

GCSE 2004

June Series



Mark Scheme

French A (Full 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

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**

	Accept	Mark	Reject/Notes
1	Holiday(s)/hols/vacation/vac/going away	1	Free time/leisure etc/vacancies/Fr: vacances disregard: special
2	(Very) good/nice/fine/pleasant/beautiful weather it's sunny t.c.	1	Warm/hot/fine t.c. About the weather t.c. OK/beautiful times
3	Fishing/angling Swimming (pool)/bathing (either order)	1 1	Fish t.c. Pool t.c. Disregard: chaque jour
4	Reserve/book (seat/ticket/place) Pay for/get/buy/book (seat/ticket/place) Look at/get/consult/check/find out/ask about/what time it leaves (train) times/timetable /train service(s) Order/get/ask for/buy (rail) card Any 3 = 1 mark each	 3	Book can score only one mark Billet/bill/wrong form of transport (NFP Billet) – reference to cost/NFP wrong form of transport Find out about trains t.c. Reject: hours/service(s)/order/get a timetable (disregard 12-25 etc) pass

	Accept	Mark	Reject/Notes						
5	<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">E</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">G</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">A</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">B</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">D</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">F</td> </tr> </table>	E	G	A	B	D	F	6	
E	G								
A	B								
D	F								
6	<p>(a) Richard</p> <p>(b) 13 / Treize (ans)</p> <p>(c) Ingénieur } in this order Directrice }</p> <p>(d) 0 / zéro/rien/aucun(e)/nul(le)/non t.c./pas t.c.</p> <p>Accept fille/fils unique/pas (de)/non sœurs et (pas(de))/(non) frères</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>REJECT ANSWERS IN ENGLISH Any other spelling e.g. Richards</p> <p>(Tolerate spelling trieze) tres</p> <p>Tolerate spelling e.g. engenier</p> <p>Unique t.c.; none</p> <p>pas (de) soeur t.c. pas (de) frères t.c.</p>						
7	<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">B</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">D</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">F</td> </tr> </table> <p style="text-align: center;">Any order</p>	B	D	F	3				
B	D	F							

	Accept	Mark	Reject/Notes
8	(a) Abassi (b) Ilassou (c) Fabie (d) Benjamin (e) Caroline (f) Hamdi (g) Michel	1 1 1 1 1 1 1	(Tol. spelling throughout)
9	<div style="text-align: center;"> <div style="margin-bottom: 10px;">E</div> <div style="margin-bottom: 10px;">J</div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> G I B </div> <div style="display: flex; justify-content: center; margin-bottom: 10px;"> F or A </div> <div style="margin-bottom: 10px;">A</div> </div>	7	
	Total	35	

HIGHER TIER

	Accept	Mark	Reject/Notes
1	(a) Abassi (b) Ilassou (c) Fabie (d) Benjamin (e) Caroline (f) Hamdi (g) Michel	1 1 1 1 1 1 1	(Tol. spelling throughout)
2	(a) <input type="checkbox"/> V (b) <input type="checkbox"/> V (c) <input type="checkbox"/> F (d) <input type="checkbox"/> ? (e) <input type="checkbox"/> ? (f) <input type="checkbox"/> F	1 1 1 1 1 1	N.B. See Page 3 of General Principles, Para 4.

	Accept	Mark	Reject/Notes
3	<p style="text-align: center;">E</p> <p style="text-align: center;">J</p> <p style="text-align: center;">G I B</p> <p style="text-align: center;">F or A</p> <p style="text-align: center;">A</p>	7	
4	<p style="text-align: center;">B</p> <p style="text-align: center;">G</p> <p style="text-align: center;">I</p> <p style="text-align: center;">A</p> <p style="text-align: center;">F</p> <p style="text-align: center;">C</p>	1 1 1 1 1 1	

	Accept	Mark	Reject/Notes
5	(a) P	1	
	(b) P/N	1	
	(c) P	1	
	(d) N	1	
	(e) P/N	1	
6	(a) 14 / quatorze (ans)	1	REJECT ALL ANSWERS IN ENGLISH (Tol. spelling of quatorze) quatre
	(b) Réussir deux/2 épreuves/tests	1	Passer/avoir/faire/2 épreuves t.c.
	(c) (En) cinquième/5 ème Classe de 12/13 ans	1	Cinq/5 t.c. /14-16 (ans) t.c. cinquième doivent
	(d) (Au) collège/(à l')école/(au) lycée	1	collage
	(e) (Pour) limiter les accidents (de la route)/à cause des accidents etc	1	(pour) les accidents

	Accept	Mark	Reject/Notes
7	<p>(a) Exams/revision/named exam e.g. GCSE, bac etc. /worried he won't pass t.c.</p> <p>(b) (Martin's) sister (accept brother)</p> <p>(c) (Don't) pressure/pester/press/hassle/nag/bother him/stress him out/go on t.c.</p> <p>(Don't) compare him with/talk to him about his sister/ Stéphanie</p> <p>(Don't) ask questions/make comments (e.g. about his Walkman)</p> <p>(Don't) invite people round when he's working</p> <p>(Don't) give him big breakfast</p> <p>(Any 4 from 5)</p>	<p>1</p> <p>1</p> <p>4</p>	<p>3 year old sister/younger sister/other relative</p> <p>(Don't) ruin his confidence</p> <p>nfp : reference to other person than sister</p> <p>Don't stop him playing his Walkman</p> <p>Don't invite people t.c. Don't invite his friends etc., when he's there.</p> <p>Other meals. Don't give him breakfast t.c./Don't give him boiled egg etc.</p>

	Accept	Mark	Reject/Notes
8	<p>Got drunk/tipsy/drank (alcohol)/had a drink</p> <p>Danced with boy/lad/guy for 2 hours (3 elements)</p> <p>(She) kissed/snogged him</p> <p>(She) upset parents/parents are upset/unhappy/let parents down/made fool of herself/did something stupid/embarrassed parents (Any 3 from 4)</p>	3	<p>Danced with boy t.c./Danced for 2 hours t.c./3 hours boys/boyfriend/waiter/groom/man/male/someone</p> <p>She embraced /hugged him They kissed</p> <p>Misbehaved t.c. She was embarrassed (in front of parents)</p>
	Total	45	