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Mark Scheme (Results)

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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.

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

Question Number	Answer	Mark
2 (a)	D	(1)
2 (b)	E	(1)
2 (c)	M	(1)
2 (d)	G	(1)
2 (e)	F	(1)
2 (f)	H	(1)

Question Number	Answer	Mark
3	A Nicolas	(1)
	B Nicolas	(1)
	C Nicolas, Sabine	(2)
	D Gérard, Sabine	(2)
	F Gérard	(1)
	G Sabine	(1)

Question Number	Answer	Accept	Reject	Mark
4(a)	aller à l'université	lift: leurs amis ont choisi d'aller à l'université (l')université	prendre une année sabbatique aller à l'étranger voyager	(1)
4(b)	Suisse		France lift : Marthe et Louis ne vont pas partir en France mais ils vont aller en Suisse étranger	(1)
4(c)	douze octobre	12 Octobre	12 th Octobre	(1)
4(d)	chez des amis	Chez les copains Copains maison Amis maison	hôtel lift : ils préfèrent rester chez des amis Chambre d' hôtel Copains Amis Suisse	(1)
4(e)	(ses) jeux vidéo AND (ses) robes		chemises pantalons lift : Elle prendra un sac où elle mettra ses jeux vidéo et ses robes	(2)

4(f)	aller au bureau de change AND Se faire couper les cheveux	Lift (1 mark): il va aller au bureau de change avant d'aller se faire couper les cheveux faire couper les cheveux	vendre les livres lift : Elle va vendre les livres de Louis et lui, il va aller au bureau de change avant d'aller se faire couper les cheveux couper les cheveux aller couper les cheveux	(2)
4(g)	travailler dans une station-service AND Garder des enfants	lift: en travaillant dans une station-service et en gardant des enfants (1 mark)	en travaillant dans une station-service une station service garder leurs/mes/ses/tes enfants	(2)

Question Number	Answer	Accept	Reject	Mark
5(a)	(les) chaînes de télévision	la télévision la télé de télévision	les stations de radio lift : les chaînes de télévision se sont multipliées La radio	(1)
5(b)	Les stars ne sont plus populaires	Les stars de télé-réalité ne sont plus populaires Les stars sont moins populaires Ils ne les aiment plus	lift : elles étaient très populaires dans le passé cependant, elles ne le sont plus aujourd'hui.	(1)

5(c)	(les) émissions sur l'environnement AND L'actualité	Lift (1 mark) : les jeunes s'intéressent moins à la mode mais plutôt à ce qui touche à l'environnement et à l'actualité. (2 marks) : ce qui touche à l'environnement et à l'actualité. L'environnement	les émissions de télé-réalité La mode	(2)
5(d)	en montrant ce que les jeunes vivent (au quotidien)	montrer ce que les jeunes vivent (tous les jours) montrer ce qu'ils vivent (tous les jours) montrer la vie des jeunes comment économiser de l'argent	lift : elles ne montrent pas ce que les jeunes vivent tous les jours.	(1)
5(e)	(elles) achetaient (des) voitures (chères) AND (des) bijoux	acheter (des) voitures (chères) et des (bijoux) en voitures / avec des voitures en bijoux / avec des bijoux lift : d'acheter des voitures chères et des bijoux (1 mark)	lift: d'acheter des voitures chères et des bijoux comme les stars le faisaient avec leur argent.	(2)

5(f)	<p>Ils se comporteraient de manière impolie</p> <p>AND</p> <p>Ils feraient la fête</p>	<p>Ils se comportent de manière impolie</p> <p>Ils font la fête</p> <p>ils sont impolis</p> <p>La fête nuit et jour</p> <p>faire la fête</p> <p>de manière impolie</p>	<p>Lift : qui se comportent impolie et qui font la fête tous les jours.</p> <p>comporter de manière impolie</p>	(2)
5(g)	(les) footballeuses	footballeures	<p>les stars de télé-réalité</p> <p>footballeurs</p>	(1)

Question Number	Communication and Content
6	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • village • transport • à l'avenir • inconvéniént <p>Maximum of 4 if one bullet is not addressed. Maximum of 3 if two bullets are not addressed. Maximum of 2 if three bullets are not addressed. Candidate scores 0 if no bullets have been addressed.</p>
Mark	Descriptor
0	No rewardable material.
1	<ul style="list-style-type: none"> • Isolated examples of relevant information. • Only isolated words and phrases are communicated, as appropriate to the task. • Only isolated items are comprehensible.

