



Pearson

# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCE  
In French (6FR04) Paper 01  
Unit 4: Research, Understanding and  
Written Response

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2017

Publications Code xxxxxxxx\*

All the material in this publication is copyright

© Pearson Education Ltd 2017

## 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 - first draft**

**Question 1**

Les/des confusion turns up a lot. If credit is withheld once (probably in conjunction with something else) try not to penalise further. Prepositions after verbs eg décider de, essayer de, something after préférer. On their own might not lead to loss but could be taken into account with other things. These though are not repeated errors.

Question number	Question	Answer	Accept	Tolerate (usually if nothing else is wrong)	Reject		
1	a. I have been told that <b>books, as we know them at present will soon disappear</b>	<i>On m'a dit que les livres tels que/comme nous les connaissons à présent vont bientôt disparaître/disparaîtront</i>	Les gens /ils m'ont dit J'ai été informé n'existeront plus/pas en ce moment , maintenant, prochainement (for bientôt) W.O. bientôt	Pluperfect au présent tôt			
	b. I do not think this is true but those who express this opinion give two reasons	<i>Je ne pense pas que ce soit vrai/le cas mais ceux qui expriment cette opinion/ont cet avis donnent deux raisons</i>	ceci, cela, ça ce soit la vérité fournissent for donnent		Il for ce indicative after 'je ne pense pas' anglicised version of 'express'		
	c. They say that people no longer have time to read and increasingly prefer to buy the electronic version of their favourite books	<i>Ils disent qu' on/les gens n'a/n'ont plus le temps de lire et qu' on/ils préfère(nt) de plus en plus acheter la version électronique de ses/leurs livres préférés/favoris</i>	les personnes la version numérique la copie (for version)		électrique le peuple le modèle		
	d. However, when the government tried to close libraries, there were many protests	<i>Cependant, quand le gouvernement a essayé de fermer des bibliothèques, il y a eu beaucoup de protestations/beaucoup de gens ont protesté</i>	il y avait essayait manifestations plaintes	conflits	émeutes, démonstrations		



**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>Picture of people on safari with binoculars</b>
	<b>Suggested Answer:</b>
	Essay should explain who are the people and what they are doing. Most will no doubt think they are friends and/or members of a tourist group on safari. In particular what they are looking at closely should be explained. The most likely suggestion is an animal or some unusual happening. Essays will probably explain what happens and how their curiosity is satisfied. The essay should not just be a discursive environment essay. There should be a plausible outcome.
	<b>Mark</b>
	<b>(45)</b>

Question Number	Question
<b>2 (b)</b>	
	<b>Suggested Answer</b>
	The mystery about what has happened prior to this passage should be cleared up. Why are the police present outside, how has the author come by the money referred to, how has the female character mentioned become involved? There is also a lot of scope for continuation. Will the two people attempt to escape and with what result? The passage should lead to a plausible outcome.
	<b>Mark</b>
	<b>(45)</b>

Question Number	Question
<b>2 (c)</b>	
	<b>Suggested Answer</b>
	There is sufficient scope for a suitable article. Details of the missing mother and children will no doubt be given. We shall also probably be told how long they had been absent, what might have caused their disappearance and activities by the police and others to look for them. Information about the discovery could be included. How, when and where were they found, for example. A plausible reason for their disappearance could be offered. There should be ample opportunity to include eye-witness accounts and interviews with perhaps a police spokesperson, the member of the public who found them, members of the family etc
	<b>Mark</b>
	<b>(45)</b>

## Discursive Essay

Question Number	Question
<b>2 (d)</b>	
	<b>Suggested Answer</b>
	<p>There are obvious economic benefits from tourism. Visitors spend money and support hotels and other types of accommodation, restaurants, shops, places of interest and attractions. Tourist areas are often rather remote with few other sources of income. In such places tourism is vital to the survival of the area. Tourism provides employment, although jobs are often seasonal and low-paid. The arrival of large numbers of people from different places and backgrounds helps prevent remote areas from becoming too insular and parochial. On the other hand, a large influx of tourists brings undoubted problems and visitors are not always popular with local inhabitants. There are usually traffic problems and other forms of pollution, such as rubbish being left on beaches and in other places of natural beauty. Tourists in large numbers can put a strain on local services and facilities. Some tourists can behave in a boorish, inconsiderate way. A particular bone of contention might be the buying of second homes which are left empty for much of the time and cause a rise in house prices which in turn prices young local people out of the housing market. In areas where there is little other than tourism, areas and towns can become deserted and ghost-like out of season. Must be advantages and disadvantages of tourism for a region, not an individual.</p>
	<b>Mark</b>
	<b>(45)</b>

Question Number	Question
<b>2 (e)</b>	
	<b>Suggested Answer</b>
	<p>There is no doubt that professional sport is of great interest to many people and is very popular. It provides entertainment, either live or by television, is exciting, it provides drama and talking points. Professional sportsmen and women can inspire and serve as good role models, showing the merits of dedication and hard work. Professional sport provides the opportunity to excel and to become successful to people from all walks of life. Successful professional sport can be of great economic benefit to countries and cities who stage or export it. It can increase a country's or an individual's standing throughout the world. On the other hand there has been much bad publicity about sport. Doping is an ongoing problem for certain sports in which the stakes are so high that participants will go to extreme lengths to do well and win. Some sports have become so commercialised that it leads to cheating and corruption. In certain sports practitioners are extremely highly paid, they become primadonnas and lose touch with reality. Some are guilty of behaviour which makes them very poor role models. The spirit of good sportsmanship is lost. Some countries use sport as a way of self-promotion. Sport in general is good for health etc not relevant</p>
	<b>Mark</b>
	<b>(45)</b>

