

**GCSE
FRENCH
8658/RH**

Paper 3 Reading Higher Tier

Mark scheme

June 2020

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.

- (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: - if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** - If the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'V' for Vrai in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

- (a) Incorrect personal pronouns – accept (unless this causes ambiguity).
- (b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
- (c) Wrong gender – accept (unless this causes ambiguity).
- (d) Infinitive – will normally communicate without ambiguity, so should be accepted.
- (e) Wrong tense – accept as long as student comprehension is not in question.
- (f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

tc = *tout court* ie with no addition or qualification

Question	Accept	Mark
01.1	Nabil	1

Question	Accept	Mark
01.2	Afifa	1

Question	Accept	Mark
01.3	Timéo	1

Question	Accept	Mark
01.4	Lucas	1

Question	Accept	Mark
01.5	Manon	1

Question	Accept	Mark
02	B D F G (in any order)	4

Question	Accept	Mark
03.1	F	1

Question	Accept	Mark
03.2	T	1

Question	Accept	Mark
03.3	NM	1

Question	Accept	Mark
03.4	F	1

Question	Key idea	Accept	Reject	Mark
04.1	she found out he had a bigger audience than the (TV) news = 1 she thought she could do as well/the same = 1	she thought she could do as well		2

Question	Key idea	Accept	Reject	Mark
04.2	her parent(s) had to read the contract = 1 (and) her parent(s) had to give permission = 1		she had to sign a contract etc	2

Question	Key idea	Accept	Reject	Mark
04.3	she compared software = 1 she remade musical videos = 1	compared two things must have idea of recreating music videos parodies		2

Question	Accept	Mark
05.1	P	1

Question	Accept	Mark
05.2	N	1

Question	Accept	Mark
05.3	N	1

Question	Accept	Mark
05.4	P+N	1

Question	Accept	Mark
05.5	P	1

Question	Accept	Mark
06.1	M	1

Question	Accept	Mark
06.2	M	1

Question	Accept	Mark
06.3	A	1

Question	Accept	Mark
06.4	A+M	1

Question	Accept	Mark
06.5	A	1

Question	Accept	Mark
06.6	M	1

Question	Key idea	Accept	Reject	Mark
07.1	we eat <u>more</u> sugar	we eat <u>more</u> sweet food/things	sugar tc sweets tc	1

Question	Key idea	Accept	Reject	Mark
07.2	depression	it makes you sad/more cases of depression		1

Question	Key idea	Accept	Reject	Mark
07.3	why medication/traditional treatment doesn't (always) work	medicines are not effective/are not the answer		1

Question	Accept	Mark
08.1	A	1

Question	Accept	Mark
08.2	C	1

Question	Accept	Mark
08.3	B	1

Question	Accept	Mark
08.4	B	1

Question	Key idea	Accept	Reject	Mark
09.1	les élèves manquent d'ambition	les jeunes n'ont pas d'ambition	ambition tc	1

Question	Key idea	Accept	Reject	Mark
09.2	(elle pense que c'est) utile			1

Question	Key idea	Accept	Reject	Mark
09.3	elle veut créer sa propre compagnie			1

Question	Key idea	Accept	Reject	Mark
09.4	(participer à) d'autres sorties		découvrir l'usage des nouvelles technologies	1

Question	Accept	Mark
10.1	F	1

Question	Accept	Mark
10.2	V	1

Question	Accept	Mark
10.3	V	1

Question	Accept	Mark
10.4	PM	1

Question	Accept	Mark
10.5	F	1

Question	Accept	Mark
11	C F G E B (in this order)	5

Question		Accept	Reject	Mark
12	Je me dispute avec mes parents	I argue/quarrel/fight with my parents	dispute with	1
	à cause de mes copains	because of my friends	singular	1
	qui, selon mon père, ont une mauvaise influence sur moi.	who, according to my father/dad/in my father's opinion, have a bad influence on me.		1
	Samedi, il n'était pas content	(On) Saturday, he was not happy	wrong tense	1
	car j'ai participé à une manifestation contre la pollution.	since/as/because I took part/participated in a demonstration/march/protest against pollution.	wrong tense manifestation	1
	Je lui ai dit que	I told/said to him (that)	wrong tense	1
	je ferais de mon mieux	I would do my best	wrong tense	1
	pour protéger la planète,	to protect the planet,		1
	ce qui me semble plus important que mes études.	which seems to me/I think that is more important than my studies/studying.		1

Total marks = 60