

Mark Scheme November 2007

IGCSE

IGCSE French (4365)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on + 44 1204 770 696, or visit our website at www.edexcel-international.org.

November 2007

All the material in this publication is copyright

© Edexcel Ltd 2007

Contents

1.	4365 paper 01 Mark Scheme	1
2.	4365 paper 01 Transcript	4
3.	4365 paper 02 Mark Scheme	7

IGCSE 4365 French - Paper 1 Mark Scheme

Question Number	Answer	Mark
1	A	(1)

Question Number	Answer	Mark
2	C	(1)

Question Number	Answer	Mark
3	A	(1)

Question Number	Answer	Mark
4	C	(1)

Question Number	Answer	Mark
5	B	(1)

Question Number	Answer	Mark
6	<p>AU CAMPING</p>	(5)

Question Number	Answer	Mark
7	D	(1)

Question Number	Answer	Mark
8	E	(1)

Question Number	Answer	Mark
9	G	(1)

Question Number	Answer	Mark	
10	A	(1)	
Question Number	Answer	Mark	
11	B	(1)	
Question Number	Answer	Mark	
12(a)	plus	(1)	
Question Number	Answer	Mark	
12(b)	attention	(1)	
Question Number	Answer	Mark	
12(c)	contrôle	(1)	
Question Number	Answer	Mark	
13(a)	souffrent	(1)	
Question Number	Answer	Mark	
13(b)	code secret	(1)	
Question Number	Answer	Mark	
13(c)	adultes	(1)	
Question Number	Answer	Mark	
13(d)	tout le temps	(1)	
Question Number	Answer	Mark	
14(a) & (b)	(a) Parents (1) (b) réussi(s) / rapide(s) (1)	(2)	
Question Number	Acceptable Answers	Reject	Mark
15(a)	(en) France	(en) Europe	(1)
Question Number	Acceptable Answers	Reject	Mark
15(b)	faire (une) carrière dans le cyclisme	devenir cycliste	(1)
Question Number	Answer	Mark	
15(c)	ne pas abandonner ses études / continuer ses études	(1)	

Question Number	Answer	Mark
16(a)	ce qu'il disait / les choses qu'il disait	(1)

Question Number	Answer	Mark
16(b)	aidait son ami	(1)

Question Number	Answer	Mark
16(c)	il se sacrifie	(1)

Paper 1 Listening - Transcripts

Section A

LES LOISIRS

Voix d'adulte

Exemple	Alex	J'aime regarder la télé.
	Amélie	Je joue beaucoup avec mon chien. Je l'adore.
	Hélène	Moi, j'ai une belle collection de timbres.
	Léo	Le week-end je vais danser avec mes copains.
	Carla	Le soir j'adore lire.
	Paul	Moi, je fais très souvent du vélo.

AU CAMPING

- A1 = voix d'adulte
A2 = voix d'adolescent

A1 AU CAMPING

A1 Questions 1 à 5

A2 Oh, là, là, Ce camping est formidable. À l'entrée, il y a le café. Nous sommes au café et vous on peut voir la piscine juste devant nous. Les douches sont immédiatement à côté de la piscine, à droite.

Derrière le terrain de volley-ball, il y a un terrain où les enfants peuvent jouer. À droite du terrain de volley-ball, il y a la salle de cinéma et à gauche du terrain de volley-ball on peut louer des vélos.

LES JEUNES ET LES CIGARETTES

- AM1 Adolescence masc 1
AM2 Adolescent masc 2
AF1 Adolescent fem 1
AF2 Adolescent fem 2
AM3 Adolescent masc 3
AM4 Adolescent masc 4

AM1 Mes parents me donnent de l'argent de poche. Je peux acheter des cigarettes si je veux.

AM 2 Je fais du sport et la fumée limite la respiration, alors je préfère ne pas fumer.

AF1 Je fume rarement car ça me donne mal à la tête.

AF2 Je ne fume presque jamais car je n'ai pas assez d'argent pour acheter des cigarettes.

AM3 Chez moi, tout le monde fume. Ça pue !

