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Mark Scheme (Results)

Summer 2024

Pearson Edexcel International GCSE  
In French (4FR1) Paper 02

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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
<b>1 (a)</b>	C	<b>(1)</b>
<b>1 (b)</b>	B	<b>(1)</b>
<b>1 (c)</b>	C	<b>(1)</b>
<b>1 (d)</b>	A	<b>(1)</b>
<b>1 (e)</b>	D	<b>(1)</b>
<b>1 (f)</b>	D	<b>(1)</b>

Question Number	Answer	Mark
<b>2 (a)</b>	I	<b>(1)</b>
<b>2 (b)</b>	K	<b>(1)</b>
<b>2 (c)</b>	B	<b>(1)</b>
<b>2 (d)</b>	H	<b>(1)</b>
<b>2 (e)</b>	C	<b>(1)</b>
<b>2 (f)</b>	J	<b>(1)</b>

Question Number	Answer	Mark
<b>3</b>	A – Léo	<b>(1)</b>
	B – Gabrielle, Alice	<b>(2)</b>
	C – Gabrielle	<b>(1)</b>
	D – Gabrielle, Léo	<b>(2)</b>
	E – Alice	<b>(1)</b>
	G – Léo	<b>(1)</b>

Question Number	Answer	Accept	Reject	Mark
<b>4(a)</b>	dans <u>la rue</u> Fustel	rue Fustel  de l'autre côté des bois	Fustel  lift : au collège Dillon A2 situé dans la rue Fustel en traversant les bois	<b>(1)</b>
<b>4(b)</b>	Any two of the following :  sweat OR  jeans OR  baskets	sweat jean basket	uniforme chemise veste pantalon	<b>(2)</b>
<b>4(c)</b>	grands  AND  forts	grand fort	petit mince	<b>(2)</b>
<b>4(d)</b>	se perdre AND  (des) chiens	me perdre	perdre	<b>(2)</b>
<b>4(e)</b>	les bois	la forêt	lift: en traversant les bois	<b>(1)</b>
<b>4(f)</b>	Vincent ne reçoit pas de notes  or  Les profs  leur  disent  comment	les profs ne donnent pas de notes à Vincent/aux élèves  Vincent n'a pas de notes  Vincent et ses camarades de classe n'ont pas	lift : ils ne nous donnent jamais de notes  (pas de) devoirs  les profs ne se donnent jamais de notes  ne leur jamais donner de notes  jamais de notes	<b>(1)</b>

	améliorer leurs devoirs	de notes le college/les profs disent comment améliorer leur/notre travail	les profs améliorent leurs devoirs les profs ne jamais de notes	
<b>4(g)</b>	(à la fin du trimestre			<b>(1)</b>

Question Number	Answer	Accept	Reject	Mark
<b>5(a)</b>	70 ans	soixante-dix ans soixante-dix 70	70 ans et plus plus de 70 ans	<b>(1)</b>
<b>5(b)</b>	ils ont <u>moins</u> de temps libre (que les sénior)	moins de temps libre <u>les sénior</u> ont plus de temps libre (que les jeunes)	lift : les sénior pratiquent plus d'activités de loisirs que les jeunes  lift : ils ont plus de temps libre  ils n'ont pas beaucoup de temps libre	<b>(1)</b>
<b>5(c)</b>	(les) voyages  AND  (le) sport	voyage sport  sport extrême  ski nautique	lift : cependant, les voyages et le sport arrivent en tête  le jardinage  le bricolage	<b>(2)</b>

			les échecs	
<b>5(d)</b>	<p>Ils ne gardent plus les petits-enfants</p> <p>AND</p> <p>Ils ne travaillent plus comme bénévoles</p>	<p>garder les petits-enfants</p> <p>travailler comme bénévoles</p>	<p>lift : Il est fini le temps où les séniors passaient leur semaine à garder les petits-enfants ou à travailler comme bénévoles pour des œuvres caritatives.</p>	<b>(2)</b>
<b>5(e)</b>	<p>des personnes de leur âge</p>	<p><u>d'autres</u></p> <p>séniors</p>	<p>petits-enfants</p> <p><u>lift: tout en rencontrant</u> des personnes de leur âge</p>	<b>(1)</b>
<b>5(f)</b>	<p>il s'est connecté facilement</p> <p>or</p> <p>il a pu s'inscrire <u>sans rien payer</u></p>	<p>facile de se connecter</p> <p>s'inscrire <u>sans rien payer / gratuitement</u></p> <p>trouver des loisirs intéressants</p>	<p>lift : je me suis connecté facilement sur un site Internet d'échecs où j'ai pu m'inscrire sans rien payer</p>	<b>(1)</b>
<b>5(g)</b>	<p>Any two from : suivre les conseils</p>	<p>ne pas être inactif</p>	<p>il ne faut pas être inactif</p>	<b>(2)</b>

	de son médecin  OR  être actif  OR  ne pas passer des heures devant l'écran	Lift : il ne faut pas être inactif et passer des heures devant l'écran  (withhold one mark)	il faut être actif	
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Question Number	Communication and Content
<b>6</b>	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• gare</li> <li>• voyager</li> <li>• demain</li> <li>• rapide</li> </ul> <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"> <li>• Isolated examples of relevant information.</li> <li>• Only isolated words and phrases are communicated, as appropriate to the task.</li> <li>• Only isolated items are comprehensible.</li> </ul>

