GradeMax



Mark Scheme

Summer 2021

Pearson Edexcel International Advanced Level In French Advanced Subsidiary (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

June 2021
Publications Code WFR02_01_2106_MS
All the material in this publication is copyright
© Pearson Education Ltd 2021

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

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

Question Number	Answer	Mark
3 (a)	l'ensemble	1
3 (b)	inconscients	1
3 (c)	économiques	1
3 (d)	parents	1

Question Number	Answer	Accept	Reject	Mark
4 (a)	Ils étaient sapeurs-pompiers volontaires. (1) OR Ils donnaient librement de leur temps. (1) OR Ils voulaient porter secours à la population. (1) (Any two from three)	Ils n'étaient jamais égoïstes.		2
4 (b)	Que David soit prêt à entreprendre une formation si intense.			1
4 (c)	(S'adapter à) une routine.	Si le travail de pompier devenait prévisible.		1
4 (d)	Parce qu'il y a des risques importants liés au travail dans l'industrie alimentaire.			1
4(e)	Elles se sont consolidées.			1
4 (f)	Le manque de volontaires.	Trouver suffisamment de volontaires.		1
4 (g)	L'installation d'un détecteur de fumée (dans les maisons).	L'installation des détecteurs de fumée. (dans les maisons).		1

Section B

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

Question Number	Answer	Accept	Reject	Mark
6 (a)	L'évènement a eu lieu l'année précédente/dernière.	On veut dépasser la somme récoltée l'année précédente.		1
6 (b)	Certains Français n'ont pas assez à manger.	Certains Français ont besoin d'aide.		1
6 (c)	1. Le prix bas. (1) 2. Le fait que le lycée allait contribuer un euro de plus à chaque inscription. (1)	Ça coûtait seulement un euro.		2
6 (d)	On a présenté un chèque au représentant des Restos du Cœur.	On a présenté un chèque aux Restos du Cœur.		1

Question Number	Answer	Accept	Reject	Mark
7 (a)	Elle s'est rendu compte qu'elle pourrait en faire sa carrière.			1
7 (b)	1. Ils sont captivés (par ses chansons). (1) 2. (Ils se disent qu') elle ressemble à leur maman. (1)	(Ils pensent qu') elle ressemble à leur mère.		2
7 (c)	1. La musique pour enfants est souvent trop simpliste. (1) 2. La musique n'est pas une matière scolaire obligatoire. (1)	La musique est trop simpliste.		2
7 (d)	1. La collaboration avec Amaury de Crayencour. (1) 2. Les vieux textes français. (1)	Les chansons sont basées sur les vieux textes français.		2
7 (e)	Elle a dix ans.	Elle devient un enfant.		1
7 (f)	1. Cela dépend de ses responsabilités de famille. (1) 2. Par les périodes où elle est moins demandée. (1)			2

Question Number	Answer	Mark
8 (a)	a lancé, lança	1
8 (b)	attirant	1
8 (c)	internationaux	1
8 (d)	bel	1
8 (e)	cet	1
8 (f)	influentes	1
8 (g)	soutenir	1
8 (h)	seront/vont être	1
8 (i)	devienne	1
8 (j)	reste	1

SECTION C

Question 9	Content and Communication (AO2)
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 9	Quality of language (AO3)
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.