

Mark Scheme (Results)

Summer 2013

GCE French (6FR04/01)

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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: Translation

### Question 1

| Question number | Question                | Answer                      | Accept  | Reject  |
|-----------------|-------------------------|-----------------------------|---|---|
| 1               | 1. Poverty is a problem | La pauvreté est un problème | pauvrete<br>Etre OR Être pauvre<br>OR <u>le fait</u> d'être<br>etre for être<br>probleme<br>c'est for est | problem<br><u>D'</u> être for Etre<br>la misère for la pauvreté |
|                 | 2. which affects        | qui affecte OR touche       | qui a un effet sur<br>present participle for<br>qui affecte etc   | qui a un effet dans<br>menacer for<br>affecter                  |
|                 | 3. the whole world.     | le monde entier.            |   | tout le monde<br>l'entier monde<br>(word order)                 |

|  |                |   |   |  |
|--|----------------|---|---|--|
|  | 4. Although    | Bien que OR quoique   | <p>malgré que + indicative OR subj</p> <p>malgré <u>le fait</u> que + subj</p> <p>bienque for bien que</p> <p>même si + indicative</p> <p>bien que en <u>O</u>ccident = (4) + (5)</p> <p>bien que en <u>o</u>ccident = (4) only, (5) incorrect</p> <p>treat que in other conjunctions like bien que above</p> | quoi que for quoique   |
|  | 5. in the West | dans le monde occidental OR en Occident OR dans (les pays de) l'Ouest | <p>accept (5) if after (6)</p> <p>Watch capital and lower case letters</p> <p>dans les pays occidentaux</p>   | <p><u>o</u>uest for <u>O</u>uest</p> <p>à l'Ouest</p> <p>dans l'Occident</p> <p><u>O</u>ccidentaux</p> |
|  | 6. we see      | nous voyions  | N.B. (4) for mood on voie   | regarder for voir  |

|  |                      |                                 |   |   |
|--|----------------------|---------------------------------|---|---|
|  | 7. homeless people   | des SDF(s) OR des sans-abri(s)  | les for des<br>gens sans domicile<br>sans abri for sans-abri                                    | des <u>gens</u> SDF<br>les personnes sans maison (outlandish renditions)<br>SDFS for SDFs<br>des clochards<br>des mendiants |
|  | 8. asking for money  | demander de l'argent OR mendier | faire la quête<br>qui demandent OR demandant for demander                                       | collecter<br>exiger<br>faire une collecte d'argent for de l'argent  |
|  | 9. in the streets    | dans la rue OR dans les rues    |   | sur for dans  |
|  | 10. the situation is | la situation (c')est            |   |   |
|  | 11. much worse       | bien pire                       | beaucoup <u>plus</u> for bien<br>grave OR sérieuse OR sévère for pire<br>plus mauvaise for pire | beaucoup OR tellement OR encore OR d'autant pire  |

|  |                         |  |  |   |
|--|-------------------------|--|--|---|
|  | 12. in the Third World. | dans le Tiers Monde OR dans les pays du Tiers Monde. | les pays en voie de développement for le Tiers Monde<br><br>Tiers <u>m</u> onde for Tiers Monde<br><br>developpement for développement | tiers monde OR tiers Monde (if both lower case letters OR lower case 't')<br><br>le troisième monde<br><br>au for dans le |
|  | 13. Recently            | Récemment  | recemment for récemment<br><br>dernièrement OR dernièrement  |   |
|  | 14. we have again seen  | nous avons encore vu (une fois) OR de nouveau        | nous avons vu encore (tolerate word order)<br><br>observer for voir<br><br>à for de  | encore elsewhere<br><br>tenses other than perfect<br><br>revoir for voir encore<br><br>regarder for voir                  |

|  |                       |   |  |   |
|--|-----------------------|---|--|---|
|  | 15. on the television | à la télé(vision)                                       | tele(vision) (no accents OR one accent)                          | TV for télévision<br>sur for à<br>a for à   |
|  | 16. disturbing images | des images troublantes OR inquiétantes<br>OR alarmantes | perturbantes OR<br>horribles OR<br>dérangeantes OR<br>choquantes | ahurissantes OR<br>affreuses OR<br>distressantes OR<br>horribles OR<br>effrayantes OR<br>grotesques OR<br>tristes OR<br>néfastes OR<br>frappantes<br>OR gênantes<br><br>photo(graphie)s<br>for images<br><br>les for des<br><br>formulations<br>with qui e.g. des<br>images qui<br>choquent |
|  | 17. of people         | de gens   | personnes OR ceux<br>for gens<br><br>qui montrent des<br>gens    | des gens  |



