

GCSE 2004

June Series



Mark Scheme

French B Module 4 *(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:

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Tel: 0161 953 1170

or

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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. Accept
 - T/F/?
 - Target language equivalent as instructed in rubric (eg. V/F/PM or R/F/NT)
 - ✓/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).
5. 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.
6. 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

FOUNDATION TIER

Question		Accept	Marks	Reject / Notes								
1		<table border="1" data-bbox="607 352 797 639"> <tr> <td data-bbox="607 352 701 427">(a)</td> <td data-bbox="701 352 797 427">F</td> </tr> <tr> <td data-bbox="607 427 701 502">(b)</td> <td data-bbox="701 427 797 502">A</td> </tr> <tr> <td data-bbox="607 502 701 577">(c)</td> <td data-bbox="701 502 797 577">C</td> </tr> <tr> <td data-bbox="607 577 701 639">(d)</td> <td data-bbox="701 577 797 639">E</td> </tr> </table>	(a)	F	(b)	A	(c)	C	(d)	E	<p data-bbox="1218 389 1240 416">1</p> <p data-bbox="1218 459 1240 486">1</p> <p data-bbox="1218 529 1240 557">1</p> <p data-bbox="1218 600 1240 627">1</p>	
(a)	F											
(b)	A											
(c)	C											
(d)	E											
2		<p data-bbox="568 703 600 730">a) <input data-bbox="658 699 714 756" type="text" value="D"/></p> <p data-bbox="568 807 600 834">b) <input data-bbox="658 802 714 860" type="text" value="A"/></p> <p data-bbox="568 911 600 938">c) <input data-bbox="658 906 714 963" type="text" value="D"/></p> <p data-bbox="568 1015 600 1042">d) <input data-bbox="658 1010 714 1067" type="text" value="C"/></p>	<p data-bbox="1218 719 1240 746">1</p> <p data-bbox="1218 807 1240 834">1</p> <p data-bbox="1218 911 1240 938">1</p> <p data-bbox="1218 1015 1240 1042">1</p>									

Question		Accept	Marks	Reject / Notes										
3		<table border="1"> <tr> <td data-bbox="577 296 680 347">a)</td> <td data-bbox="680 296 790 347">61(%)</td> </tr> <tr> <td data-bbox="577 347 680 399">b)</td> <td data-bbox="680 347 790 399">55(%)</td> </tr> <tr> <td data-bbox="577 399 680 450">c)</td> <td data-bbox="680 399 790 450">52(%)</td> </tr> <tr> <td data-bbox="577 450 680 501">d)</td> <td data-bbox="680 450 790 501">26(%)</td> </tr> <tr> <td data-bbox="577 501 680 552">e)</td> <td data-bbox="680 501 790 552">80(%)</td> </tr> </table>	a)	61(%)	b)	55(%)	c)	52(%)	d)	26(%)	e)	80(%)	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	
a)	61(%)													
b)	55(%)													
c)	52(%)													
d)	26(%)													
e)	80(%)													
4		<p>a) <input data-bbox="656 616 714 671" type="text" value="F"/></p> <p>b) <input data-bbox="656 727 714 783" type="text" value="B"/></p> <p>c) <input data-bbox="656 839 714 895" type="text" value="E"/></p> <p>d) <input data-bbox="656 959 714 1015" type="text" value="A"/></p> <p>e) <input data-bbox="656 1086 714 1142" type="text" value="D"/></p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>											

Question		Accept	Marks	Reject / Notes
5		a) <table border="1" data-bbox="741 288 808 336">K</table> b) <table border="1" data-bbox="741 344 808 392">A</table> c) <table border="1" data-bbox="741 400 808 448">M</table> d) <table border="1" data-bbox="741 456 808 504">K</table> e) <table border="1" data-bbox="741 512 808 560">A</table> f) <table border="1" data-bbox="741 568 808 616">M</table>	1 1 1 1 1 1	
6		a) <table border="1" data-bbox="741 687 808 735">F</table> b) <table border="1" data-bbox="741 743 808 791">F</table> c) <table border="1" data-bbox="741 799 808 847">V</table> d) <table border="1" data-bbox="741 855 808 903">PM</table> e) <table border="1" data-bbox="741 911 808 959">V</table> f) <table border="1" data-bbox="741 967 808 1015">F</table>	1 1 1 1 1 1	

Paper Total 30 marks

HIGHER TIER

Question		Accept	Marks	Reject / Notes
1		a) <table border="1" data-bbox="723 368 797 421">K</table> b) <table border="1" data-bbox="723 421 797 474">A</table> c) <table border="1" data-bbox="723 474 797 526">M</table> d) <table border="1" data-bbox="723 526 797 579">K</table> e) <table border="1" data-bbox="723 579 797 632">A</table> f) <table border="1" data-bbox="723 632 797 684">M</table>	1 1 1 1 1 1	
2		a) <table border="1" data-bbox="723 799 797 852">F</table> b) <table border="1" data-bbox="723 852 797 904">F</table> c) <table border="1" data-bbox="723 904 797 957">V</table> d) <table border="1" data-bbox="723 957 797 1010">PM</table> e) <table border="1" data-bbox="723 1010 797 1062">V</table> f) <table border="1" data-bbox="723 1062 797 1117">F</table>	1 1 1 1 1 1	

Question		Accept	Marks	Reject / Notes
3		a) <input type="text" value="C"/> b) <input type="text" value="A"/> c) <input type="text" value="F"/> d) <input type="text" value="D"/> e) <input type="text" value="B"/> f) <input type="text" value="B"/> <input type="text" value="E"/> <input type="text" value="G"/> Any order	1 1 1 1 1 3	

Question		Accept	Marks	Reject / Notes
4	Première partie	a) <input type="checkbox"/> A	1	
		b) <input type="checkbox"/> B	1	
	Deuxième partie	c) chocolat = 1 frites = 1 le chocolat aux frites = 1 unless clearly separated	2	(c) mark first 2 items only. Both required for 2 marks Reject English spelling chocolate Any suggestion that chocolate/chips will be eaten
		d) il ne va plus regarder la télé / il ne pas regarder/arrêter la télé/pas de télé/regarder plus la télé je/il/elle	1	(d) la télé t.c. /regarder plus de télé/ quitte la télé/moins de télé reject copying beyond fini
		e) (les) feuillets	1	(e) les documentaires reject copying before feuillets and after bêtes
		f) écouter de la musique = 1 regarder la télé = 1	2	(f) both required for 2 marks. Mark first two ideas. If whole section copied = 0. Reject English spelling music
.	Troisième partie	<input type="checkbox"/> B <input type="checkbox"/> D	2	(either order)

Paper Total 30 marks