GradeMax



Mark Scheme (Results)

Summer 2017

Pearson Edexcel International Advanced Level
In French Advanced Subsidiary (WFR02) Unit 2
Understanding and Written Response



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Summer 2017
Publications Code WFR02_01_1706_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.

Section A

Question Number	Answer	Mark
1 (a)	**C**	**(1)**

Question Number	Answer	Mark
1 (b)	**B**	**(1)**

Question Number	Answer	Mark
1 (c)	**B**	**(1)**

Question Number	Answer	Mark
1 (d)	**A**	**(1)**

Question Number	Answer	Mark
2 (a)	**D**	**(1)**

Question Number	Answer	Mark
2 (b)	**C**	**(1)**

Question Number	Answer	Mark
2 (c)	**C**	**(1)**

Question Number	Answer	Mark
2 (d)	**A**	**(1)**

Question Number	Answer	Mark
3 (a)	**obligés**	**(1)**

Question Number	Answer	Mark
3 (b)	**serrés**	**(1)**

Question Number	Answer	Mark
3 (c)	**croiser**	**(1)**

Question Number	Answer	Mark
3 (d)	**signaler**	**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (a)	Il mettra la veste une seule fois (1) Il aura des dettes.(1)	Il porte (la veste) une fois. Il met (la veste) une fois. Il met rarement la veste. Il va s'endetter Il a une dette Ce n'est pas (seulement) le prix qui compte en ce qui concerne l'apparence.	Ce n'est pas le prix qui compte.	**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (b)	Elle n'essaie pas/jamais de vêtements	Magazines for magasins in ocr. Elle ne suit pas le dernier look.	Elle veut rester individuelle.	**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (c)	On perd son individualité	On ne garde pas son individualité		**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (d)	Avoir (plus de) confiance en soi (1) être accepté par les pairs (1)	 être accepté par les amis/autres	 Père(s) in OCR	**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (e)	La mode change chaque saison.	Il faut souvent recommencer . Pour elle, il n'est pas important d'être fidèle à la dernière mode.		**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (f)	La mode n'est pas importante en classe	On s'en fiche de ce qu'on met pour aller à l'école.		**(1)**

Section B

Question Number	Answer	Mark
5 (a)	**D**	**(1)**

Question Number	Answer	Mark
5 (b)	**B**	**(1)**

Question Number	Answer	Mark
5 (c)	**D**	**(1)**

Question Number	Answer	Mark
5 (d)	**B**	**(1)**

Question Number	Answer	Mark
5 (e)	**C**	**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (a)	disponibilité <u>de l'électricité</u>	Disponibilité ou non <u>de l'électricité</u> S'il y a de l'électricité disponible		**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (b)	beaucoup de maladies respiratoires (surtout femmes et enfants)			**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (c)	**Any two:** pas d'eau potable écoles fermées maisons pas éclairées activités artisanales interrompues			**(2)**

Question Number	Answer	Accept	Reject	Mark
6 (d)	manque de prises électriques			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (a)	Ils ont quitté Paris	(Ils ont) voté avec leurs pieds.	à voter avec leurs pieds	**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (b)	Ils ont quitté leur travail Ils touchaient un bon salaire Leur maison était neuve/ ils venaient de faire construire une maison Any two.			**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (c)	• Ils n'ont pas hésité (à l'acheter) /Ils l'ont achetée immédiatement	Ils étaient ravis/heureux/ enchantés	Present tense in ocr	**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (d)	• (grand) espace vert pour jouer (1) • pas de circulation (1)			**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (e)	Ils proposent un meilleur salaire. Ils offrent une promotion (à Paris). Ils mettent de la pression. Any two of three.			**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (f)	manque de logements (1) concurrence pour l'emploi (1)	Les Pariens ne sont pas toujours bien reçus.		**(2)**

Question Number	Answer	Accept	**Reject**	**Mark**
8 (a)	vient			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (b)	est né			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (c)	s'installer			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (d)	ses			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (e)	fasse			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (f)	était			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (g)	serai			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (h)	bel			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (i)	merveilleuses			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (j)	mordu			**(1)**

SECTION C

Question Number	Content and communication (AO1)
9	Accept any reasonable responses.
Mark	Descriptor
0	• No rewardable material.
1–4	• The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
5–8	• The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. • The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
9–12	• The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. • The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
13–16	• The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. • The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
17–20	• The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. • The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Question Number	Quality of language (AO2)
9	
Level	Descriptor
0	• No rewardable material.
1–4	• Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. • Lexis and grammar may not be accurate, with a high degree of repetition.
5–8	• Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. • Lexis and grammar are occasionally accurate.
9–12	• Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. • Good control of basic language, but there may be errors particularly with more complex structures/lexis.
13–16	• Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. • Only occasional lapses in lexical and grammatical control.
17–20	• Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. • Very good control/accuracy with very few errors.

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