

Mark Scheme (Results)

June 2011

International GCSE

French 4FR0 Paper 2

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

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

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

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

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

Question Number	Answer	Mark
2(i)	B	(1)

Question Number	Answer	Mark
2(ii)	E	(1)

Question Number	Answer	Mark
2(iii)	C	(1)

Question Number	Answer	Mark
2(iv)	F	(1)

Question Number	Answer	Mark
2(v)	D	(1)

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

Question Number	Answer	Mark
3(ii)	A	(1)

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

Question Number	Answer	Mark
3(iv)	D	(1)

Question Number	Answer	Mark
3(v)	F	(1)

Question Number	Answer	Mark
4	<p>Écrivez environ 50 mots en français sur une visite en ville.</p> <p>Write about 50 words in French about a visit to town.</p>	(10)

Communication and content	Mark
No effective communication	0
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.	1
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.	2
The task is mostly completed but with some ambiguity. Some of the information may not be fully relevant. The message is generally comprehensible overall.	3
The task is mostly completed. The information is relevant. The message is comprehensible. There may be minor omissions or ambiguity.	4
The task is completed. The information is fully relevant. The message is comprehensible and well organised. It may show some originality.	5

Knowledge and application of language	Mark
No language worthy of credit.	0
Only isolated examples of accurate language. Frequent errors which prevent communication. No awareness of language structure.	1
Simple vocabulary and structures only just adequate to the task. Much inaccuracy which impedes communication. Very limited verb forms. Genders and spellings are weak.	2
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.	3
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.	4
Appropriate vocabulary for the task. Simple and more complex structures are generally used accurately. There may be minor lapses which do not impede communication.	5

Question Number	Answer	Mark
5(a)	monte	(1)

Question Number	Answer	Mark
5(b)	mauvaise (accept : mauvais)	(1)

Question Number	Answer	Mark
5(c)	gros	(1)

Question Number	Answer	Mark
5(d)	moins (accept : mons / mois = careless copying)	(1)

Question Number	Answer	Mark
5(e)	Contre (reject : montre)	(1)

Question Number	Answer	
6	Une bibliothécaire parle 10 marks + additional marks are available for the quality of French in your answers.	

Question Number	Answer	Reject	Mark
6 A	25 ans / pendant (L) depuis 25 ans (M) elle y travaille depuis 25 ans (H) il y a 25 ans pour 25 ans (L)	à 25 ans tu es la bibliothécaire depuis (<i>but NB repeat error</i>) depuis (qu') elle a 25 ans avec 25 ans	(1)

Question Number	Answer	Reject	Mark
6B	les langue(s) (à) langues	la langue les langues elle a étudié les langues jusqu'au bac	(1)

Question Number	Answer	Reject	Mark
6c (i)	Accept parts i) and ii) in either order <u>quelquefois</u> elle travaille <u>seulement</u> le matin (H) <u>quelquefois</u> elle <u>ne travaille pas</u> l'après-midi <u>parfois</u> elle travaille seulement les matins (M) Elle travaille à mi-temps Elle ne travaille pas à plein temps	quelquefois elle ne travaille pas le matin d'autres fois can vitiate answer elle a le temps libre pour toute un journée ou seulement le matin	(1)
6c (ii)	Accept parts i) and ii) in either order Elle a cinq semaines de vacances Elle a plusieurs semaines de vacances	ella a cinq vacances par an	(1)

Question Number	Answer	Reject	Mark
6D	<i>(accept most comprehensible references to children)</i> les enfants 'les enfants cadet dix-huit ans'	infants	(1)

Question Number	Answer	Reject	Mark
6E	<p>il y a une inscription annuelle (M) un adulte paie <u>une inscription</u> (M) il / elle/ on doit payer <u>une inscription</u> (H) C'est seulement les qui ne paient pas</p> <p>(NB <i>lifted from text = (L)</i>)</p> <p>La bibliothèque est gratuite <u>seulement</u> pour les enfants après <u>l'âge</u> de 18 ans</p>	<p>parce que les enfants ne paient pas d'inscription (<i>no 'seulement'</i>) parce qu'ils ont plus de 18 ans (<i>but credit for language</i>)</p>	(1)

Question Number	Answer	Reject	Mark
6F	<p><i>Idea of what she cannot do</i> OR <i>some comparison</i> OR <i>idea of something being more difficult</i></p> <p>Parce qu'elle aime connaître ses clients et <u>elle ne peut / pourrait faire ça dans une grande bibliothèque</u></p> <p>elle ne pourrait / peut pas connaître ses clients(H) elle ne pourrait / peut pas parler avec ses clients elle n'aurait / n'a pas de / le temps pour parler à / pour connaître ses clients) moins de rapports avec les clients</p> <p><i>Accept attempts at conditional:</i> elle ne</p>	<p>mes clients elle aime connaître ses clients et dans une grande bibliothèque ils ne peuvent pas acheter assez de livres</p> <p>parler à ses clients</p> <p>elle aime connaître ses clients</p>	(1)

	connaîtrai pas (M)		
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Question Number	Answer	Reject	Mark
6G	<p>Two ideas needed:</p> <p>i) money ii) not enough</p> <p>(i) la bibliothèque n'a pas beaucoup/assez</p> <p>(ii) d'argent</p> <p>elle n'a pas un plus d'argent = 1 elle ne peut pas acheter autant de livre <u>qu'elle veut</u> = 1</p> <p>nous n'avions pas beaucoup d'argent = 2</p> <p>il n'y avait pas assez d'argent = 2 elle a petit argent (L) = 2 elle a peu argent (M) = 2 elle / la bibliothèque a peu d'argent (H) = 2 Il y a ne beaucoup pas l'argent (very L) = 2 l'argent est ne suffissamment pas (very L) = 2 la bibliothèque n'est pas riche = 2</p>	<p>était ne beaucoup quantité pas était moins que le normal</p> <p><i>mention of the word budget (but harmless addition to otherwise correct answer)</i></p>	(2)

Question Number	Answer	Reject	Mark
6H	<p><u>le directeur (de Mme B)</u> a décidé d'acheter des ordinateurs (H)</p> <p><u>son / le directeur</u> a pris la décision de'... (M)</p> <p><u>son / le directeur</u> a acheté plusieurs (L)</p>	<p>elle a acheté des ordinateurs parce que le directeur d'acheter des ordinateurs</p> <p>ton / mon / votre directeur</p>	(1)

	le directeur va acheter plusieurs le patron a acheté le directeur voulait acheter ... on a acheté / va acheter... la bibliothèque a acheté / va acheter...	inclusion of depuis longtemps	
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Knowledge and application of language	Mark
No language worthy of credit.	0
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.	1
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.	2
Adequate vocabulary and structures. Quality of accuracy is inconsistent and sometimes impedes communication. Basic grammar generally mastered, but weaknesses evident in more difficult areas.	3
Appropriate vocabulary and structures often used accurately. There may also be a few basic errors which rarely interfere with communication.	4
Appropriate vocabulary and structures generally used accurately. There may be occasional minor lapses which do not impede communication.	5

Question Number	Answer	Mark
7	See published mark grids	(15)

Communication and content	Mark
No relevant communication.	0
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.	1
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.	2
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.	3
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.	4

<p>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.</p>	5
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Knowledge and application of language	Mark
No language worthy of credit.	0
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	1
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.	2
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.	3
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.	4
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.	5

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

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