

**GCSE
FRENCH
8658/RH**

Paper 3 Reading Higher Tier

Mark scheme

June 2023

Version: 1.0 Final Post-Standardisation



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	T (true)	1

Question	Accept	Mark
01.2	F (false)	1

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

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

Question	Accept	Mark
01.5	F (false)	1

Question	Accept	Mark
01.6	T (true)	1

Question	Accept	Mark
01.7	T (true)	1

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

Question	Accept	Mark
02.2	P (positive)	1

Question	Accept	Mark
02.3	N (negative)	1

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

Question	Key idea	Accept	Reject	Mark
03.1	<p>it used to be shocking to see <u>young</u> homeless people/we don't notice any more = 1</p> <p>there has been an increase (nowadays) = 1</p>	<p>We are no longer shocked by/no longer notice/pay attention to <u>young</u> homeless people</p> <p>we saw very few young homeless people/adolescents/youths/children</p> <p>We were shocked by homeless people and there has been an increase in homelessness = 1 (no reference to young people anywhere in the answer)</p> <p>We don't notice the increase in the number of homeless young people = 2 (ie both key ideas - our awareness/perception and the increase)</p>		2

Question	Key idea	Accept	Reject	Mark
03.2	<p>they have had an illness = 1</p> <p>arguments with family = 1</p>	<p>they have fallen ill/sick/unwell/poorly/have a disease/a malady</p> <p>conflicts within the family</p>	<p>French spelling maladie</p> <p>mental health</p> <p>trouble in the family</p>	2

Question	Key idea	Accept	Reject	Mark
03.3	to show that it can happen to anyone = 1	anyone can become poor		2
	to stop people becoming complacent = 1	we must not get used to/accept/ignore homelessness/to the situation	make the public aware of the situation	

Question	Accept	Mark
04.1	B (gardening.)	1

Question	Accept	Mark
04.2	B (mental health.)	1

Question	Accept	Mark
04.3	A (adopt good habits.)	1

Question	Key idea	Accept	Reject	Mark
05.1	patients were pleased (to see him) ie a positive reaction = 1	he amused people who were ill/they reacted with pleasure/they were happy		2
	it made them less anxious = 1	they forgot their problems/ worries/anxiety/concern/troubles/stress	they forgot their illness any specific concern eg worried about their job	

Question	Key idea	Accept	Reject	Mark
05.2	(helping them) with (daily) tasks around the house = 1 reassuring families (that elderly relatives are OK) = 1	everyday tasks/tasks/chores around the house/help them around the house	tasks to stains specific tasks eg shopping	2

Question	Key idea	Accept	Reject	Mark
05.3	(rapid) digital progress = 1 the growing number of elderly people = 1	Digital/technological advances/progress the population is getting older/people are living longer	Numerical/reference to maths and numbers any suggestion of robots living longer	2

Question	Accept	Mark
06.1	K (Khalid)	1

Question	Accept	Mark
06.2	C + K (Claire and Khalid)	1

Question	Accept	Mark
06.3	C (Claire)	1

Question	Accept	Mark
06.4	K (Khalid)	1

Question	Accept	Mark
07.1	A (never)	1

Question	Accept	Mark
07.2	B (supervised in the IT room only)	1

Question	Accept	Mark
07.3	B (no-one)	1

Question	Key idea	Accept	Reject	Mark
08.1	(j'ai enfin décidé de prendre) une année sabbatique		le bac/un apprentissage/sabbatique tc excessive copying	1

Question	Key idea	Accept	Reject	Mark
08.2	(pour) gagner de l'argent/les qualifications	il veut de l'argent/pour l'argent/pour la formation	il va faire un apprentissage	1

Question	Key idea	Accept	Reject	Mark
08.3	aller à l'université	faire des études/(la pression des) examens	un apprentissage excessive eg first two sentences wrong tense eg elle est allée à l'université	1

Question	Key idea	Accept	Reject	Mark
08.4	(devenir) prof	être/travailler comme prof (de physique) wrong subject provided prof /professeur is mentioned	devenir médecin/étudier la physique	1

Question	Accept	Mark
09	<p>F D C G B (must be in this order)</p> <p>F (plaît) D (fâchés) C (droits) G (vendant) B (bonheur)</p>	5

Question	Accept	Mark
10.1	B (Baptiste)	1

Question	Accept	Mark
10.2	A + B (Alice et Baptiste)	1

Question	Accept	Mark
10.3	B (Baptiste)	1

Question	Accept	Mark
10.4	A (Alice)	1

Question	Accept	Mark
10.5	A + B (Alice et Baptiste)	1

Question	Accept	Mark
11.1	F (fausse)	1

Question	Accept	Mark
11.2	V (vraie)	1

Question	Accept	Mark
11.3	PM (pas mentionnée)	1

Question	Accept	Mark
11.4	V (vraie)	1

Question	French	Key idea	Accept	Reject	Mark
12	Je voudrais faire du bénévolat à l'étranger	I'd like to do voluntary work/(some) volunteering/charity work/to volunteer abroad	in a foreign country	wrong tense eg I want to	1
	avant de continuer mes études.	before continuing my studies.	before I continue my studies	after	1
	Cependant, mes parents m'ont interdit de le faire.	However, my parents have forbidden <u>me</u> to do/from doing that/this/it/so.	banned	wrong tense	1
	Ils disent que je suis trop jeune pour voyager.	They <u>say</u> (that) I'm too young to travel.	to go/for travelling.		1
	Mais j'ai toujours pensé	But I have always thought		wrong tense	1
	qu'il ne faut pas être égoïste.	(that) we must/one must/you must not be selfish/self-centred/egotistic/egotistical.		one should..	1
	Pouvez-vous répondre	Can you reply/answer/respond (to me)	to me here does not negate	Could you...	1
	en me donnant des conseils	(by) giving me advice/guidance	accept omission of me here if it appears in previous section but me can be used twice		1
pour les persuader de changer d'avis ?	to persuade/convince/for persuading <u>them</u> to change their mind?	change their opinion/view accept plural eg opinions		1	

Total marks = 60