

# GCSE 2004

## *June Series*



# Mark Scheme

## French A (Short Course)

### *(Reading)*

---

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA  
Tel: 0161 953 1170

or

download from the AQA website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2004 AQA and its licensors

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## ***READING TESTS***

### **Notes on the Marking Scheme**

#### *Non-verbal Answers*

Follow the mark scheme as set out.

#### *Verbal Answers (English or Target Language)*

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. 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 in the target language. A separate assessment of spelling, punctuation and grammar is not required on these papers 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 candidate has given alternatives or additional information in answer, the following criteria should be applied:
    - if the alternative/addition does not contradict the key idea or 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**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
  - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2. ..../..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
4. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
5. No mark scheme can cover all possible answers. When in doubt:
  - look for the key idea, where this is appropriate.
  - **t.c.** = tout court                      **NFP** = no further penalty

**READING TESTS****FOUNDATION TIER**

**Abbreviations used:**      **t.c. = tout court**  
    **nfp = no further penalty**

	Accept	Marks	Reject/Notes
1	<b>B</b>	1	
2	<b>D</b>	1	
3	(a) pancakes / crêpes  (b) swimming (pool) / baths; garden; games for children/children's play area/playground  (any 2 from 3)	1  2	Games <b>t.c.</b>

	Accept	Marks	Reject/Notes
4	<b>D</b> <b>A</b> <b>H</b> <b>C</b> <b>B</b>	5	
5	<b>H</b> (example) <b>F</b> <b>D</b> <b>A</b> <b>B</b> <b>G</b>	5	
6	(a) (le) dessin (b) (la) géo(graphie) (c) (l') histoire (d) 2 / deux (allow the actual times 14h-16h) (e) (le) mercredi	1 1 1 1 1	14h et 15h ; 2/deux hours Reject any English words
7	<b>F</b> <b>B</b> <b>D</b> <b>G</b> <b>E</b>	5	
	<b>TOTAL</b>	25	

**HIGHER TIER**

	<b>Accept</b>	<b>Marks</b>	<b>Reject/Notes</b>
1	(a) (le) dessin (b) (la) géo(graphie) (c) (l') histoire (d) 2 / deux (allow the actual times 14h-16h) (e) (le) mercredi	1 1 1 1 1	14h et 15h ; 2/deux hours Reject any English words
2	(a) <input type="checkbox"/> <b>V</b> (b) <input type="checkbox"/> <b>F</b> aucune route / (il n'y a) pas de route (c) <input type="checkbox"/> <b>F</b> réservation payante (obligatoire) / (il faut) payer d'avance / avant le voyage / à la boutique (d) <input type="checkbox"/> <b>V</b>	1 2 2 1	Aucune <b>t.c.</b> Réservation <b>t.c.</b> (needs idea of payment)
3	<input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/> <b>G</b> <input type="checkbox"/> <b>E</b>	5	

	Accept	Marks	Reject/Notes
4	<b>F</b> <b>D</b> <b>A</b> <b>B</b> <b>G</b> <b>E</b>	6	
5	(a) par la route/en car/en bus (b) les jeux d'eau/activités d'eau (c) (un) pique-nique; ils ont échangé les (premières) impressions/émotions (d) ravis/tête pleine de souvenirs/tristes/regrets/regrettant/que déjà finissent les vacances (entre copains) (e) une (des) animatrice(s) / la responsable (whole of last sentence ✓)	1 1 2 1 1	Les (premières) impressions/émotions <b>t.c.</b>  e.g. une animatrice reprendront
6	(a) In (her) holidays (b) At her house or at the house of the owners (both) (c) She loves / likes animals/dogs; to prevent pets being abandoned (when owners on holiday) / people abandon their pets/doesn't like animals being abandoned. (d) Either: killing two birds with one stone (shows understanding), or appropriate explanation e.g. she earns money but donates it (to charity / to an animal charity)	1 1 2 1	when owners go on holiday  idea of 'for money'/reference to animal association  wrong type of connection to animals e.g. experimentation

	<b>Accept</b>	<b>Marks</b>	<b>Reject/Notes</b>
7	To advertise/promote local/regional/their beef/reference to <u>their/its</u> beef if region or Poitou-Charentes mentioned appropriately  (Accept a correct detail about <u>beef</u> for 1 mark e.g. eating beef / (free) beef tasting/advertising beef	2	invitation to a barbecue incorrect detail about beef
	<b>TOTAL</b>	35	