

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE
in French (6FR04/01) Paper 4

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Section A: Translation

Question 1

29-30	10
26-28	9
23-25	8
20-22	7
17-19	6
14-16	5
11-13	4
8-10	3
5-7	2
1-4	1

Non-grammatical accent errors are tolerated. Accents in endings must be correct. NB especially à/a ou/où er/é

Question number	Question	Answer	Reject
1	1. For several years now	Depuis/Cela fait maintenant plusieurs années / que ans for années quelques OR des for plusieurs ça for cela déjà for maintenant	maintenant in initial position OR omitted beaucoup for plusieurs pendant actuellement for maintenant des nombreuses
	2. many countries	beaucoup de pays/de nombreux pays	plein de OR plusieurs OR pas mal de OR bien de
	3. have known	connaissent	
	4. extreme weather conditions:	des conditions météorologiques/climatiques extrêmes: de temps OR météo for météorologiques <u>d'</u> extrêmes conditions climatiques	du temps for de temps les for des des OR les extrêmes conditions climatiques
	5. strong winds,	(des)vents forts. <u>de</u> forts vents (NB fort precedes) les for des and in 6 and 7 tolerate mixture in 5,6 and 7 of les and des	singular: vent <u>des</u> OR <u>les</u> forts vents
6. torrential rain,	(des)pluies torrentielles, singular : (de) la pluie torrentielle		

7. periods of drought.	(des)périodes de sécheresse.	périodes de <u>la</u> sécheresse temps OR époques OR moments OR periods for périodes
8. Some scientists claim	Certain(e)s scientifiques/savant(e)s prétendent (NB consistent gender needed) Quelques OR il y a des ...qui revendiquer OR arguer OR soutenir OR for prétendre	des (t.c.) croire OR réclamer OR penser OR déclarer for prétendre scientiste (NB sequential)
9. that these events prove	que ces événements prouvent être la preuve OR (dé)montrer OR illustrer for prouver	font preuve OR affirmer for prouver
10. that global warming exists,	que le réchauffement de la planète/climatique/de la terre existe,	global OR du monde for de la terre
11. whereas others say	tandis que/alors que d'autres disent les autres for d'autres bien que OR quoique (one word) OR même si for tandis que affirmer OR constater for dire repetition of scientifiques	pendant que OR cependant OR pourtant other nouns added to autres: e.g. d'autres personnes des autres for d'autres
12. that they are merely	que ce ne sont que OR qu'ils sont que OR ce sont simplement/seulement juste for ne...que	seul for ne...que
13. natural phenomena.	des phénomènes naturels un phénomène naturel	les for des

14. It seems	Il semble On dirait OR On pourrait dire OR Il paraît for il semble	Il me semble
15. that the two groups	que les deux groupes	que tous les deux
16. cannot	ne puissent (pas) NB indicative with alternatives other than Il semble que	
17. agree.	se mettre OR être d'accord.	s'accorder. d'accord for d'accord.
18. Perhaps	Peut-être que (or inversion) Peut être	
19. someone	quelqu'un OR une personne OR on OR un scientifique	
20. will be able	pourra OR va pouvoir OR sera capable de	
21. to tell us soon	nous dire OR expliquer bientôt	
22. if we need to	si nous avons besoin de devoir (present OR conditional) il faut que OR il faudrait que OR qu' + vowel for avoir besoin de on for nous	
23. worry or not.	nous inquiéter OR préoccuper OR d'être inquiet(s) ou pas OR non. on for nous NB 22 for mood esp il faut que	se méfier OR avoir peur
24. Whatever is	Quelle que soit Peu importe	

	25. the truth,	la vérité, NB gender of 24 if vérité incorrect gender	la réalité
	26. if we take measures	si nous prenons des mesures agir on for nous	les for des moyens OR actions for mesures
	27. to protect the environment	pour protéger l'environnement afin de for pour	
	28. our world will become	notre monde deviendra OR va devenir NB 26 consequential tense in si clause	
	29. cleaner	plus propre	sain OR vert OR nettoyé
	30. and more pleasant.	et plus agréable/plaisant.	
Spelling errors and omission of essential accents would render a section incorrect.		Mark	
30 marks divided by 3		30/3 = 10	

Section B: Creative or Discursive Essay

Question 2: Below are suggested ideas for the essays. Candidates may well come up with entirely different material which will be rewarded on its merits as a response to the task.