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

<b>Question Number</b>	<b>Linguistic knowledge and accuracy</b>
<b>6</b>	Candidate scores 0 if no bullets have been addressed.
<b>Mark</b>	<b>Descriptor</b>
0	No rewardable language.
1	<ul style="list-style-type: none"> <li>• Isolated examples of target language vocabulary and structures.</li> <li>• Uses very basic language to write words and phrases. <ul style="list-style-type: none"> <li>• Isolated examples of accurate language.</li> </ul> </li> </ul>

2	<ul style="list-style-type: none"> <li>• Uses very familiar and predictable vocabulary and structures, often repetitive.</li> <li>• Uses simple, familiar and predictable language to write short sentences or phrases. <ul style="list-style-type: none"> <li>• Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>• Uses familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences but this is not sustained. <ul style="list-style-type: none"> <li>• Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.</li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>• Tends towards use of familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences. <ul style="list-style-type: none"> <li>• Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses.</li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li>• Uses a range of vocabulary and grammatical structures.</li> <li>• Language manipulated to produce fluent sentences. <ul style="list-style-type: none"> <li>• Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.</li> </ul> </li> </ul>

Question Number	Communication and Content
7	<p data-bbox="331 315 1337 349"><b>(a)</b> The candidate should have referred to the following bullet points:</p> <ul data-bbox="395 405 1174 752" style="list-style-type: none"> <li data-bbox="395 405 1078 439">• Où tu préfères aller en vacances et pourquoi.</li> <li data-bbox="395 479 1174 512">• Les avantages de passer tes vacances dans ton pays.</li> <li data-bbox="395 553 1043 631">• Décris une bonne expérience pendant tes dernières vacances.</li> <li data-bbox="395 672 1174 752">• Comment tu pourrais encourager tes amis à visiter d'autres pays.</li> </ul> <p data-bbox="331 808 1337 842"><b>(b)</b> The candidate should have referred to the following bullet points:</p> <ul data-bbox="395 887 1198 1234" style="list-style-type: none"> <li data-bbox="395 887 979 920">• Décris ta maison ou ton appartement.</li> <li data-bbox="395 960 1114 1039">• Les avantages ou les inconvénients de partager sa chambre.</li> <li data-bbox="395 1079 1198 1113">• Décris une occasion spéciale chez toi l'année dernière.</li> <li data-bbox="395 1153 1023 1234">• Comment serait ta maison idéale ou ton appartement idéal et pourquoi.</li> </ul> <p data-bbox="395 1335 1337 1368">The candidate should have referred to the following bullet points:</p> <p data-bbox="331 1413 376 1447"><b>(c)</b></p> <ul data-bbox="395 1413 1198 1760" style="list-style-type: none"> <li data-bbox="395 1413 775 1447">• Les règles à ton collège.</li> <li data-bbox="395 1487 1018 1565">• Si tu es pour ou contre l'uniforme scolaire et pourquoi.</li> <li data-bbox="395 1606 1182 1684">• Comment ton directeur ou ta directrice a amélioré ton collège.</li> <li data-bbox="395 1724 1198 1758">• Ce que tu feras pour préparer ton prochain examen.</li> </ul> <p data-bbox="395 1816 1150 1850">Maximum of band 7-8 if one bullet is not addressed.</p> <p data-bbox="395 1868 1182 1901">Maximum of band 5-6 if two bullets are not addressed.</p> <p data-bbox="395 1919 1209 1953">Maximum of band 3-4 if three bullets are not addressed.</p> <p data-bbox="395 1971 1169 2004">Candidate scores 0 if no bullets have been addressed.</p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-2	<ul style="list-style-type: none"> <li>• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.</li> <li>• The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
Question Number	Linguistic knowledge and accuracy
<b>7</b>	
<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-2	<ul style="list-style-type: none"> <li>• Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition.</li> </ul>

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

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>8 (a)</b>	passons	<b>(1)</b>
<b>8 (b)</b>	facile	<b>(1)</b>
<b>8 (c)</b>	était ; accept etait and ètait	<b>(1)</b>
<b>8 (d)</b>	sommes arrivés	<b>(1)</b>
<b>8 (e)</b>	avons acheté ; accept acheté/achète	<b>(1)</b>
<b>8 (f)</b>	fortes	<b>(1)</b>
<b>8 (g)</b>	avait	<b>(1)</b>
<b>8 (h)</b>	vomissais	<b>(1)</b>
<b>8 (i)</b>	voyagera	<b>(1)</b>
<b>8 (j)</b>	prendra	<b>(1)</b>

