
GCSE
FRENCH
8658/RF

Paper 3 Reading Foundation 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](https://www.aqa.org.uk)

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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	F (Farah)	1

Question	Accept	Mark
01.2	A (Adam)	1

Question	Accept	Mark
01.3	C (Chlo��)	1

Question	Accept	Mark
01.4	F (Farah)	1

Question	Accept	Mark
02.1	B (food.)	1

Question	Accept	Mark
02.2	A (children.)	1

Question	Accept	Mark
02.3	B (in the evening.)	1

Question	Key idea	Accept	Reject	Mark
03.1	Advantage: meeting people = 1	being/working with/treating/helping the public/patients	people to socialising working with colleagues children/kids listening to people	2
	Disadvantage: the long hours = 1	has to work for a long time/long shifts/would like to work less (hours)	mention of travelling	

Question	Key idea	Accept	Reject	Mark
03.2	Advantage: earns a lot (of money) = 1	the pay, the salary, the money/it's well-paid/good salary	answer with winning /gaining etc	2
	Disadvantage: not seeing her family (at the weekend) = 1 she has to work weekends = 1 any one of two	she misses her family/rarely sees her family	her family to rarely visits family only sees her family at the weekend	

Question	Key idea	Accept	Reject	Mark
03.3	Advantage: people respect doctors/respect from the public = 1	doctors are well-respected public respect the respect she gets/the public respects doctors	respect to respect medicine	2
	Disadvantage: not sleeping well/lack of sleep = 1	bad sleep/poor sleep/not enough sleep/sleeping badly	the sleep to not resting	

Question	Accept	Mark
04.1	T (true)	1

Question	Accept	Mark
04.2	T (true)	1

Question	Accept	Mark
04.3	F (false)	1

Question	Accept	Mark
04.4	T (true)	1

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

Question	Accept	Mark
04.6	T (true)	1

Question	Accept	Mark
04.7	F (false)	1

Question	Accept	Mark
05.1	A (Agathe)	1

Question	Accept	Mark
05.2	B (Badru)	1

Question	Accept	Mark
05.3	A + B (Agathe and Badru)	1

Question	Accept	Mark
05.4	A (Agathe)	1

Question	Key idea	Accept	Reject	Mark
06.1	plant trees	verbs with have the idea of planting eg cultivate/grow/have more trees	trees tc plants	1

Question	Key idea	Accept	Reject	Mark
06.2	driving (her/a car)	going by car/using her car/travelling by car	taking the bus cars tc	1

Question	Key idea	Accept	Reject	Mark
06.3	<u>glass bottles</u>		bottles tc	1

Question	Key idea	Accept	Reject	Mark
06.4	has a shower//doesn't take baths	showers	has a shower and a bath takes less/fewer baths	1

Question	Accept	Mark
07.1	P (positive)	1

Question	Accept	Mark
07.2	N (negative)	1

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

Question	Accept	Mark
07.4	N (negative)	1

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

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

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

Question	Accept	Mark
08.3	C (qu’Innocent a fait une erreur.)	1

Question	Accept	Mark
08.4	A (calme.)	1

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

Question	Key idea	Accept	Reject	Mark
09.2	(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
09.3	les desserts	évite les desserts/de desserts	Poisson specific desserts eg gâteau	1

Question	Key idea	Accept	Reject	Mark
09.4	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
10.1	A, B, C (in any order) A (Chercher des chambres d'hôtel.) B (Faire les devoirs.) C (Jouer aux jeux en ligne.)	3

Question	Accept	Mark
10.2	B, D, E (in any order) B (Faire du shopping en ligne.) D (Rester en contact avec des amis.) E (Télécharger de la musique.)	3

Question	Accept	Mark
11.1	PM (pas mentionnée)	1

Question	Accept	Mark
11.2	F (fausse)	1

Question	Accept	Mark
11.3	V (vraie)	1

Question	Accept	Mark
11.4	F (fausse)	1

Question	French	Key idea	Accept	Reject	Mark
12	Tous les jours,	Every/each day,	Daily,	All the days/time	1
	je vais à l'école	I go to school	I go to the school/college		1
	avec mon meilleur ami, Amar.	<u>with</u> my best friend, (Amar).	with my best friend/mate/pal/chum, Amar.	with my friend to	1
	Nous prenons le bus,	We take the bus,	We get/catch/use/go by/travel by the bus/coach,		1
	qui est souvent en retard.	which is often late.	which/that often runs late/is late a lot.	omission of often/a lot	1
	Amar est bavard	Amar is talkative	Amar is chatty/talks a lot	loud	1
	mais je parle très peu.	but I speak/talk very little.	but I don't speak/say very much/very often.	I speak a little	1
	Hier, il était malade	Yesterday, he was ill	Yesterday, he was sick/poorly/unwell	wrong tense	1
	et il est resté au lit.	and (he) stayed in bed.		wrong tense/rested	1

Total marks = 60