|                                  |  |  |   |
|----------------------------------|--|--|---|
| 18. suffering from malnutrition. | qui souffrent OR souffrant de (la) malnutrition. | <u>d'un</u> manque de nourriture<br><br>qui n'ont pas assez à manger<br><br>qui n'ont pas assez de nourriture                  | <u>du</u> manque de nourriture<br><br><u>en</u> souffrant for souffrant<br><br>formulations with alimentation OR aliments OR faim OR famine |
| 19. We shall try                 | Nous essayerons OR essaierons de                 | allons essayer<br><br>tenter for essayer<br><br>on for nous  |   |
| 20. to provide them with         | leur fournir                                     | donner OR apporter   | les fournir avec<br><br>le(ur) <u>s</u> for leur  |
| 21. the things they need         | les choses dont ils ont besoin                   | N.B. Watch that (20) does not impinge (avec is in (20))<br><br>les choses qu'ils doivent avoir (just)<br><br>ce for les choses | desquelles for dont<br><br>des for les  |

|  |                    |  |   |   |
|--|--------------------|--|---|---|
|  | 22. such as food   | telles que OR comme (de) la nourriture | N.B. rendition in (21) of choses for sequential error<br><br>alimentation OR aliments for nourriture<br><br>N.B. (22), (23) and (24) accept mixture of les and des &c | forms of telles que if (21) ce dont used                        |
|  | 23. drinking water | (de) l'eau potable                     | l'eau qu'on peut boire  | du robinet for potable<br><br>à boire OR pour boire for potable |
|  | 24. and medicine   | et les OR des médicaments              | médicaments for médicaments   |   |
|  | 25. said the head  | a dit le chef                          | past historic (check consistency (30))<br><br>no inversion <u>only</u> if (25) precedes direct speech<br><br>le patron OR le directeur (général) for le chef          | imperfect tense<br><br>no inversion<br><br>la tête for le chef  |

|  |                              |   |  |   |
|--|------------------------------|---|--|---|
|  | 26. of a well-known charity. | d'une organisation OR association caritative (bien) connue. | célèbre for connue (before OR after noun)<br><br>organisme de charité                  | célébrée for connue<br><br>connue if before noun<br><br>charité (t.c.)<br><br>all other renditions of 'charity' e.g. entreprise |
|  | 27. In the short term        | Dans l'immédiat OR À court terme                            | dans un OR l'avenir proche<br><br>A for À<br><br>pour l'instant OR le moment           | dans le for à<br><br>actuellement OR à l'avenir proche  |
|  | 28. this is all              | (ça), c'est tout  | cela OR ceci<br><br>c'est la seule chose que nous <u>puissions</u> faire = (28) + (29) | voici for c'est   |
|  | 29. we can do                | <u>ce</u> qu'on peut OR nous pouvons faire                  | ceque for ce que<br><br>ce que l'on peut faire   | qu'on peut faire (omission of ce)   |

|                       |               |                  |   |  |
|-----------------------|---------------|------------------|---|--|
|                       | 30. he added. | a-t-il ajouté.   | past historic OR perfect (if consistent with (25))<br><br>a t il for a-t-il (no hyphens but two spaces) | imperfect tense<br><br>past historic OR perfect (if inconsistent with (25))<br><br>other renditions of a-t-il ajouté<br><br>no inversion (even if already withheld in (25))<br><br>a-t-il dit for ajouté |
| 30 marks divided by 3 |               | <b>Mark</b>      |   |  |
|                       |               | <b>30/3 = 10</b> |   |  |

