GradeMax



Mark Scheme (Results)

Summer 2019

Pearson Edexcel International IAL
In French (WFR02) Paper 01

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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)	**B**	**(1)**

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

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

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

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

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

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

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

Question Number	Answer	Mark
3 (a)	beaucoup de	**(1)**

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

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

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

Question Number	Answer	Answer	Answer	Mark
4 (a)	1. (Il serait) plus inclus dans les conversations. 2. (Il aurait) plus d'amis.	Il ne serait plus isolé. Il serait plus content. Il ne serait plus le seul à ne pas avoir d'accès à un réseau social.	Il n'était plus le seul à ne pas avoir accès a un réseau social.	**(2)**

Question Number	Answer	Answer	Answer	Mark
4 (b)	Les gens pourraient se moquer de David. (sur un réseau social)	Il est très facile d'utiliser internet.		**(2)**

Question Number	Answer	Answer	Answer	Mark
4 (c)	Le harcèlement existait avant les réseaux sociaux.			**(1)**

Question Number	Answer	Answer	Answer	Mark
4 (d)	1. On peut rester anonyme. 2. On n'a pas besoin de quitter sa chambre.	On n'a pas besoin de se déplacer.		**(1+1 = 2)**

Question Number	Answer	Answer	Answer	Mark
4 (e)	C'est gratuit.	Il n'y a pas d'abonnement à payer.	Internet est gratuit.	**(1)**

Question Number	Answer	Answer	Answer	Mark
4 (f)	Positive.	Il l'aime. (Il est) en faveur. Pour.		**(1)**

Section B

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

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

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

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

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

Question Number	Answer	Answer	Answer	Mark
6 (a)	(Augmentation importante dans) le prix de l'immobilier.	Le prix des maisons.	Les prix qui augmentaient.	**(1)**

Question Number	Answer	Answer	Answer	Mark
6 (b)	Pour éviter un long trajet quotidien.			**(1)**

Question Number	Answer	Answer	Answer	Mark
6 (c)	1. Benjamin a pu avoir son propre logement. 2. Éviter les tensions de vivre les uns sur les autres.	De rénover un atelier.		**(1+1 = 2)**

Question Number	Answer	Answer	Answer	Mark
6 (d)	Le départ à la retraite de la boulangère. 2. Éviter les tensions de vivre les uns sur les autres.	Que la boulangerie allait fermer (définitivement)		**(1)**

Question Number	Answer	Answer	Answer	Mark
7 (a)	1. Elles se sont connues à la crèche. 2. Elles étaient ensemble à l'école primaire.	Que la boulangerie allait fermer (définitivement)		**(1+1=2)**

Question Number	Answer	Answer	Answer	Mark
7 (b)	1.Rieuse OR Heureuse 2. Optimiste	Que la boulangerie allait fermer (définitivement)	Positive	**(1+1=2)**

Question Number	Answer	Answer	Answer	Mark
7 (c)	Il les avait mises ensemble en classe.			**(1)**

Question Number	Answer	Answer	Answer	Mark
7 (d)	Il n'y a que deux membres			**(1)**

Question Number	Answer	Answer	Answer	Mark
7 (e)	Elle a peur de blesser sa famille.			**(1)**

Question Number	Answer	Answer	Answer	Mark
7 (f)	1. La discrétion n'est pas nécessaire. 2. Elles peuvent être elles-mêmes.	On peut tout se dire.		**(1+1=2)**

Question Number	Answer	Answer	Answer	Mark
7 (g)	De choisir des personnes qui ne seront pas là pour soutenir.	On peut tout se dire.		**(1)**

Question Number	Answer	Mark
8 (a)	évidents	**(1)**

Question Number	Answer	Mark
8 (b)	laquelle	**(1)**

Question Number	Answer	Mark
8 (c)	entoure	**(1)**

Question Number	Answer	Mark
8 (d)	soient	**(1)**

Question Number	Answer	Mark
8 (e)	bons	**(1)**

Question Number	Answer	Mark
8 (f)	parcourent	**(1)**

Question Number	Answer	Mark
8 (g)	se dérouleront/vont se dérouler	**(1)**

Question Number	Answer	Mark
8 (h)	déranger	**(1)**

Question Number	Answer	Mark
8 (i)	seule	**(1)**

Question Number	Answer	Mark
8 (j)	était / a été	**(1)**

SECTION C

Content and communication (AO2)
This mark grid assesses candidates' ability to understand and respond in writing to written language.

Question number	**Quality of language (AO2)**
9	
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.

Quality of language (Accuracy and range of lexis) (AO3)
The following mark grid assesses students' ability to apply grammar and syntax accurately, and the ability to use a range of lexis and structures.

Question number	Quality of language (AO3)
9	
Mark	**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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