

Mark Scheme (Results) November 2009

IGCSE

IGCSE French (4365) Paper 2

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| Question Number | Answer | Mark |
|-----------------|--------|------|
| 1(i) | G | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 1(ii) | D | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 1(iii) | F | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 1(iv) | A | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 1(v) | E | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 2(i) | P | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 2(ii) | N | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 2(iii) | P | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 2(iv) | P | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 2(v) | N | (1) |

| Question Number | Answer | Mark |
|-----------------|---------|------|
| 3(a) | travail | (1) |

| Question Number | Answer | Mark |
|-----------------|----------------|------|
| 3(b) | l'informatique | (1) |

| Question Number | Answer | Mark |
|-----------------|----------|------|
| 3(c) | montagne | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 3(d) | mangé | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 3(e) | sœurs | (1) |

Question 4 (10) As per specification

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.

| 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. |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 5(i) | G | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 5(ii) | E | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 5(iii) | H | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 5(iv) | F | (1) |

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

Question 6 (10) (+ 5)

In addition to these 10 marks, 5 marks are available for the quality of the French in the answers.

| Question Number | Acceptable Answers | Reject | Mark |
|-----------------|--|---|------|
| 6(a) | Il connaissait/connait bien la ville/ Il était originaire de Bruges/ Il y a passé sa vie/ Il a passé toute sa vie à Bruges ? Il est passé tout sa vie à Bruges | Il adore la ville de Bruges/ Il a passe toute sa vie à Bruges/ Il passé toute sa vie à Bruges | (1) |

| Question Number | Acceptable Answers | Reject | Mark |
|-----------------|---|---|------|
| 6(b) | La ville est (en effet) encerclée par un réseau de canaux/ Il y a des canaux un peu partout/ Les canaux sont très nombreux/ Il y a beaucoup de canaux | Il y a un canal/ Beaucoup de canaux/ On est encerclé/ Il y a beaucoup de touristes | (1) |

| Question Number | Acceptable Answers | Reject | Mark |
|-----------------|--|---|------|
| 6(c) | C'est grâce aux ancêtres/ On parle des efforts des ancêtres/ C'est une tradition commencée par leurs or ses ancêtres/ | C'est une tradition que nous avons suivie/ Une tradition pour ses ancêtres | (1) |

| Question Number | Acceptable Answers | Reject | Mark |
|-----------------|--|---|------|
| 6(d) | Ça crée des emplois/ Ça crée de l'emploi/ Ca donne plus de travail pour tout le monde/ Parce que grâce au tourisme on a créé toutes sortes d'emplois | Bruges représente un important pôle touristique/ Ça sert à nous créer des emplois/ Parce qu'il y a toutes sortes d'emplois/ Le tourisme créer toute sorte d'emplois | (1) |

| Question Number | Acceptable Answers | Reject | Mark |
|-----------------|---|---------------------------|------|
| 6(e) | Il y a beaucoup de monuments/ Les monuments sont très nombreux (2) Il y a un musée de plein air (1) La ville est un grand musée (1) | Il y a beaucoup de musées | (2) |

| Question Number | Acceptable Answers | Reject | Mark |
|-----------------|---|--|------|
| 6(f) | Il y a de quoi occuper plusieurs journées/ Un (petit) week-end ne suffit pas pour tout voir / Il y a beaucoup d'activités à faire à Bruges/ | Il y a suffisamment de visites/ Parce que Bruges offrir suffisamment d'activités/ Il y a suffisamment d'activités/ | (1) |

| Question Number | Acceptable Answers | Reject | Mark |
|-----------------|---|--|------|
| 6(g) | C'est une station balnéaire de la région / Ostende correspond à la station balnéaire à Bruges/ Car ceci est leur station balnéaire/ Ostende correspond en quelque sorte à leur station balnéaire/ | C'est à 30 kilomètres de Bruges/ Ils peuvent aller prendre un bain de mer en voiture | (1) |

| Question Number | Acceptable Answers | Reject | Mark |
|-----------------|---|--|------|
| 6(h) (i) | Il faut goûter aux chocolats (brugeois)/ Se laisser tenter par la spécialité locale / | brugeois omitted/ Il faut manger du chocolat/ Avant d'avoir goûté aux chocolats brugeois/ Se laisser tenter par cette spécialité locale/ Reference to « notre » | (1) |

| Question Number | Acceptable Answers | Reject | Mark |
|-----------------|--|---|------|
| 6(h) (ii) | La qualité du chocolat (brugeois) est inoubliable/ C'est très bon / Parce que c'est une spécialité locale (* Only if correctly sequenced from first part of 6(h) (i)) | brugeois omitted La qualité inoubliable de notre chocolat/ Reference to « notre » | (1) |

Question 7 (15) As per specification

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

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