## Section B: Creative or Discursive Essay

**Question 2:** Below are the Suggested ideas for 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   |
| <b>2 (a)</b>    |  |
|                 | Suggested Answer   |
|                 | The account will presumably explain where the young man is and why. Details of the conversation will be given in which dialogue may well be used. There will be a plausible outcome, perhaps dependent on the conversation. Ideally the lap-top should feature but reference to it may not be essential. |
|                 | Mark   |
|                 | <b>(45)</b>  |

|                 |   |
|-----------------|---|
| Question Number | Question  |
| <b>2 (b)</b>    |   |
|                 | Suggested Answer  |
|                 | The narrator at some stage will presumably go to see what has happened to his flat. There may well be a description of what is found. Causes and consequences of the fire will probably be explained. It is to be hoped there will not be too many gruesome details. Further dialogue might be included but it should not hold up the narrative too much. Past tenses are required. |
|                 | Mark  |
|                 | <b>(45)</b>   |

|                 |   |
|-----------------|---|
| Question Number | Question  |
| <b>2 (c)</b>    |   |
|                 | Suggested Answer  |
|                 | There will probably be some further explanation of the thief's modus operandi. Details of what exactly is missing might be given and the old lady's state of mind and/or health. Police action to catch the thief may be given, perhaps with a description of the suspect. Interested parties such as the police, the old lady herself a relative or neighbour might be quoted. |
|                 | Mark  |
|                 | <b>(45)</b>   |

## Discursive Essay

|                 |  |
|-----------------|--|
| Question Number | Question   |
| <b>2 (d)</b>    |  |
|                 | Suggested Answer   |
|                 | Discussion could be limited simply to small shopkeepers. Friendly service with the shopkeeper knowing his customers well, specialist goods, ability to discuss purchases, local delivery could be opposed to higher costs, less range, not such stringent standards. The treatment could also be broadened to discuss the pros and cons of alternative methods of shopping such as on-line and Internet purchases and above all probably supermarkets – all under one roof, huge range, cheaper versus blight on city centres, impersonal etc. Small shopkeepers should be the focus though, the essay should not just be about the pros and cons of supermarkets or Internet shopping |
|                 | Mark   |
|                 | <b>(45)</b>  |

|                 |  |
|-----------------|--|
| Question Number | Question   |
| <b>2 (e)</b>    |  |
|                 | Suggested Answer   |
|                 | No doubt it will be claimed that scientific advances have improved the health, comfort and convenience of our lives with suitable examples. On the other hand they are raising disquieting features (here the emphasis should be on the idea of <u>soucis</u> ). It should give candidates the opportunity to raise cloning, OGM, the increasing sedentary nature of our lives etc. However, the essay should not centre on <u>one</u> issue, perhaps one that had been chosen for a Unit 3 debate. Max U/R 9 if only one issue. |
|                 | Mark   |
|                 | <b>(45)</b>  |

|                 |  |
|-----------------|--|
| Question Number | Question   |
| <b>2 (f)</b>    |  |
|                 | Suggested Answer   |
|                 | Firstly the candidate could express agreement or disagreement with the contention that men and women are unlikely to be able to understand each other. They could then move on to discuss whether girls and boys can ever be real friends. They tend to have different interests, there are some subjects which they find difficult to discuss with a member of the opposite sex, physical, amorous attraction is always bound to cloud the issue. On the other hand, now that mixed education is the norm, boys and girls are used to being together and are much more at ease with one another. It could be argued that a member of the opposite sex is in fact in a better position to advise someone on personal issues. |
|                 | Mark   |
|                 | <b>(45)</b>  |

| Question Number | Question   |
|-----------------|--|
| <b>2 (g)</b>    | <p>Lazy beach holidays soaking up the sun may still be seen as an attractive proposition by those who work hard for the rest of the year. Such holidays are a way of relaxing from the constant pressures of modern life. The best way to counteract a stressful, daily routine is to do nothing. However, the interest of this type of holiday is likely to wane after a while and people more and more prefer active holidays with the opportunity to try out new activities, sports etc. Young people in particular soon become bored with holidays in which the prime objective is to do nothing</p> |
|                 | Mark   |
|                 | <b>(45)</b>  |

### Section C: Research-based project

(Questions and expected responses)

Answers in all categories will depend on the topic chosen.

**Q.3 (a)** There should be mention of more than one area of economic activity, such as industry, agriculture, services, tourism. One such field should be chosen as the most significant and an illustrated reason given. Tourism is likely to be a popular selection.

**Q.3 (b)** The emphasis should be on ordinary people, rather than important personalities. The consequences might well be bound up in the description of the change and impact.

**Q.3 (c)** A good answer will deal with the unpredictable development of the chosen aspect or on the other hand it might argue that everything was carefully planned.

**Q.3 (d)** There should be some description of style. The '*commentez*' section might be treated separately or might be included in the description. It will presumably include some assessment of the effectiveness/success of the style and the extent to which it enhances the overall work.

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