AM4 J'aime fumer, mais mes parents sont contre et je veux les respecter..

Section B

INTERNET

Première partie

A1 Voix d'homme

A2 Voix de femme

A1 Madame Foulon, est-ce que l'Internet peut remplacer les livres scolaires?

A2 Ah, non. Les livres sont absolument essentiels. Les élèves doivent apprendre à se concentrer sur les mots dans un livre. À mon avis, les images ont moins d'importance.

A1 Mais on dit que les ordinateurs sont très utiles en classe?

A2 C'est faux! Si les élèves ont des ordinateurs en classe, ils passent tout leur temps à surfer. Il faut écouter attentivement le prof. En plus, le professeur ne peut pas voir ce qu'ils font et n'aura plus d'autorité sur les élèves.

Deuxième partie

A1 Alors, Madame, en France, les enfants portent des cartables très lourds car ils sont pleins de livres scolaires. Ils ont souvent mal au dos, n'est-ce pas?

A2 Cela est vrai, mais dans d'autres pays chaque enfant peut avoir un petit placard avec un chiffre personnel. L'élève peut tranquillement laisser ses cahiers et toutes ses affaires dans son placard chaque soir ou même pendant la pause déjeuner.

Je n'ai rien contre les leçons d'informatique dans les écoles, mais les élèves doivent utiliser les ordinateurs seulement dans le CDI ou la bibliothèque et ils doivent être surveillés par un professeur. S'ils ont la chance d'avoir accès à Internet à la maison, les parents doivent limiter le nombre d'heures que leurs enfants passent devant l'écran.

A1 Merci madame

THOMAS VOECKLER

A1 = Adult voice (male or female)

A 1 Thomas Voeckler a commencé sa carrière de cycliste sur l'île de Martinique où ses parents s'étaient installés peu après sa naissance. Très jeune, Thomas a commencé à s'entraîner dans un club de vélo martiniquais. Bientôt il a gagné toutes les courses chez les juniors et rapidement il a remporté tous les prix de l'île.

[Pause]

A1 A l'âge de 17 ans, Thomas a demandé à sa mère de le laisser revenir en Europe, plus précisément en France, tout en lui promettant de ne pas abandonner ses études. Il voulait essayer de faire carrière dans le cyclisme. Une fois revenu en France, Thomas est devenu étudiant dans la section sports-études d'un lycée de Nantes.

[Pause]

A1 On dit qu'il était très obstiné. Ce qu'il disait, ça choquait quelquefois ses entraîneurs mais à côté de cela, il possédait de très bonnes qualités. Par exemple, quand il était plus jeune il pensait toujours à aider son meilleur ami à se perfectionner dans ce sport. Aujourd'hui Thomas a déjà gagné plusieurs courses professionnelles mais de temps en temps il se sacrifie pour permettre à son équipe de gagner. A mon avis, Thomas Voeckler est un grand espoir pour la France.

IGCSE 4365 French - Paper 2 Mark Scheme

Question Number	Answer	Mark
1(i)	F	(1)

Question Number	Answer	Mark
1(ii)	C	(1)

Question Number	Answer	Mark
1(iii)	A	(1)

Question Number	Answer	Mark
1(iv)	G	(1)

Question Number	Answer	Mark
1(v)	B	(1)

Question Number	Answer	Mark
2(a)	Post Office	(1)

Question Number	Answer	Mark
2(b)	Information Office	(1)

Question Number	Answer	Mark
2(c)	Park	(1)

Question Number	Answer	Mark
2(d)	Pharmacy	(1)

Question Number	Answer	Mark
2(e)	« Guichet »	(1)

Question Number	Answer	Mark
3(a)	grande	(1)

Question Number	Answer	Mark
3(b)	ménage	(1)

Question Number	Answer	Mark
3(c)	avant	(1)

Question Number	Answer	Mark
3(d)	fait	(1)

Question Number	Answer	Mark
3(e)	régulièrement	(1)

Question Number	Indicative content	Mark
4	This question will be assessed according to the standard assessment criteria for writing given below. This can also be found on page 16 of the Specification.	(10)

