



# **General Certificate of Secondary Education**

## **French 4655** *Specification*

**46552H      Reading Higher Tier**

## **Mark Scheme**

*2010 examination - June series*

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.

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## READING TESTS

### Notes on the Marking Scheme

#### Non-verbal Answers

Follow the mark scheme as set out.

#### Verbal Answers

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. 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 an 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/?
  - ✓/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.
  - **NFP** = no further penalty      **t.c.** = tout court

**Higher**

Q	Key Idea	Accept	Mark	Reject/Notes
1(a)	N		1	

Q	Key Idea	Accept	Mark	Reject/Notes
1(b)	P		1	

Q	Key Idea	Accept	Mark	Reject/Notes
1(c)	P/N		1	

Q	Key Idea	Accept	Mark	Reject/Notes
1(d)	N		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(a)	F		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(b)	A		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(c)	D		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(d)	B		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(e)	G		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(f)	H		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(g)	E		1	

Q	Key Idea	Accept	Mark	Reject/Notes
3(a)	F		1	

Q	Key Idea	Accept	Mark	Reject/Notes
3(b)	E		1	

Q	Key Idea	Accept	Mark	Reject/Notes
3(c)	D		1	

Q	Key Idea	Accept	Mark	Reject/Notes
3(d)	A		1	

Q	Key Idea	Accept	Mark	Reject/Notes
4(a)	A		1	

Q	Key Idea	Accept	Mark	Reject/Notes
4(b)	S		1	

Q	Key Idea	Accept	Mark	Reject/Notes
4(c)	A		1	

Q	Key Idea	Accept	Mark	Reject/Notes
4(d)	M		1	

Q	Key Idea	Accept	Mark	Reject/Notes
4(e)	M		1	

Q	Key Idea	Accept	Mark	Reject/Notes
4(f)	S		1	

Q	Key Idea	Accept	Mark	Reject/Notes
5(a)	D		1	

Q	Key Idea	Accept	Mark	Reject/Notes
5(b)	A		1	

Q	Key Idea	Accept	Mark	Reject/Notes
5(c)	F		1	

Q	Key Idea	Accept	Mark	Reject/Notes
5(d)	C		1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(a)	F	x	1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(b)	?		1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(c)	T	✓	1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(d)	?		1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(e)	T	✓	1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(f)	T	✓	1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(g)	F	x	1	

Q	Key Idea	Accept	Mark	Reject/Notes
7(a)	Not good/clever at school/studies/learning	His grades	1	He's not intelligent/lazy/not interested/didn't care/try (Because of) his education/studies He's not educated enough Implication that he's still at school

Q	Key Idea	Accept	Mark	Reject/Notes
7(b)	(He chose an) apprenticeship He was ready to work/works hard/ (is) hard working  (He found/there was) plenty of (well-paid) work/people wanted their own house/there was a building boom <b>Any 2 from 3</b>	Hard working <b>tc</b>  He earned a lot	2	Determined  He became a builder/mason Notion of building own house

Q	Key Idea	Accept	Mark	Reject/Notes
7(c)	He has/runs his own/a business/ company/firm  <b>He hopes/wants to</b> give jobs to young people  He earns more than his friends who went to university/ his more academic/ gifted/qualified friends. <b>Any 2 from 3</b>		2	Ref to 'proper' business Enterprise  He is married <b>t.c.</b>  He hopes to go to university His friends are still at university Earns a lot <b>tc</b> Ref to winning/gaining



Q	Key Idea	Accept	Mark	Reject/Notes
8(a)	She went out/stayed with him/ they were together for (almost) a year/a long time		1	Lived with him

Q	Key Idea	Accept	Mark	Reject/Notes
8(b)	She wondered if she was ready/old enough/too young (for a relationship)  She wanted to make use of her <b>good marks</b> to find a <b>good job/go to university</b> (must have both elements)	She was <b>only</b> 17	2	She was 17 <b>tc</b> Ref to getting married  She wanted a good career

Q	Key Idea	Accept	Mark	Reject/Notes
8(c)	She is much more confident  (She's still with him but) she sees/goes out with other boys/has other friends	She has a good social life/spends more time with friends	2	She's still with him <b>tc</b> Continue to spend time with friends (change not implied)

Q	Key Idea	Accept	Mark	Reject/Notes
8(d)	Her parents are divorced/split up/her mother has remarried  She rarely sees her father/ sees him (only) once a fortnight  She doesn't get on well with/like her stepfather  Her stepfather doesn't value her  There are tensions within the family/at home  <b>Any 3 from 5</b>	Got married twice   New father   Arguing at home	3	Remarried twice  Father lives far away   She doesn't feel valued <b>tc</b>  Wrong tensions, eg between mother and father Generalisations eg family life isn't easy