GradeMax



Mark Scheme (Results)

January 2021

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

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Summer 2020
Publications Code xxxxxxxx*
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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.

IAL MFL French
Advanced Subsidiary
Paper 2: Understanding and Written Response

Mark scheme

Section A

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

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

Question Number	Answer	Mark
3 (a)	réputation	1
3 (b)	touché	1
3 (c)	peu	1
3 (d)	loyers	1

Question Number	Answer	Accept	Reject	Mark
4 (a)	Que Charlotte utilise les méthodes (de cuisine) du passé.	Que Charlotte continue à utiliser les recettes du passé.		1
4 (b)	Perdre les vieux conseils de cuisine.			1
4 (c)	1. Que c'est sain. 2. Que c'est bon pour la planète.			2
4 (d)	On mangeait beaucoup de sauces.			1
4 (e)	1. Vin (de pays). 2. Jus de fruit (pas mûr).		Crème. Beurre. Fruits. Juice de fruits.	2
4 (f)	L'utilisation des ingrédients locaux.			1

Section B

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

Question Number	Answer	Accept	Reject	Mark
6 (a)	Qu'elle n'était pas douée.	Qu'elle était nulle.		1
6 (b)	Il était gratuit. Elle pouvait voir si elle serait à l'aise. Elle pouvait voir si l'équipement lui convenait. Any 2 of 3.	C'était gratuit. Elle pouvait prendre une décision. Elle pouvait vérifier l'équipement.		2
6 (c)	Elle pourrait se démotiver.	Elle ne veut pas voir des gens en meilleure forme qu'elle.		1
6 (d)	Elle n'a pas/plus besoin de se forcer.	Le fait de ne pas être obligée (de le faire).	Elle a un abonnement.	1

Question Number	Answer	Accept	Reject	Mark
7 (a)	1. Il n'existe pas de recette toute faite pour diriger. 2. Manon doit demeurer elle-même.			2
7 (b)	Le fait d'avoir autant progressé (chez Desjardins).			1
7 (c)	1. Identifier de nouveaux talents. 2. Être prête à quitter (régulièrement) sa zone de confort.			2
7 (d)	La charge de travail augmente (tout le temps).	La charge de travail devient de plus en plus lourde/pénible.		1
7 (e)	1. On peut se détendre. 2. On peut avoir du plaisir au travail. 3. On peut rire ensemble. Any 2 of 3.			2
7 (f)	1. Elle les écoute. 2. Elle ne laisse rien se retourner contre eux.	Elle respecte leurs suggestions/idées. Elle ne les accuse pas personnellement si		2

		une innovation ne marche pas.		

Question Number	Answer	Mark
8 (a)	aucun	1
8 (b)	régionaux	1
8 (c)	Cette	1
8 (d)	négocier	1
8 (e)	diverses	1
8 (f)	professionnelle	1
8 (g)	a pris	1
8 (h)	estimant	1
8 (i)	exerce	1
8 (j)	changerais	1

SECTION C

Question 9	Content and Communication (AO2)
Level	
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	Quality of language (AO3)
9	
Level	Mark Descriptor
0	No rewardable language.
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.