Marks	Communication and Content
5	The task is completed. The information is fully relevant. The message is comprehensible and well organised. It may show some originality.
4	The task is mostly completed. The information is relevant. The message is comprehensible. There may be minor omissions or ambiguity.
3	The task is mostly completed but with some ambiguity. Some of the information may not be fully relevant. The message is generally comprehensible overall.
2	The task may be only partly completed. Some of the information may have been copied from the text without any attempt to adapt it. The message may be incomprehensible at times.
1	The task has not been completed. There is little meaningful communication. Most of the text may have been copied without any attempt to adapt it. The message is mostly incomprehensible.
0	No effective communication.

Marks	Knowledge and Application of Language
5	Appropriate vocabulary for the task. Simple and more complex structures are generally used accurately. There may be minor lapses which do not impede communication.
4	Vocabulary and structures generally appropriate to the task. Some variety but correct usage is not always maintained. Basic errors are evident but they rarely interfere with communication.
3	Vocabulary and structures are quite simple but adequate to the task. Some variety may be attempted, but inaccurate language sometimes impedes communication. Genders, spellings, verb forms are inconsistent.
2	Simple vocabulary and structures only just adequate to the task. Much inaccuracy which impedes communication. Very limited verb forms. Genders and spellings are weak.
1	Only isolated examples of accurate language. Frequent errors which prevent communication. No awareness of language structure.
0	No language worthy of credit.

Section B Part One

Question Number	Answer	Mark
5(i)	C	(1)

Question Number	Answer	Mark
5(ii)	D	(1)

Question Number	Answer	Mark
5(iii)	G	(1)

Question Number	Answer	Mark
5(iv)	A	(1)

Question Number	Answer	Mark
5(v)	B	(1)

Section B Part Two

Question Number	Answer	Mark
6	In addition to these 10 marks, 5 marks are available for the quality of the French in the answers.	(10) (+5)

Question Number	Acceptable Answers	Reject	Mark
6(a)	(Il travaille) dans une banque/(Il est) employé de banque	Il travaille à Paris/ Il est employé/ Reference to « Je ... »	(1)

Question Number	Acceptable Answers	Reject	Mark
6(b)	Il allait au travail à vélo/bicyclette / Il y allait à vélo / Il prenait son vélo/ vélo	Il allait au travail en voiture. Any incorrect form of transport/ Reference to « Je ... »	(1)

Question Number	Acceptable Answers	Reject	Mark
6(c)	Il y a plus de voitures qu'avant/ Il y a trop de voitures/circulation/ D'autres ont pris la même décision que Vincent. Les gens ont opté pour les voitures	Il y a plus de vélos qu'avant. Reference to « moi »	(1)

Question Number	Acceptable Answers	Reject	Mark
6(d)	Il manquait d'air frais/ L'air était pollué	L'air était trop frais.	(1)

Question Number	Acceptable Answers	Reject	Mark
6(e)	L'idée de reprendre le vélo le matin.	L'idée de sa famille / cet exemple	(1)

Question Number	Acceptable Answers	Reject	Mark
6(f)	Sa fille (aînée) est partie faire ses études à l'université Sa fille (aînée) est allée vivre à Sa fille (aînée) n'habitait plus à la maison. La voiture n'était plus essentielle à leur vie quotidienne. (2 reasons required for 2 marks)	À cause de sa fille aînée. Reference to « Ma fille »	(2)

Question Number	Acceptable Answers	Reject	Mark
6(g)	C'est plus tranquille/calme (sur les pistes cyclables) C'est plus calme car il n'y a pas de voitures. Il aime les pistes cyclables	Les pistes sans voitures, c'est le paradis.	(2)

Question Number	Acceptable Answers	Reject	Mark
6(b)	Il sera à la mode. Son VTT est à la mode/cool Ça lui ira très bien.	C'est à cause de la mode. Il a un nouveau VTT / Il a un VTT moderne. Ça m'ira très bien.	(1)

