GradeMax



Mark Scheme (Results)

January 2019

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2019
Publications Code WFR02_01_1901_MS
All the material in this publication is copyright
© Pearson Education Ltd 2019

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.

IAL French

Advanced Subsidiary
Paper 2: Understanding and Written Response

Mark scheme

Section A

Question Number	Answer	Mark
1 (a)	C	1
1 (b)	D	1
1 (c)	A	1
1 (d)	B	1

Question Number	Answer	Mark
2 (a)	C	1
2 (b)	B	1
2 (c)	C	1
2 (d)	A	1

Question Number	Answer	Mark
3 (a)	suggéré	1
3 (b)	normal	1
3 (c)	adopté	1
3 (d)	énergique	1

Question Number	Answer	Accept	Reject	Mark
4 (a)	Pour que personne ne se blesse.	Pour que personne ne se blesse.		1
4 (b)	Que c'est très solitaire. or Que ça manque de chaleur humaine.	Que c'est triste.	Il fait chaud.	1
4 (c)	La plupart des membres vont aux cours collectifs.	Beaucoup de personnes vont aux cours collectifs.	Plus de membres vont aux cours collectifs.	1
4 (d)	Elle ne peut pas savoir quel temps il va faire. (1) AND (Courir) le long de la route est dangereux. (1)	Le temps est imprévisible.	Le temps C'est dangereux. Courir le loin de la route est dangereux.	2
4 (e)	(Elle veut être en bonne santé, mais) elle va à la gym en voiture. (1) AND Elle pollue avec sa voiture. (1)			2
4 (f)	La vitamine D est produite même s'il ne fait pas beau.		On produit la vitamine D. La lumière du jour apporte de la vitamine D.	1

Section B

Question Number	Answer	Mark
5 (a)	A	1
5 (b)	D	1
5 (c)	B	1
5 (d)	C	1
5 (e)	D	1

Question Number	Answer	Accept	Reject	Mark
6 (a)	Première ville à proposer les transports gratuits.	La ville a proposé les transports gratuits.		1
6 (b)	Les gens utilisaient rarement les transports.		Peu de gens utilisaient les transports.	1
6 (c)	Ça n'apportait pas de revenus à la ville.	Il n'apportait aucun bénéfice financier.	Ça n'apportait pas de revenus à notre ville.	1
6 (d)	Pas besoin de faire la queue aux guichets. (1) AND Pas de contrôles (dans les bus). (1)	Vous ne perdez pas de temps à faire la queue aux guichets. Vous n'êtes pas contrôlé.		2

Question Number	Answer	Accept	Reject	Mark
7 (a)	La génération des parents avait plus d'argent.	Le budget disponible aux jeunes a baissé.		1
7 (b)	C'est un ingrédient bon marché.	C'est un ingrédient meilleur marché.	C'est un ingrédient cher.	1
7 (c)	Apprendre à cuisiner. (1) AND Se renseigner sur la vie étudiante. (1)			2
7 (d)	Faire les courses trop vite. (1) AND Utiliser les plats préparés. (1)	Se presser au supermarché.		2
7 (e)	Ça l'aide avec ses achats. (1) AND Ça l'informe sur les aliments qui sont mauvais pour la santé. (1)	Ça l'informe sur les aliments malsains. (1)		2
7 (f)	Il propose des ateliers de cuisine gratuits. (1) AND Il offre le petit déjeuner aux étudiants. (1)		Il offre le petit déjeuner aux étudiants à huit heures.	2

Question Number	Answer	Mark
8 (a)	nombreuses	1
8 (b)	s'imposer	1
8 (c)	est arrivée	1
8 (d)	représente	1
8 (e)	mondiaux	1
8 (f)	établie	1
8 (g)	allaient	1
8 (h)	choisissent	1
8 (i)	longs	1
8 (j)	se sente	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.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom