



GCSE French

8658/RF-Paper 3 Reading Foundation
Mark scheme

June 2018

Version/Stage: 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 Assessment Writer.

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.

Further copies of this mark scheme are available from aqa.org.uk

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.

Qu	Accept	Mark
01.1	D	1
01.2	E	1
01.3	A	1

Qu	Key idea	Accept	Reject	Mark
02.1	a library	bookcase	bookshop	1

Qu	Key idea	Accept	Reject	Mark
02.2	the sea/seaside	coast / beach		1

Qu	Key idea	Accept	Reject	Mark
02.3	(beautiful) view			1

Qu	Key idea	Accept	Reject	Mark
02.4	walking	going for a walk/walks/hiking/rambling/go for a stroll		1

Qu	Accept	Mark
03.1	B D (in any order)	2
03.2	C D (in any order)	2

Qu	Accept	Mark
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04.1	Yann	1
04.2	Léo	1
04.3	Gabriel	1
04.4	Gabriel	1

Qu	Key idea	Accept	Reject	Mark
05.1	Advantage reduces (danger of) stress	makes you less stressed / good for stress / releases stress / improves stress levels	activity tc can be dangerous dangerous tc	1
	Risk <u>too much</u> (exercise)	(very/ more) <u>intense</u> (exercise)		1

Qu	Key idea	Accept	Reject	Mark
05.2	Advantage happy people are healthy	it makes you happy / having fun good for (mental) health (1 from 2)	Answers that are too vague e.g. you can make new friends / you can socialise	1
	Risk can neglect (school)work	homework suffers /studies suffer		1

Qu	Key idea	Accept	Reject	Mark
06.1	clever selfish kind (any 2 from 3)	skilful/able/ intelligent self-centred/ egoistical/ egotistical / big ego (very/quite /sometimes) nice / caring	young reference to confident arrogant gentle	2

Qu	Key idea	Accept	Reject	Mark
06.2	to marry off her daughter	to find her a husband/a man/ to get the Duke to marry Chiffon	anything implying mother's getting married e.g. (for her) to get married tc	1

Qu	Key idea	Accept	Reject	Mark
06.3	no sense of humour (=1) (too) old (=1)	humourless/not funny he was twice her age /so much older than her/ age difference	some sense of humour anything implying Chiffon is older than the Duke	2

Qu	Key idea	Accept	Reject	Mark
06.4	loves photography (=1) gets on well with Chiffon (=1)	past or present tense answers she confides/ confided in him	Photographer good/nice with Chiffon always there for Chiffon is close to Chiffon	2

Qu	Accept	Mark
07	B E F (in any order)	3

Qu	Accept	Mark
08.1	A	1
08.2	C	1
08.3	C	1
08.4	B	1

Qu	Accept	Mark
09.1	Elodie	1

09.2	Noah	1
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09.3	Eva	1
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Qu	Accept	Mark
10.1	B	1
10.2	A	1
10.3	C	1

Qu	Accept	Mark
11.1	P	1
11.2	P+N	1
11.3	N	1
11.4	P	1

Qu	Accept	Mark
12.1	V	1
12.2	F	1
12.3	PM	1
12.4	F	1

Qu	Key idea	Accept	Reject	Mark
13.1	<u>moins</u> de déchets	(on) produira moins de déchets	déchets tc copying of whole of bullet point	1

Qu	Key idea	Accept	Reject	Mark
13.2	(on émettra) peu de gaz (à effet de serre)	(il y aura / il y a) peu de gaz (à effet de serre) moins de pollution / moins de gaz on réduit / réduira les émissions/ la pollution	gaz tc copying of whole of bullet point	1

Qu	Key idea	Accept	Reject	Mark
13.3	(il faut) <u>plus d'essence</u> (pour les transporter)	pour gaspiller moins d'essence/il faut les transporter	copying of whole of bullet point	1

Qu	Key idea	Accept	Reject	Mark
13.4	(on peut) collecter l'eau <u>de pluie</u> / la <u>pluie</u>	collecte/collectez/collecter l'eau <u>de pluie</u> / la <u>pluie</u>	copying of whole of bullet point	1

Qu		Accept	Reject	Mark
14	Je déteste	I hate / detest / loathe / can't stand	don't like / dislike	1
	mon nouveau professeur d'anglais.	my new English teacher / teacher of English	the/a/our for <i>mon</i> professor	1
	Hier, je n'ai pas compris ses instructions	Yesterday, I didn't understand/follow his/ her / their instructions	the for ses singular instruction wrong tense	1
	alors il était fâché avec moi.	So/ therefore /then s/he was angry/ annoyed with me.	frustrated/ nasty wrong tense	1
	Après l'école,	After (the) school,		1
	je suis allé aux magasins où	I went to the shops where	I went shopping shopping-centre shop singular wrong tense	1
	j'ai acheté un cadeau.	I bought a present / gift / pressie	wrong tense	1
	Samedi prochain,	Next Saturday/ Saturday next	On Saturday	1
	ma mère va avoir quarante ans.	my mum/ mother is / is going to be/will be / turns 40 (years old).	Past time-frame It's my mother's 40 th (birthday)	1

Total marks = 60