Marks	Knowledge and Application of Language
5	Appropriate vocabulary and structures generally used accurately. There may be occasional minor lapses which do not impede communication.
4	Appropriate vocabulary and structures often used accurately. There may also be a few basic errors which rarely interfere with communication.
3	Adequate vocabulary and structures. Quality of accuracy is inconsistent and sometimes impedes communication. Basic grammar generally mastered, but weaknesses evident in more difficult areas.
2	Limited vocabulary and structures. Frequent lapses. Some evidence of accurate language, which is mostly lifted straight from the original text. Main points are however communicated, despite inaccuracies.
1	Basic vocabulary and structures, frequently inappropriate. Little or no evidence of language awareness. Frequent basic errors and inaccuracies impede communication. Nearly all material directly lifted from the original text.
0	No language worthy of credit.

Section C

Question Number	Indicative content	Mark
7	Question 7 is marked out of 15 using the three grids in the following pages.	(15)

Marks	Communication and Content
5	<p><i>Very detailed and fully relevant response to the stimulus.</i></p> <p><i>Clearly able to narrate, describe, express opinions and expand, as appropriate to the task.</i></p> <p><i>Excellent communication; no ambiguity.</i></p> <p>Excellent linking of the piece into a whole. Coherent and pleasant to read.</p>
4	<p>Detailed response to the stimulus, although there may be minor omissions. Evidence of description, opinion and expansion, as appropriate to the task. Meaning generally clear. Some lapses.</p> <p>Reasonable attempt to link the piece into a whole. Generally coherent. May be rather pedestrian or alternatively somewhat over-ambitious.</p>
3	<p>Suitable relevant information conveyed, although there may be some omissions and/or irrelevance.</p> <p>Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions.</p> <p>Some ambiguity, especially if more ambitious language is attempted.</p> <p>Comprehensible overall.</p> <p>Some attempt at linking piece into a whole. Ambiguous in places.</p>
2	<p>Key information given; possibly major omissions and/or irrelevance, repetition.</p> <p>Level of response minimal with limited evidence of description or opinions.</p> <p>Some ambiguity. Just about comprehensible overall.</p> <p>Sentences written in isolation. Not easy to read.</p>
1	<p>Little relevant information conveyed.</p> <p>Level of response very limited.</p> <p>Much ambiguity and/or incoherence.</p> <p>Except for isolated items, would not be comprehensible to a native speaker.</p>
0	No relevant communication.

Marks	Knowledge and Application of Language
5	Vocabulary and structures comfortably equal to the task. No repetition. Confident use of a variety of complex structures. Range of tenses appropriately used. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to the task. Some attempt to vary sentences by using more ambitious structures, although unlikely to be wholly successful. Tenses generally appropriately used. Some ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to the task. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Evidence of correct formation of tenses, with some lapses. Some attempts to manipulate language, despite use of pre-learned language and/or set phrases at times; this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate. Sentences simple and usually short. There may be some simple subordination. Some evidence of correct formation and use of verbs/tenses, but frequent lapses. Pre-learned, set phrases predominate. Some attempts at enhancement of facts, but this is likely to be only partially successful.
1	Very limited language, which greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures and/or formation and use of tenses. Occasional almost correct phrase or short sentence, but this will be pre-learned.
0	No language worthy of credit.

Marks	Accuracy
5	High level of accuracy. Not faultless, but only occasional minor errors. Secure when using more complex language, though not necessarily faultless.
4	Generally accurate in straightforward language. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Errors do not prevent communication. About half of what is written should be free of major errors; inaccuracy increases when more complex structures are attempted.
2	Frequent basic errors, but main points communicated. Some correct phrases, but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Very little or no evidence of correct verb formation.
0	No language worthy of credit.

Further copies of this publication are available from
Edexcel UK Regional Offices at www.edexcel.org.uk/sfc/feschools/regional/
or International Regional Offices at www.edexcel-international.org/sfc/academic/regional/

For more information on Edexcel qualifications, please visit www.edexcel-international.org/quals
Alternatively, you can contact Customer Services at www.edexcel.org.uk/ask or on + 44 1204 770 696

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH