



GCSE
FRENCH
8658/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2019

Version: 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 Examiner.

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.

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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.

Question	Accept	Mark
01.1	P	1

Question	Accept	Mark
01.2	N	1

Question	Accept	Mark
01.3	P+N	1

Question	Accept	Mark
01.4	N	1

Question	Key idea	Accept	Reject	Mark
02.1	<u>watch/see horse</u> races	watch horses run	take part in race/see horses watch horse-riding/ horse-riding tc	1

Question	Key idea	Accept	Reject	Mark
02.2	(because of) the war	there's a war on/fighting/conflict/ Civil war	violence in the North/revolution	1

Question	Key idea	Accept	Reject	Mark
02.3	the price of hotels/rooms	accommodation (too) dear	any reference to abuse/ bad manners from staff/guests prices have gone up ie no reference to hotels	1

Question	Accept			Mark
03.1	F			1

Question	Accept			Mark
03.2	T			1

Question	Accept			Mark
03.3	NM			1

Question	Accept			Mark
03.4	T			1

Question	Accept			Mark
03.5	F			1

Question	Accept	Mark
03.6	T	1

Question	Accept	Mark
04	C E F (in any order)	3

Question	Accept	Mark
05.1	Catherine	1

Question	Accept	Mark
05.2	Alice	1

Question	Accept	Mark
05.3	Bruno	1

Question	Accept	Mark
05.4	Bruno	1

Question	Accept	Mark
06.1	B	1

Question	Accept	Mark
06.2	A	1

Question	Accept	Mark
06.3	C	1

Question	Accept	Mark
06.4	A	1

Question	Accept	Mark
06.5	C	1

Question	Key idea	Accept	Reject	Mark
07.1	<p>Advantages she didn't have to travel</p> <p>she could do the subject she wanted</p>	<p>she lived two hours away <u>from school</u>/ she now lives close(r) to school</p> <p>she had more choice of subjects/ options/ studies she wanted to do (plastic) arts / (fine) art</p> <p>answers in present tense</p>	subjects other than art-related	2

Question	Key idea	Accept	Reject	Mark
07.2	<p>Disadvantages the rooms were not individual/ private/ single</p> <p>she didn't know anyone else</p>	<p>she had to share a room/lack of privacy</p> <p>frightened of living with people she didn't know / strangers</p> <p>accept past/present tenses</p>	living with people she didn't get on with didn't know a lot about her room-mate(s)	2

Question	Accept	Mark
08.1	A	1

Question	Accept	Mark

08.2	B	1
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Question	Accept	Mark
08.3	A	1

Question	Accept	Mark
08.4	C	1

Question	Key idea	Accept	Reject	Mark
09.1	leurs détails (personnels) ne sont pas protégés	Lifting of paragraph 2	wrong copying eg ils sont anxieux tc Too much copying e.g. 1 st and 2 nd paragraphs Leurs détails personnels tc	1

Question	Key idea	Accept	Reject	Mark
09.2	les profils d'utilisateurs (de Facebook)	les utilisateurs tc/l'identité des utilisateurs	les profils ont été (ouverts)	1

Question	Key idea	Accept	Reject	Mark
09.3	prendre des précautions	il faut prendre des précautions	abandonner les réseaux Too much copying eg il ne faut pas abandonner pas les réseaux etc	1

Question	Key idea	Accept	Reject	Mark
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09.4	deviendra (encore) pire	sera pire	ne s'est pas améliorée Anything that doesn't convey the future	1
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Question	Accept	Mark
10.1	V	1

Question	Accept	Mark
10.2	PM	1

Question	Accept	Mark
10.3	V	1

Question	Accept	Mark
10.4	F	1

Question	Accept	Mark
10.5	PM	1

Question	Accept	Mark
10.6	V	1

Question	Accept	Mark
11	A F E C (in this order)	4

Question	Accept	Mark
12	A C E H (in any order)	4

Question		Accept	Reject	Mark
13	Je voudrais sortir plus	I'd like/I would like to go/get out more (often)	wrong tense eg I want to go out	1
	mais il n'y a rien à faire dans ma ville.	but there's nothing/ there isn't anything to do in my town/ city.	not a lot to do reject village	1
	C'était une région industrielle	It was/used to be an industrial region/area	wrong tense	1
	qui est toujours polluée.	which/that is still/always polluted.	who is	1
	On rencontre souvent des sans-abris dans les rues.	You/one/we often meet/come across/can often meet/one often meets (the) homeless people in the street(s)/on the street(s)	road(s)	1
	J'ai décidé de partir	I (have) decided to leave/to depart	wrong tense	1
	après avoir fini mes études.	after finishing/having finished my studies.	after leaving school after finishing studying	1
	Il me faudra trouver un boulot	I'll have/it will be necessary for me/I'll need to find a job/work	wrong tense	1
	car je pense voyager à l'étranger.	because/since/for/as I'm thinking of/ I'm considering travelling abroad.	I want to travel	1

Total marks = 60