

**GCSE
FRENCH
8658/RH**

Paper 3 Reading Higher Tier

Mark scheme

June 2022

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	F (false)	1

Question	Accept	Mark
01.2	T (true)	1

Question	Accept	Mark
01.3	NT (not in the text)	1

Question	Accept	Mark
01.4	F (false)	1

Question	Key idea	Accept	Reject	Mark
02.1	<p><u>improve</u> knowledge of history = 1</p> <p>be in good company = 1</p> <p>easy to get a (temporary) job = 1</p>	<p>know <u>more</u> about history</p> <p>tourists are in a good mood/ holiday-makers are good- humoured/in good humour</p> <p>languages mean you can get another job (easily)/a job out of season</p>	<p>history tc learn/know about history must have reference to <u>mieux</u></p> <p>a good company to work for/sense of humour</p> <p>(knowledge of) languages tc In the tourist season</p>	3

Question	Key idea	Accept	Reject	Mark
02.2	<p>you have to work in summer/you have to be available through/all summer = 1</p> <p>you can end up working seven days a week = 1</p>	<p>it's mainly summer work</p> <p>you have to work every day</p> <p>you have to work every day in summer = 2 marks</p>	you have to be available (no summer mentioned)	2

Question	Accept	Mark
03.1	P (positive)	1

Question	Accept	Mark
03.2	P (positive)	1

Question	Accept	Mark
03.3	P+N (positive and negative)	1

Question	Accept	Mark
03.4	N (negative)	1

Question	Accept	Mark
03.5	N (negative)	1

Question	Accept	Mark
04.1	B (Going to war)	1

Question	Accept	Mark
04.2	C (Growing older)	1

Question	Accept	Mark
04.3	A (An offer of love)	1

Question	Accept	Mark
05.1	F (Les réactions allergiques peuvent survenir rapidement après avoir déjeuné. Consultez avec attention les paquets des plats préparés. Les noix sont particulièrement dangereuses.)	1

Question	Accept	Mark
05.2	D (Gardez la maison propre et utilisez un tissu humide pour réduire l'accumulation de l'allergène.)	1

Question	Accept	Mark
05.3	<p style="text-align: center;">B</p> <p>(Une personne qui est en contact avec l'allergène pleure. Il est recommandé de ne pas trop sortir au printemps quand les arbres sont en fleurs.)</p>	1

Question	Accept	Mark
05.4	<p style="text-align: center;">A</p> <p>(Cette allergie se manifeste par une éruption de petits boutons rouges. Les conseils : Être à l'ombre, bien se couvrir.)</p>	1

Question	Key idea	Accept	Reject	Mark
06.1	lack of food/regular meals	not enough to eat/food insecurity/food shortages	bad food	1

Question	Key idea	Accept	Reject	Mark
06.2	people leave their homes	people are left homeless		1

Question	Key idea	Accept	Reject	Mark
06.3	rubbish is left/dumped in the <u>countryside</u> = 1 plastic waste is left/dumped <u>in the sea</u> = 1	rubbish ruins the <u>landscape</u> /visual pollution spoils the <u>countryside</u> ocean		2

Question	Key idea	Accept	Reject	Mark
06.4	use the air conditioning less = 1 keep on (designated) paths = 1 don't pick (up) (rare) plants = 1	turn off air conditioning /climate control/climate system do not leave paths flowers for plants	heating go on paths plants tc	3

Question	Accept	Mark
07.1	A (Arthur)	1

Question	Accept	Mark
07.2	B (Basma)	1

Question	Accept	Mark
07.3	A+B (Arthur and Basma)	1

Question	Accept	Mark
07.4	A (Arthur)	1

Question	Accept	Mark
07.5	A+B (Arthur and Basma)	1

Question	Accept	Mark
08	<p>C G F D E H (must be in this order)</p> <p>C (dansé) G (réprimandé) F (passaient) D (disputer) E (entendant) H (tombée)</p>	6

Question	Accept	Mark
09.1	B (Malgré des erreurs, on peut toujours réussir.)	1

Question	Accept	Mark
09.2	D (Respecte le matériel.)	1

Question	Accept	Mark
09.3	C (N'oublie pas les droits des handicapés.)	1

Question	Accept	Mark
09.4	F (Quand tu as fait quelque chose de bête ...)	1

Question	Accept	Mark
10.1	V (vrai/vraie/true)	1

Question	Accept	Mark
10.2	F (fausse/false)	1

Question	Accept	Mark
10.3	PM (pas mentionnée/not mentioned)	1

Question	Accept	Mark
10.4	V (vrai/vraie/true)	1

Question	Key idea	Accept	Reject	Mark
11.1	jouer du saxophone		en public/jouer tc	1

Question	Key idea	Accept	Reject	Mark
11.2	(elle a fait) des études	elle a fini son éducation/l'école	l'importance de l'éducation/l'éducation tc	1

Question	Key idea	Accept	Reject	Mark
11.3	elle a joué <u>devant le maire</u>	Jouer devant le maire/(a) joué devant le maire	la mairie	1

Question	Key idea	Accept	Reject	Mark
11.4	elle sortira un album		l'année prochaine son premier/nouvel album tc	1

Question		Accept	Reject	Mark
12	Avez-vous décidé d'acheter	Have you decided to buy/did you...	Wrong tense	1
	un nouveau portable pour vos enfants	a new (mobile) (smart) phone for your children	for the children/for your child laptop	1
	avant la rentrée scolaire ?	Before/in time for the new school year/before the start of the school year/before the schools go back/before the new term/before the term starts/before returning to school/before the re-opening of school/before they return to school?	re-entry/the opening/beginning/start of school (no idea of new school year)	1
	C'est la meilleure façon de rester en contact	It's the best way to stay in touch/contact	The best thing/a good way	1
	avec eux à la fin de la journée.	with them at the end of the/their (school)day.	journey	1
	Ils pourront aussi parler avec leurs copains	They will also be able to talk to/with their friends	Wrong tense friend singular	1
	en dehors de l'école.	Outside/out of school.	outside the school/after school	1
	Dans notre magasin, nous vendons des produits	In our shop, we sell products	we sell the products	1
	qui leur plairont.	which will please them/which they will like.	will make them happy/content Wrong tense	1

Total marks = 60