

Mark Scheme

Summer 2018

Pearson Edexcel International Advanced Level In French Advanced Susisdiary (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)	**The only correct answer is C** The 3 other response adjectives have no link to the idea of foolish.	**(1)**

Question Number	Answer	Mark
1 (b)	**The only correct answer is B** The 3 other response nouns have no link to the idea of famous people, with the closest alternative being friends – not the same as famous.	**(1)**

Question Number	Answer	Mark
1 (c)	**The only correct answer is C** The 3 other response verbs have no link to the idea of escaping. The closest is rebelling which is not the same as escaping.	**(1)**

Question Number	The other 3 resp	Mark
1 (d)	**The only correct answer is D** The 3 other response adjectives have the remotest link to the notion of being important.	**(1)**

Question Number	Answer	Mark
2 (a)	**The only correct answer is B** None of the other 3 nouns on offer can be associated with adolescents. They are in fact all adult age groups of people.	**(1)**

Question Number	Answer	Mark
2 (b)	**The only correct answer is A** None of the other 3 nouns on offer can be associated with the notion of an organisation/club.	**(1)**

Question Number	Answer	Mark
2 (c)	**The only correct answer is C** None of the other 3 reactions on offer can be associated with an indifferent attitude. The closest alternative is the notion of worrying and this is not the same as indifferent.	**(1)**

Question Number	Answer	Mark
2 (d)	**The only correct answer is B** None of the other 3 adjectives on offer can be associated with the notion of exhausting. The closest alternative is the notion of boring which is far from being correct.	**(1)**

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

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

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

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

Question Number	Answer	Accept	Reject	Mark
4 (a)	C'était inattendu. Moustafa est quelqu'un d'actif.	Il ne l'a pas vu arriver	Je ne l'ai pas vu arriver (untargeted lift)	**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (b)	Moustafa devait rester dans une pension (en semaine).	Il bougeait/se déplaçait/devait bouger/se déplacer beaucoup. Il devait rester à l'hôtel pendant la semaine.		**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (c)	Il y est difficile de trouver du personnel.	On essaie d'embaucher. Martin : Replace with On ne peut pas remplir des postes à Fez.		**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (d)	De dépenser moins sur les écoles/ lycées.			**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (e)	Elle n'aurait pas pu rester si calme.	Elle aurait été stressée. Elle aurait été agitée.		**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (f)	Il n'est jamais resté longtemps au chômage. Il a confiance en lui.			**(2)**

Section B

Question Number	Answer	Mark
5 (a)	**The only correct answer is C** None of the alternatives offers the notion of absentees.	**(1)**

Question Number	Answer	Mark
5 (b)	**The only correct answer is A** Only the correct response conveys the notion of being smartly dressed. No other response approaches this idea.	**(1)**

Question Number	Answer	Mark
5 (c)	**The only correct answer is B** None of the alternatives personal qualities offers the notion of patience.	**(1)**

Question Number	Answer	Mark
5 (d)	**The only correct answer is D** None of the alternatives offers the notion of being welcoming. The closest alternative is the notion of smiling which cannot be confused with welcoming.	**(1)**

Question Number	Answer	Mark
5 (e)	**The only correct answer is A** None of the alternatives offers the notion of jokes. The notion of stories or souvenirs are the closest alternatives, but are not the same thing as jokes.	**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (a)	de moins bons résultats.			**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (b)	pessimiste	négative		**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (c)	agir tout de suite. (Martin : Space now added, for clarity). être prête à accepter les idées d'autres personnes.			**(2)**

Question Number	Answer	Accept	Reject	Mark
6 (d)	les facilités sportives sont excellentes.			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (a)	Se familiariser avec les procédures pour le tri des déchets.	Apprendre les procédures de triage des déchets.		**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (b)	Il n'y avait pas de guide pour l'aider. (Martin : Space now added, for clarity). Le nouveau système [de recyclage] était compliqué.			**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (c)	Les poubelles (marseillaises/ parisiennes) ne recevaient pas les mêmes déchets. (Martin : Space now added, for clarity). On vidait moins souvent les poubelles à Marseille.	Present or past		**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (d)	Ça comprend 20 minutes de marche. (Martin : Space now added, for clarity). Il y va par tous les temps. (Martin : Space now added, for clarity). Il s'est mis à la recherche d'infos. Any 2 of 3			**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (e)	Il irait faire le vide moins souvent **OR** Il irait faire le vide seulement tous les quinze jours. (Martin : Space now added, for clarity). Il serait obligé de prendre sa voiture. Il polluerait l'environnement. Any 2 of 3 principles.			**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (f)	Il y aurait plus de points de collecte pour le verre.			**(1)**

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

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

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

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

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

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

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

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

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

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

SECTION C

Question 9	Content and Communication (AO2)
Level	
0	No rewardable material.
Level 1 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.
Level 2 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.
Level 3 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.
Level 4 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.
Level 5 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	Quality of language (AO3)
9	
Level	Mark Descriptor
0	No rewardable language.
Level 1 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.
Level 2 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.
Level 3 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.
Level 4 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.
Level 5 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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