2	<ul style="list-style-type: none"> • The response contains little relevant information with limited use of detail. There may be repetition. • Expresses simple ideas and opinions, as appropriate to the task. • Just about comprehensible overall but with sentences that are mostly unconnected.
3	<ul style="list-style-type: none"> • The response contains some relevant information with occasional use of detail. • Begins to show ability to express ideas and opinions and to inform, as appropriate to the task. • Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.
4	<ul style="list-style-type: none"> • Some detail and mostly relevant response to the task. • Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task. • Coherent with logical flow and sequence of ideas, though there may be some lapses.
5	<ul style="list-style-type: none"> • Detailed and fully relevant response to the task. • Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task. • Coherent with logical flow and sequence of ideas.

Question Number	Linguistic knowledge and accuracy
6	Candidate scores 0 if no bullets have been addressed.
Mark	Descriptor
0	No rewardable language.
1	<ul style="list-style-type: none"> • Isolated examples of target language vocabulary and structures. • Uses very basic language to write words and phrases. • Isolated examples of accurate language.
2	<ul style="list-style-type: none"> • Uses very familiar and predictable vocabulary and structures, often repetitive. • Uses simple, familiar and predictable language to write short sentences or phrases. • Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.

3	<ul style="list-style-type: none"> • Uses familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences but this is not sustained. • Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.
4	<ul style="list-style-type: none"> • Tends towards use of familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences. • Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses.
5	<ul style="list-style-type: none"> • Uses a range of vocabulary and grammatical structures. • Language manipulated to produce fluent sentences. • Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.

Question Number	Communication and Content
7	<p>(a) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • ce que tu aimes manger et boire. • si les enfants doivent aider leurs parents à faire la cuisine. • décris une visite récente au restaurant. • ce que as l'intention de faire pour avoir une alimentation saine. <p>(b) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • les problèmes environnementaux dans ton pays. • comment on peut économiser l'eau. • ce qu'on a fait récemment dans ta ville pour protéger l'environnement. • comment sera la planète dans cinquante ans. <p>(c) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • décris une journée typique à l'école. • les avantages de faire des activités à l'école. • ce que tu aimais faire à l'école primaire. • ce que tu voudrais changer dans ta routine scolaire. <p>Maximum of band 7-8 if one bullet is not addressed. Maximum of band 5-6 if two bullets are not addressed. Maximum of band 3-4 if three bullets are not addressed. Candidate scores 0 if no bullets have been addressed.</p>
Mark	Descriptor

0	No rewardable material.
1-2	<ul style="list-style-type: none"> The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
3-4	<ul style="list-style-type: none"> The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence. The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.
5-6	<ul style="list-style-type: none"> The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence. The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.
7-8	<ul style="list-style-type: none"> The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence. The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.
9-10	<ul style="list-style-type: none"> The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker. The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.
Question Number	Linguistic knowledge and accuracy
7	
Mark	Descriptor
0	No rewardable material.
1-2	<ul style="list-style-type: none"> Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition. Very little evidence of correct spelling, verb formation, gender and agreement.

3-4	<ul style="list-style-type: none"> • Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition. • Occasional evidence of correct spelling, verb formation, gender and agreement.
5-6	<ul style="list-style-type: none"> • Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition. • Some evidence of correct spelling, verb formation, gender and agreement.
7-8	<ul style="list-style-type: none"> • Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition. • Significant evidence of correct spelling, verb formation, gender and agreement.
9-10	<ul style="list-style-type: none"> • Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition. • Very strong evidence of correct spelling, verb formation, gender and agreement.

Question Number	Answer	Mark
8 (a)	visiter	(1)
8 (b)	a organisé	(1)
8 (c)	prends	(1)
8 (d)	partons	(1)
8 (e)	proches	(1)
8 (f)	doit	(1)
8 (g)	ennuyeux	(1)
8 (h)	retournerai	(1)
8 (i)	délicieuse. Accept délicieuse; délicieuse	(1)
8 (j)	aimerais	(1)