Creative Essay

Question Number	Question
2 (a)	Picture of jubilant female tennis player. Candidates might explain why she's celebrating, her opponent(s) and their reaction to the outcome and the background to the match.
	Suggested Answer
	Mark
	(45)

Question Number	Question
2 (b)	
	Suggested Answer
	Candidates are free to continue the story as they feel fit but the continuation should be in the past. Some dialogue might be used as the father reveals his news. The task is very open, the candidates are free to write whatever they like. The 'choses importantes' will presumably be given and followed by repercussions and an outcome. It might occur to candidates that, because the mother is not present, the revelations might involve her but this is not a pre-requisite. The setting and the grandparents could continue to feature in some way. Some candidates may pick up on the fact that the author is feminine, but should not be given any extra credit.
	Mark
	(45)

Question Number	Question
2 (c)	
	Suggested Answer
	Candidates are free to write the article as they wish but as ever the piece should have a journalistic tone to it. An account of the raid could be given with location, people involved, how the police got to know of it etc. Arrests would presumably have been made, the police could be looking for others. The origins and possible destination of the drugs could be mentioned. Interviews could be reported with an eye-witness to the raid, a police spokesperson etc. The tone should be suitably neutral, the article should not become a discursive piece on drugs. Treat this on its merits but such an essay is unlikely to be in the 'good' category, or above.
	Mark
	(45)

Discursive Essay

Question Number	Question
2 (d)	
	Suggested Answer
	Social networks allow people easily to be in touch. This is particularly useful if one has friends or family who live a long way away. They are a much cheaper form of communication than alternatives. Groups of friends can exchange news, photos etc. They are increasingly being used for commercial purposes, such as marketing, they could well have increasing economic importance. However, some people, particularly the young, can become addicted and spend far too long on them with all the dangers of a sedentary life. Unscrupulous people can use them to ill effect. They can replace proper contact.
	Mark
	(45)

Question Number	Question
2 (e)	
	Suggested Answer
	There are many social problems at home which cannot be properly solved because of a lack of funds eg looking after the elderly, the health service, education etc. Money which goes on foreign aid would be much better spent on such problems. Much of the money provided does not reach the people for whom it was intended but finds its way into the pockets of corrupt politicians and officials. Some of the countries to which we give aid are likely to become richer than us in the near future or indeed may already be so. Whilst it is true that we have problems, the need is greater in many poor countries and morally we should help them. In the long term it may help us economically, as underdeveloped countries grow, they are more likely to trade, mass economic migration may slow down. If we abandon other countries, our influence in the world will diminish.
	Mark
	(45)

Question Number	Question
2 (f)	
	Suggested Answer
	Audio-visual output intended only to entertain tends to produce inane, violent or scurrilous material which panders to the lowest taste. People, particularly the young, can be affected adversely by such programmes. Special effects and titillating material have to become ever more exaggerated in order to appeal. It would be much more useful if TV were used for education and to better inform. New skills can be developed and more positive attitudes and behaviour can be encouraged. Informative documentaries and wholesome films and programmes do not have to be boring. A constant appeal to the lowest common denominator is not likely to bear fruit. However, there is no harm in escapism for those who lead busy lives. It should be possible to regulate output so that unsuitable things are not seen by the young. People are likely to be turned off by educational programmes. The vast majority of people are mature enough to realise that what they are watching is fantasy or fiction. It cannot be denied that many films and programmes are exciting and funny. The most likely view is that a mixture of the two is the best solution.
	Mark
	(45)

Question Number	Question
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2 (g)		
	Suggested Answer	
	<p>The rise in serious, violent crime is worrying and something needs to be done to protect society. There is a common impression that even when caught and convicted of serious offences criminals are often given what seem like lenient sentences and are sometimes soon free to re-offend. Victims and their families are left with a sense of injustice. For the most heinous crimes there is much support for the reintroduction of the death penalty (the latter could be mentioned but the essay should not be wholly a discussion of capital punishment). However, there is no evidence that harsher penalties act as a deterrent, this also applies to the death penalty. For less serious offenders spells in prison are counter-productive, they become more hardened and re-offending rates amongst ex-prisoners are very high. A punishment in the form of a positive contribution to society would be much preferable.</p>	
	(45)	

