

**GCSE
FRENCH
8658/RH**

Paper 3 Reading Higher Tier

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2024 AQA and its licensors. All rights reserved.

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	B (Conduire sans limites.)	1

Question	Accept	Mark
01.2	D (Dites au revoir aux germes. Nettoyez pour une vie heureuse.)	1

Question	Accept	Mark
01.3	G (Thé glacé au citron sans sucre. Ça fait du bien.)	1

Question	Accept	Mark
01.4	A (Ça se mange avec les deux mains.)	1

Question	Accept	Mark
01.5	E (Les Français aiment l'ouvrir et le lire.)	1

Question	Accept	Mark
02.1	T (true)	1

Question	Accept	Mark
02.2	T (true)	1

Question	Accept	Mark
02.3	F (false)	1

Question	Accept	Mark
02.4	T (true)	1

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

Question	Accept	Mark
02.6	T (true)	1

Question	Accept	Mark
02.7	F (false)	1

Question	Key idea	Accept	Reject	Mark
03.1	to (continue to) encourage equality (for everyone)	to help people to become (more) equal	equality to encourage job opportunities for all the world diversity	1

Question	Key idea	Accept	Reject	Mark
03.2	recruit <u>unemployed</u> people (1) offer them jobs/careers in (digital) technology (1)	jobless people people will be employed in digital jobs/jobs in IT/data technology/tech	homeless they will get jobs/numerical jobs/numerical technology	2

Question	Key idea	Accept	Reject	Mark
03.3	(they will be given online) training (1) they will (have the chance to) work <u>abroad/overseas</u> (1)	they will get training they might work/get jobs <u>abroad</u> /they can work (from) <u>abroad</u>	they will be formed they will get strange jobs travel abroad	2

Question	Accept	Mark
04.1	A + B (Awa and Binta)	1

Question	Accept	Mark
04.2	A (Awa)	1

Question	Accept	Mark
04.3	A + B (Awa and Binta)	1

Question	Accept	Mark
04.4	B (Binta)	1

Question	Accept	Mark
04.5	B (Binta)	1

Question	Key idea	Accept	Reject	Mark
05.1	<p>he had enough of traffic jams (in Paris)</p> <p>more spacious flat/accommodation</p>	<p>no traffic congestion/less traffic (in the suburbs)</p> <p>more space for the same price</p> <p>must have inference that accommodation is mentioned eg living space</p>	<p>support eg he could not support life in Paris</p> <p>more space to he pays less rent</p>	2

Question	Key idea	Accept	Reject	Mark
05.2	air is better (for them)/clean(er) air they can do activities they didn't do (often) before	<u>fresh</u> air/air is healthier/ <u>less</u> (air) pollution safer to go cycling/learn new activities/activities that are less dangerous/they can do <u>new/more</u> activities/activities that they weren't used to allow sport for activities	pollution tc they can do activities tc they can go cycling	2

Question	Key idea	Accept	Reject	Mark
05.3	can chat to <u>neighbours</u> (here) less/no <u>traffic</u> noise/not woken by traffic	she gets on (well) with (her) neighbours not as much traffic/no traffic/she is not disturbed by cars	she likes the people likes to go shopping less noise (no mention of traffic/cars) circulation	2

Question	Accept	Mark
06.1	N (negative)	1

Question	Accept	Mark
06.2	P (positive)	1

Question	Accept	Mark
06.3	P (positive)	1

Question	Accept	Mark
06.4	P + N (positive and negative)	1

Question	Accept	Mark
06.5	N (negative)	1

Question	Key idea	Accept	Reject	Mark
07.1	jouer au tennis	tennis	Golf excessive copying eg j'aimais jouer au tennis etc	1

Question	Key idea	Accept	Reject	Mark
07.2	(manger) plus de fruits manger moins de chocolat	fruits/mangera des fruits acheter des fruits ne pas acheter le chocolat n' achète plus de chocolat references to chocolate and fruits provided the key idea is conveyed	acheter du chocolat achète plus de chocolat	1

Question	Key idea	Accept	Reject	Mark
07.3	les desserts	évite les desserts/de desserts	Poisson specific desserts eg gâteau	1

Question	Key idea	Accept	Reject	Mark
07.4	jouait au basket	jouer au basket/basket tc/son fils ne faisait pas de yoga/n'était pas stressé/n'avait pas de stress	du yoga	1

Question	Accept	Mark
08.1	V (vraie)	1

Question	Accept	Mark
08.2	PM (pas mentionnée)	1

Question	Accept	Mark
08.3	F (fausse)	1

Question	Accept	Mark
08.4	V (vraie)	1

Question	Accept	Mark
08.5	PM (pas mentionnée)	1

Question	Accept	Mark
08.6	F (fausse)	1

Question	Accept	Mark
09.1	B, D (in any order) B (la fréquence) D (la ponctualité)	2

Question	Accept	Mark
09.2	C, D (in any order) C (le manque de rapidité) D (le manque de sécurité)	2

Question	Accept	Mark
10.1	A (à l'extérieur du collège.)	1

Question	Accept	Mark
10.2	C (ont insulté Innocent.)	1

Question	Accept	Mark
10.3	C (qu'Innocent a fait une erreur.)	1

Question	Accept	Mark
10.4	A (calme.)	1

Question	French	Key idea	Accept	Reject	Mark
11	Léa est une élève travailleuse	Léa is a hard-working student/a student who is hard-working	pupil diligent conscientious/studious	travelling working student	1
	qui reçoit des notes excellentes.	who gets excellent marks.	who receives/gains very good results/grades.	notes good marks	1
	Ses parents ont décidé de partir avec elle en vacances.	Her parents have decided to take her/leave with her on holiday/vacation.	Her parents decided to go on holiday with her.	wrong tense to part	1
	Ils passeront une semaine chez une amie	They will spend a week at a friend's (house)/with a friend	They are going to spend a week at a friend's house	wrong tense eg they are spending	1
	dont le fils a le même âge que Léa.	whose son is the same age as Léa/where the son is the same age as Léa/with a son the same age as Léa/who has a son the same age as Léa.	the son of whom is the same age as Léa.	boy	1
	Elle en a marre.	She is fed up.	She is unhappy/upset/has had enough	She is angry/irritated	1
	Elle ne s'entend pas avec ce garçon.	She doesn't get on with <u>this</u> boy.	She does not get on (well) with <u>this</u> boy.	waiter/the boy	1
	Elle l'a toujours trouvé égoïste.	She has always found him selfish.	She always found him/thought he was self-centred/an egoist/egotistical.	wrong tense	1

Total marks = 60