Question Number	Question
<b>2 (f)</b>	
	<b>Suggested Answer</b>
	<p>To appreciate fully much art one has to study technique and movements and to know something of the background of artists. The vast majority of people do not have this knowledge and awareness and are either not in a position to acquire them or do not have the inclination, time or capacity to do so. Much art is also</p>

	<p>beyond the economic scope of most people. It can cost vast sums to own some examples and it can also be expensive to attend events or visit venues. Many feel that art has nothing to do with their life or experience. Some examples of art, particularly of modern art, are felt to be absurd by lots of people and such eccentricities alienate them from it. Some art forms such as poetry, ballet and opera are felt to be beyond most ordinary people. On the other hand, art could be said to mirror the whole of life and thus concerns everyone. Artistic talent may not be something one can learn and certainly not buy. There are many opportunities for people from all walks of life to produce their own art. Experiencing certain art need not be expensive, literature and music should be within most budgets and libraries and many galleries and museums have free entry. If you consider cinema an art, this is easily accessible to all. An elite would no doubt like to perpetuate the myth that art is only for them but, if barriers are broken down, it can easily be shown that such is not the case.</p>
	<p>Mark <b>(45)</b></p>

Question Number	Question
<b>2 (g)</b>	
	Suggested Answer
	<p>Familiar material, such as laicity and the wearing of the veil, could well feature here but they should not be the sole subject for consideration. The study of any religion should provide young people with a set of moral values without which society cannot really function. If all major religions feature on the school curriculum, this should foster tolerance and understanding of others and their points of view. An act of worship in a school can bring a sense of community and can offer an opportunity for reflection. To invite religious leaders into schools can bring variety and fresh perspectives. On the other hand, young minds should not be open to indoctrination and bigotry. Religious extremism has been shown to be dangerous at many times and in many circumstances and children should be protected against it. Religion can be practised in the home, many parents may not wish their children to receive any religious instruction or certain teachings. In a situation where there are many religious faiths represented, to have no religious influence makes everyone equal. Unlike other disciplines religion relies on personal conviction.</p>
	<b>(45)</b>



## Section C: Research-based project

(Questions and expected responses)

**Q.3 (a)** We can be fairly flexible about 'event' but it should be clearly identifiable as such. Examples might be the recent recession, the effects of wars in other places, a sudden influx of migrants, the decision to close old industries etc. The event might be international (eg war, recession, climate changes) or national (eg a government or EU decision or initiative, such as fishing quotas) or local. It might even be historical. The emphasis, however, both for description and analysis, should be on impact on the chosen region. General descriptions of a region or city will not attract much credit.

**Q.3 (b)** In the space and time available the description of the two personalities will inevitably be quite short and possibly sketchy but they should both be treated. The analysis should be an assessment of influence at the time and in the chosen period. It should be as detailed as constraints allow. A definite comparison between the two people featured should be made. Depending on the period and the individuals chosen it may be possible to discuss influence which extends beyond the precise period selected but for this we can only expect fairly general detail and it should not be seen as essential. Accept one non-French person eg Ge Gaulle, Eisenhower.

**Q.3 (c)** The answer will depend on which aspect of contemporary society is chosen but favourite choices are likely to be immigration, gay marriage, unrest in the banlieue etc. Some description is required but there should be emphasis in the analytical section on what has been done to counter problems and perhaps, if appropriate, an assessment of the success of measures taken.

**Q.3 (d)** A major character is likely to be chosen. Narrative and description is invited and indeed required but the essay should go beyond this to treat the relationship between the person chosen and either one other figure in the work or a group of other people. For example, in *L'Etranger* a candidate might choose to deal with Meursault's relationship with, for example, Marie or Raymond as individuals or might decide to discuss his dealings with society as a whole, using separate people as examples. In *La Haine* the relationship between one of the three main characters and one or both of the others could be explored or a candidate might choose to discuss relations with the police and/or other representatives of Parisian society in general. Should be the chosen person with another, not the other way round. Not a general relationship between two people eg Jo and Maurice Joffo.

### Translations

1. N/A

2b. Continue this story using past tenses:

The street was deserted and darker than when we had entered the block of flats and the policeman was still on the pavement opposite. I opened the suitcase and hid the bank notes under the clothes and inside a pair of shoes. Denise checked the contents of her travel bag to see that she had not forgotten anything.

2c. Write a newspaper article entitled:  
St Pierre d'Autils (Eure): the mother and two children who had been reported missing have been found

2a. Picture of four people in a jeep looking at something through binoculars

2d. Tourism - a scourge or a blessing for a region?

2e. 'Professional sport is no longer worthy of the interest that people show it'. What do you think of this opinion?

2f. The arts are for an elite, most people don't appreciate them and are not interested in them. To what extent do you share this point of view?

2g. All schools should provide an education in which religion does not feature. Do you agree? Justify your answer

3a. Describe and evaluate an event which has had a major impact in the region which you have studied.

3b. Give a brief portrait of two people who played a significant role in the period you have studied. In your opinion, which of these two people had the greater influence?

3c. In your opinion, what aspect of contemporary society poses most problems? Analyse what has been done to solve these problems.

3d. Choose a major character in the work you have studied and describe him/her. Analyse the relationship between this person and another or several other people in the work.