Discursive Essay or Creative Writing Assessment Grids

Mark	AO2: Understanding and Response: Creative Writing
0	No rewardable understanding or response
1 - 3	Largely irrelevant. Minimal use of stimulus
4 - 6	Some relevant points made. Unimaginative use of stimulus
7 - 9	Satisfactory understanding of question and response to stimulus
10 - 12	Good to very good understanding of question and response to stimulus
13 - 15	Very Good to excellent understanding of question and imaginative response to stimulus

Mark	AO2: Understanding and Response: Discursive Essay
0	No rewardable understanding or response
1 - 3	Minimal understanding of question or relevant discussion
4 - 6	Limited understanding of question
7 - 9	Satisfactory understanding of question. Some implications of questions addressed
10 - 12	Good to very good understanding of question. Main implications of question addressed
13 - 15	Very Good to excellent understanding of question. Implications of question fully grasped

Mark	AO2: Organisation and development
0	No rewardable organisation and development
1 - 3	Minimal organisation and development. Answer largely disorganised
4 - 6	Limited organisation and development. Structure lacks coherence
7 - 9	Organisation and development not always logical and clear
10 - 12	Organisation and development logical and clear
13 - 15	Extremely clear and effective organisation and development of ideas

Mark	AO3: Range and application of language
0	No rewardable range and application of language
1 - 2	Inadequate range of lexis and structures. Very limited ability to manipulate
3 - 4	Restricted range of lexis and structures. Limited ability to manipulate language
5 - 6	An adequate range of lexis and structures. Successful manipulation of language/attempts to handle complex structures not always successful
7 - 8	A wide range of appropriate lexis and structures. Successful manipulation of language
9 - 10	Rich and complex language. Very successful manipulation of language

Mark	AO3: Accuracy of the target language
0	Language so inaccurate that no reward is possible
1	Accuracy only in the simplest form. A high incidence of basic error
2	Communication impaired at times by basic errors eg agreements, verb forms. Some familiar language is accurate
3	A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate
4	Few errors, mostly of a minor nature
5	High degree of accuracy with minimal and minor errors

Section C: Research-based project

(Questions and expected responses)

Q3 (a) The answer will depend entirely on which geographical area is chosen. Political and/or social change should give a lot of scope. Items to consider might include such things as economic downturn, migration, unemployment, the rise and fall of various religions, civil unrest etc.

Q3 (b) The answer will depend on what period and what development are chosen. The choice of acceptable or unacceptable change should give enough scope. Discussion should centre on the general population as a whole.

Q3 (c) The answer will depend on the aspect chosen. The very general instruction should allow candidates to respond irrespective of which aspects of society have been studied. Candidates must respond to the two instructions in equal measure, as far as possible.

Q3 (d) The answer will depend on the work and the scene within it which are chosen. The emphasis must be on the link between the scene and a theme of the work. Treat 'scene' widely but it should not encompass the whole work.

Question Number	Question	Marks
3	This is for the research-based essay.	45

Mark	AO2: Reading Research and Understanding
0	No rewardable material presented
1 - 6	Minimal understanding. Almost no evidence of reading and research
7 - 12	Limited understanding. Little evidence of reading and research
13 - 18	Adequate understanding. Some evidence of reading and research
19 - 24	Good to very good understanding. Clear evidence of in depth reading and research
25 - 30	Very good to excellent understanding . Clear evidence of extensive and in depth reading and research

Mark	AO2: Organisation and development
0	No rewardable organisation and development
1 - 2	Limited organisation and development. Structure almost wholly lacking in coherence
3 - 4	Some organisation and development. May be rambling and/or repetitive
5 - 6	Adequate organisation and development of material. Development patchy and/or unambiguous
7 - 8	Good organisation and development. Material well planned and sequenced with minor lapses
9	Very good organisation and development. Material very effectively marshalled and developed within a carefully planned framework

Mark	AO3: Quality of Language
0	No rewardable language
1	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate
2	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range; basic sentence construction. Register often inappropriate
3 - 4	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled
5	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and use of idioms
6	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy