GradeMax



Mark Scheme (Results)

January 2018

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



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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)	**D**	**(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)	A	**(1)**

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

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

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

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

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

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

Question Number	Answer	Accept	Reject	Mark
4 (a)	Ça change la vie (traditionnelle).	Le tourisme affecte la vie (traditionnelle) de la population locale.		**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (b)	1. Les touristes ne seraient plus attirés par la région. 2. Moustafa serait obligé de changer de travail.	Les touristes ne viendraient plus. Moustafa serait au chômage. Moustafa changerait/changera de travail.		**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (c)	1. De s'intéresser **seulement** au bénéfice. 2. De ne prendre aucun risque.	Eviter tout risque.		**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (d)	Le travail est saisonnier.	Les emplois sont temporaires. Les emplois sont précaires.		**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (e)	Maintenant les enfants vont à l'école	Ça améliore l'accès à l'enseignement.		**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (f)	Pour attirer les mêmes touristes d'une année à l'autre.	C'est une expérience unique. Les touristes refuseraient de dormir sous une tente.	Une expérience unique. (t.c.)	**(1)**

Section B

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

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

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

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

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

Question Number	Answer	Accept	Reject	Mark
6 (a)	Les adolescents sont les professeurs.	Ce sont les jeunes qui aident les adultes.		**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (b)	Ils veulent apprendre à utiliser Internet.	Ils veulent se mettre à la page.		**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (c)	Ils s'inquiètent que la technologie incite à la violence.		Les parents pensent que ces dernières incitent à la violence.	**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (d)	1. Trop utiliser Internet. 2. Prendre l'idée d'une autre personne.		Trop utiliser les nouvelles technologies.	**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (a)	1. L'expérience (de travailler) avec les (jeunes) enfants. 2. Elle comptait devenir institutrice.		L'expérience de travailler.	**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (b)	1. Étudier dans une université plus près de sa ville. 2. Avoir plus de temps libre (chaque semaine). .		Elle a trouvé son bonheur.	**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (c)	1. Elle rentre chez elle pendant les vacances. 2. Elle ne part pas en voyage.		Les vacances. Elle remplace d'autres volontaires qui prennent leur congé annuel.	**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (d)	(Plus) positive		Négative	**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (e)	1. **Ils pensent qu'**ils ne seraient pas capables d'aider d'autres personnes. 2. **Ils ne savent pas s'**il faut avoir des diplômes.	Un manque de confiance en soi.		**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (f)	Ceux qui ont un peu de temps libre.	Ceux qui ont une heure de libre (par semaine). Tout le monde.		**(1)**

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

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

Question Number	Answer	Accept	Reject	Mark
8 (c)	organise			**(1)**

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

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

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

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

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

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

Question Number	Answer	Accept	Reject	Mark
8 (j)	important			**(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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