
GCSE

French

Unit 2 Higher Reading
Mark scheme

4655
June 2016

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 Assessment Writer.

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.

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

Higher Tier

READING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. 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. A separate assessment of spelling, punctuation and grammar is not required on these papers 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 candidate 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 or 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**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2./..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
4. Accept
 - T/F/?
 - ☐/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ☐ are both used by the candidate).

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5. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
 6. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **NFP** = no further penalty **t.c.** = tout court
 7. Where a candidate has crossed out an answer and what was underneath remains legible then it should be assessed. Where part of an answer is crossed out then only what remains should be considered.
 8. Where a candidate spells the answer in such a way that it is a word in the target language, no credit can be awarded.
 9. If a candidate offers two different responses in English or in the target language eg dog (cat) or dog (chat) where the answer is dog, no credit can be awarded.

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 1(a) | G | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 1(b) | C | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 1(c) | A | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 1(d) | B | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 2(a) | C | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 2(b) | D | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 2(c) | E | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 2(d) | G | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 2(e) | B | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 3(a) | G | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 3(b) | E | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 3(c) | D | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 3(d) | C | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 3(e) | B | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(a) | T | ✓ | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(b) | ? | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(c) | F | x | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(d) | F | x | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(e) | T | ✓ | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(f) | ? | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 5(a) | B | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|--|---|------|---|
| 5(b) | (It's a) family celebration / occasion | The family is together / it's a special day for the family It's the best / her favourite day of the year | 1 | It's a special day tc Reject it's a special family tradition Reject she gets to see her family = 0 But she gets to see her whole / all the family = 1 |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 5(c) | C | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|--|--|------|---|
| 5(d) | (He loves) the party(ing) in town / city at midnight | The festival / party / atmosphere in town / city at midnight | 1 | All 3 elements required The atmosphere tc The town at midnight tc Reject counting down to midnight in the town centre Ignore ref to 'all the world' if all 3 elements present Reject ref to village |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 6(a) | N | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 6(b) | P | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|------------------------|------|--------------|
| 6(c) | P/N | Any acceptable version | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 6(d) | P | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 6(e) | N | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|---|------------------------------|--------|------|--------------|
| 7 | B, D, E, H (in any order) | | 4 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 8(a) | D | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 8(b) | B | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 8(c) | H | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 8(d) | K | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 8(e) | C | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|---|------|--|
| 9(a) | She doesn't (have to) follow a diet / eating / food / dietary regime / routine / plan | She can eat what she likes / she's not worried / concerned about her diet / what she eats | 1 | Reject ref to 'regime' tc Reject she's lucky with food (too general) Reject she's never been on a diet Reject any reference to drink tc |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|--|---|------|--|
| 9(b) | (She thinks) Nadia / she is foreign / she's not French / she wasn't born in France (because of her name) | (She thinks) Nadia / she is Polish / not originally French / not from a French background | 1 | Reject she thinks she's French / ref to wrong nationality Reject her name is foreign Ref to parents tc (needs ref to Nadia) |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|--|---|------|---|
| 9(c) | (He was a miner in Poland and) all the French mines have closed | There was no mining work / work in the coal industry in France | 1 | Reject reference to high unemployment (in Poland or France) Reject ref to carbon (dioxide) Reject the French government changed its environmental / energy policy (needs reference to mining) |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|---|------|--|
| 9(d) | The time he spent below ground / in the (coal) mines / pit(s) | He developed breathing problems / a cough (from working) in the mines / below ground Poor air quality / air pollution / coal dust / lack of fresh air in the mines He was a miner / worked in the mines | 1 | Reject ref to carbon (dioxide) / CO ² Reject coal tc Reject pollution in the mines tc |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|--|------|--|
| 9(e) | For the benefits / advantages he will receive/get | For the benefits etc he wouldn't have had if he'd stayed in Poland He will pay less for his health / medical / sickness / illness insurance | 1 | Reject cheap health insurance (comparative required) Reject cheaper health care Reject cheaper insurance (ref to health required) or wrong insurance Ignore extraneous material |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|--|------|---|
| 9(f) | Her husband died when <u>she</u> was very young | She had to bring up her / the children on her own and work at the same time She was a single mother / parent and had to work too | 1 | Her husband died young Reject she looked after children (child-minder?) Reject ref to occupy children |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|---|------|---|
| 9(g) | Nobody in her family has ever / she has never met / seen them / her | They have never met (her French family) | 1 | Reject nobody in her family has been to Poland Reject nobody has met them (no reference to |

| | | | |
|--|---------|--|---|
| | cousins | | family) Reject she would like to meet them Reject some of her family in France have never seen them |
|--|---------|--|---|