offended by the often explicit lyrics contained in many rap songs, but this should not detract from the skill of the artist. They may give examples, as appropriate.

4b. À votre avis, pourquoi la musique est-elle si importante dans la vie des jeunes ?

Candidates may state that music plays a key role in forging one's character, supporting teenagers through key milestones in their life. Candidates might highlight that when one feels happy one might choose to listen to dance, electro or other upbeat genres. Conversely, when in a melancholy mood, one might listen to a sad or romantic song.

TOPIC AREA: YOUTH CULTURE AND CONCERNS

STIMULUS 3 (Teacher/Examiner version)

Le harcèlement

3a. À votre avis, est-ce que le harcèlement est fréquent parmi les jeunes d'aujourd'hui ?

Candidates might state that bullying is fairly common. They might give specific examples of bullying incidents and suggest the reasons why they occurred. Candidates will give opinions, as appropriate. For example, they might lament the fact that often those who wish to do well at school suffer such ill treatment by their peers.

4a. À votre avis, est-ce que les jeunes d'aujourd'hui souffrent d'autres problèmes à part le harcèlement ?

Candidates might mention the pressures of schoolwork and exams. They could also talk about the difficulty of making their parents understand their problems. They might feel that they do not receive enough pocket money to buy what they desire. Others may talk about relationship issues.

3b. Selon vous, comment peut-on combattre le harcèlement parmi les jeunes ?

Candidates might suggest approaches of solidarity such as showing kindness to the person who is being bullied. They might feel that confronting the bully directly often causes more problems, and that teachers handle such cases quite badly.

4b. Est-ce qu'il est facile de se faire des amis de nos jours ? Pourquoi ou pourquoi pas ?

Candidates might point out that making friends is easy but that keeping them is another question. They might say that a true friend is quite rare but most people have a group of friends with whom they can have fun and go out. Candidates might stress the need to find friends with a similar outlook on life in order to avoid arguments.