



GCSE FRENCH 8658/RF

Paper 3 Reading Foundation 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	34 (%)	1

Question	Accept	Mark
01.2	29 (%)	1

Question	Accept	Mark
01.3	17 (%)	1

Question	Key idea	Accept	Reject	Mark
02.1	south		any other direction/at the bottom of	1

Question	Key idea	Accept	Reject	Mark
02.2	pretty	nice/attractive/lovely/cute/ beautiful/good-looking	jolly tc but if used with e.g. nice accept	1

Question	Key idea	Accept	Reject	Mark
02.3	outside	In the exterior/at the exterior Accept French spelling (<i>extérieur</i>)	in the house answers that are ambiguous i.e. could be inside or outside e.g. at the back of the house	1

Question	Key idea	Accept	Reject	Mark
02.4	medicine books	medication/tablets/pills/ drugs etc textbooks/ novels/reading books	Doctors/ <i>médecins</i> Medical supplies (might not be medicine) / medical care	2

Question	Accept			Mark
03.1	C			1

Question	Accept			Mark
03.2	E			1

Question	Accept			Mark
03.3	B			1

Question	Accept			Mark
03.4	A			1

Question	Key idea	Accept	Reject	Mark
04.1	Anna	Anna and Marc	Marc tc	1

Question	Key idea	Accept	Reject	Mark
04.2	Oscar	Oscar and Mathilde	Mathilde tc	1

Question	Key idea	Accept	Reject	Mark
04.3	Gabriella	Gabriella and Jean-Claude	Jean-Claude tc	1

Question	Key idea	Accept	Reject	Mark
04.4	Gabriella	Gabriella and Jean-Claude	Jean-Claude tc	1

Question	Accept			Mark
05.1	F			1

Question	Accept			Mark
05.2	T			1

Question	Accept			Mark
05.3	NM			1

Question	Accept	Mark
05.4	NM	1

Question	Accept	Mark
05.5	F	1

Question	Accept	Mark
05.6	T	1

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

Question	Accept	Mark
07.1	P	1

Question	Accept	Mark
07.2	N	1

Question	Accept	Mark
07.3	P+N	1

Question	Accept	Mark
07.4	N	1

Question	Key idea	Accept	Reject	Mark
08.1	<p>Advantage (it's a) beautiful (language)</p> <p>Disadvantage <u>difficult</u></p>	<p>a nice/fine/lovely/pretty language</p> <p>not easy, hard Ignore any additions e.g. difficult to understand/pronounce/speak/remember</p>	a good/useful/fascinating language	2

Question	Key idea	Accept	Reject	Mark
08.2	<p>Advantage helps to find a (good) job</p> <p>Disadvantage (lessons) not interesting</p>	<p>important for (finding) employment/ profession/work important for a/my/your job/profession</p> <p>boring/ work isn't interesting/ not interested Accept qualifications e.g. not that / not very</p>	<p>important to</p> <p>Fairly interesting</p>	2

Question	Accept	Mark
09.1	F	1

Question	Accept	Mark
09.2	F	1

Question	Accept	Mark
09.3	PM	1

Question	Accept	Mark
09.4	V	1

Question	Accept	Mark
09.5	F	1

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

Question	Key idea	Accept	Reject	Mark
11.1	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
11.2	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
11.3	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
11.4	deviendra (encore) pire	sera pire	ne s'est pas améliorée Anything that doesn't convey the future	1

Question	Accept			Mark
12.1	B			1

Question	Accept			Mark
12.2	C			1

Question	Accept			Mark
12.3	F			1

Question	Accept	Mark
12.4	G	1

Question	Accept	Mark
12.5	D	1

Question	Key idea	Accept	Reject	Mark
13	Mon professeur d'anglais	My English teacher/my teacher of English	wrong subject professor	1
	est amusant	is funny/amusing/a laugh/fun.	Reject qualifiers eg very/quite	1
	mais il nous donne	but he gives us	We are given Omission of us or wrong pronoun	1
	trop de devoirs.	too much homework/ too many homework/ too much work to do at home	a lot of homework/ a lot of work	1
	Je voudrais voyager en Angleterre.	I would like/I'd like to travel to/in England.	wrong tense eg I want to go/ to visit	1
	J'ai une sœur	I have a sister/ one sister	Wrong sibling	1
	qui m'énerve.	who/ that annoys me/gets on my nerves.	who is very nervous which instead of who who is annoying tc	1
	Elle adore écouter de la musique.	She loves listening/to listen to music. likes ... a lot	Listening to the music likes listening to music	1
	Vendredi, elle est allée à un concert.	(On) (Last) Friday, she went to a concert.	wrong tense the concert	1

