
GCSE
FRENCH
8658/RF

Paper 3 Reading Foundation Tier

Mark scheme

June 2022

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.

tc = *tout court* ie with no addition or qualification

Question	Accept	Mark
01.1	C (Pilot)	1

Question	Accept	Mark
01.2	A (Chef)	1

Question	Accept	Mark
01.3	D (Secretary)	1

Question	Accept	Mark
02.1	B (homeless)	1

Question	Accept	Mark
02.2	C (lessons)	1

Question	Accept	Mark
02.3	B (18)	1

Question	Accept	Mark
02.4	C (healthy)	1

Question	Key idea	Accept	Reject	Mark
03.1	Advantage: you <u>eat well</u> = 1	<u>good</u> food	it's good to food	2
	Disadvantage: too much noise = 1	(too) noisy/too loud	it's too much	

Question	Key idea	Accept	Reject	Mark
03.2	Advantage: good for progress = 1 progress to	you can make (good) progress/you can get better		2
	Disadvantage: can't go out (during the week) = 1	stops you going out/affects social life/you can only go out at the weekend	you can't go out for a week you can't go out at the weekend	

Question	Key idea	Accept	Reject	Mark
03.3	Advantage: rules help you get good/better <u>results/marks</u> = 1	<u>marks/grades</u> go up		2
	Disadvantage: you can't wear make-up = 1	make-up is banned		

Question	Accept	Mark
04.1	F (false)	1

Question	Accept	Mark
04.2	T (true)	1

Question	Accept	Mark
04.3	NT (not in the text)	1

Question	Accept	Mark
04.4	F (false)	1

Question	Key idea	Accept	Reject	Mark
05.1	shop assistant/(worked) in a shop	(worked in) his parents' shop/ sales person	worked for his parents to	1

Question	Key idea	Accept	Reject	Mark
05.2	it would combat his shyness	it could make him less timid/shy/help with his shyness build his confidence/because he is shy		1

Question	Key idea	Accept	Reject	Mark
05.3	learn/memorise (all) the movements = 1 make the audience laugh = 1 interest children = 1	have a good memory/be able to learn the movements/the act to provoke laughter/make people/the public laugh/be funny keep the children's interest/entertain children	Infants/ the children to interest in children	3

Question	Accept	Mark
06.1	B (Going to war)	1

Question	Accept	Mark
06.2	C (Growing older)	1

Question	Accept	Mark
06.3	A (An offer of love)	1

Question	Accept	Mark
07.1	B (Bella)	1

Question	Accept	Mark
07.2	A+B (Amir and Bella)	1

Question	Accept	Mark
07.3	A+B (Amir and Bella)	1

Question	Accept	Mark
07.4	A (Amir)	1

Question	Key idea	Accept	Reject	Mark
08.1	wear/are in uniform(s)	have uniforms	are uniform	1

Question	Key idea	Accept	Reject	Mark
08.2	books	Textbooks/schoolbooks	equipment exercise books	1

Question	Key idea	Accept	Reject	Mark
08.3	sing	have a singsong	seem happy/chant/sing and dance/sing and chat	1

Question	Key idea	Accept	Reject	Mark
08.4	say hello	greet him/welcome him	talk	1

Question	Accept	Mark
09.1	N (négative/negative)	1

Question	Accept	Mark
09.2	P (positive)	1

Question	Accept	Mark
09.3	N (négative/negative)	1

Question	Accept	Mark
09.4	P+N (positive and négative/negative)	1

Question	Accept	Mark
09.5	N (négative/negative)	1

Question	Accept	Mark
10.1	V (vrai/vraie/true)	1

Question	Accept	Mark
10.2	F (fausse/false)	1

Question	Accept	Mark
10.3	PM (pas mentionnée/not mentioned)	1

Question	Accept	Mark
10.4	V (vrai/vraie/true)	1

Question	Key idea	Accept	Reject	Mark
11.1	jouer du saxophone		en public/jouer tc	1

Question	Key idea	Accept	Reject	Mark
11.2	(elle a fait) des études	elle a fini son éducation/l'école	l'importance de l'éducation/l'éducation tc	1

Question	Key idea	Accept	Reject	Mark
11.3	elle a joué <u>devant le maire</u>	Jouer devant le maire/(a) joué devant le maire	la mairie	1

Question	Key idea	Accept	Reject	Mark
11.4	elle sortira un album		l'année prochaine son premier/nouvel album tc	1

Question	Accept	Mark
12.1	A (Le dessin)	1

Question	Accept	Mark
12.2	B (L'espagnol)	1

Question	Accept	Mark
12.3	D (L'informatique)	1

Question	Accept	Mark
12.4	G (Le sport)	1

Question	Accept	Mark
12.5	C (L’histoire)	1

Question	Key idea	Accept	Reject	Mark
13	Paula a seize ans	Paula is 16/sixteen	any incorrect number eg 6/Paula has 16 years	1
	et elle est amusante.	<u>and</u> (she) is funny/amusing/is fun.	is amused	1
	Son professeur de danse pense	Her <u>dance</u> teacher thinks	Professor/his teacher	1
	qu’elle a beaucoup de talent.	(that) she has a lot of talent/she is <u>very</u> talented.	quite/fairly	1
	Il l’encourage	He encourages her	it/him	1
	à participer à une compétition à Paris.	to take part/participate in a competition in Paris.		1
	Ses parents sont un peu inquiets	Her parents are a little worried/anxious/nervous/concerned	are little worried/very sure	1
	mais Paula a déjà décidé	but Paula has already decided	wrong tense/omission of already	1
	d’y aller.	to go (there).		1

Total marks = 60