GradeMax



Mark Scheme

January 2020

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
1 (b)	D	1
1 (c)	B	1
1 (d)	A	1

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

Question Number	Answer	Mark
3 (a)	locaux	1
3 (b)	minimiser	1
3 (c)	peut-être	1
3 (d)	beaucoup	1

Question Number	Answer	Accept	Reject	Mark
4 (a)	Que Louane soit si spontanée.	Elle n'hésite pas quand on lui pose		1

		des questions.		
4 (b)	1. Ils la conseillent bien. 2. Ils limitent la pression sur elle.			2
4 (c)	Ces influences sont si nombreuses.	Elle a travaillé avec plusieurs groupes de rock. Beaucoup d'influences différentes ont contribué à sa créativité		1
4 (d)	Elle change tout le temps.	Sa voix a beaucoup changé depuis deux ans. Sa voix n'arrête pas d'évoluer.		1
4 (e)	Pour rendre sa voix plus unique.	Pour rendre sa voix plus individuelle. On n'arrête pas d'apprendre.	Elle veut avoir une meilleure voix.	1
4 (f)	1. Elle partage le bonheur avec eux. 2. Elle chante leurs chansons favorites.		Elle renvoie le même sentiment aux fans. Elle chante ses chansons favorites.	2

Section B

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

Question Number	Answer	Accept	Reject	Mark
6 (a)	D'avoir été remplacés par les amis de leur fille.			1
6 (b)	Charlotte a pu découvrir ses traits de personnalité positifs. Charlotte a pu tester différents rôles.	Elle a pu tester différents rôles.		1
6(c)	Sa fille copie rarement le style des autres.	Sa fille ne copie pas le style des autres.		1
6 (d)	De se poser en concurrente des copains de sa fille.	De se mêler des relations amicales de sa fille.		1
6 (e)	Si Charlotte n'arrivait pas à résister aux mauvaises influences.	Si sa fille subissait des influences nocives.	Dans le cas des influences nocives.	**1**

		Si elle n'arrivait pas à résister aux mauvaises influences.		

Question Number	Answer	Accept	Reject	Mark
7 (a)	Il a réussi dans trois sports.			1
7 (b)	Il préfère éviter les foules. Il ne veut pas se faire remarquer en dehors d'une course.	Il aime passer inaperçu dans les restaurants.	Il ne se sent pas supérieur aux autres sportifs.	2
7 (c)	Pas de vacances. Pas de journée sans entraînement.	Il s'entraîne tous les jours.	Les vacances. Il entraîne tous les jours.	2
7 (d)	Que l'effort est surtout investi dans l'entraînement. Le nombre d'heures passées à l'entrainement.	L'effort qu'il investit avant une course.		2
7 (e)	Ses trois sports se complémentent.			1
7 (f)	Pas besoin de se déplacer pour passer d'un sport à l'autre. Accès facile aux pistes.	Il ne doit pas quitter sa famille.		**2**

Question Number	Answer	Mark
8 (a)	arrêtaient	1
8 (b)	fassions	1
8 (c)	meilleures	1
8 (d)	Cherchant	1
8 (e)	informée	1
8 (f)	me sentir	1
8 (g)	cette	1
8 (h)	découvrir	1
8 (i)	vis	1
8 (j)	habituelles	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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