
GCSE
FRENCH
8658/RF

Paper 3 Reading Foundation Tier

Mark scheme

June 2023

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.

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 © 2023 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	C (Sunday)	1

Question	Accept	Mark
01.2	A (in the countryside)	1

Question	Accept	Mark
01.3	B (a drink)	1

Question	Accept	Mark
02.1	B (English)	1

Question	Accept	Mark
02.2	A (Art)	1

Question	Accept	Mark
02.3	E (Maths)	1

Question	Accept	Mark
03.1	P (positive)	1

Question	Accept	Mark
03.2	P (positive)	1

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

Question	Accept	Mark
03.4	N (negative)	1

Question	Accept	Mark
03.5	N (negative)	1

Question	Accept	Mark
03.6	P (positive)	1

Question	Accept	Mark
04.1	E (camps de vacances où vous vous occupez des enfants)	1

Question	Accept	Mark
04.2	C (cours de langues pour adultes dans une école d'été)	1

Question	Accept	Mark
04.3	B (travail avec les sans-abris pour une œuvre caritative)	1

Question	Accept	Mark
04.4	A (préparation de repas chauds et de plats simples dans un hôtel)	1

Question	Key idea	Accept	Reject	Mark
05.1	Advantage: you can forget your problems = 1	you can get away from your problems/worries	problems to fix/solve/avoid problems there's no problems	2
	Disadvantage: no dogs = 1	you can't (always) take pets	Dogs to Wrong animals eg cats	

Question	Key idea	Accept	Reject	Mark
05.2	Advantage: you can save money (by doing own cooking) = 1	you can do your own cooking/(there is a) kitchen	It's cheap/cheaper/affordable	2
	Disadvantage: (neighbours may be) noisy/loud = 1	noise from other flats	neighbours to	

Question	Key idea	Accept	Reject	Mark
05.3	Advantage: meet new people = 1	new friends/make (new) friends	Reject idea of existing friends eg see/meet your friends	2
	Disadvantage: (bad) weather = 1	weather may stop you doing what you want	no activities/impossible activities (no reference to weather)	

Question	Accept	Mark
06.1	T (true)	1

Question	Accept	Mark
06.2	F (false)	1

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

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

Question	Accept	Mark
06.5	F (false)	1

Question	Accept	Mark
06.6	T (true)	1

Question	Accept	Mark
06.7	T (true)	1

Question	Key idea	Accept	Reject	Mark
07.1	to celebrate (the) culture (of Niger) = 1 to attract tourists = 1	to celebrate (different) cultures to encourage tourism/visitors	culture(s) tc tourism tc	2

Question	Key idea	Accept	Reject	Mark
07.2	the clothes competition	the (traditional) costume competition/contest	competition to fashion show	1

Question	Key idea	Accept	Reject	Mark
07.3	it makes women into objects	it is demeaning for women/women/females/girls are not objects		1

Question	Accept			Mark
08.1	G (Spectacle de chanson francophone. Un remède contre le stress.)			1

Question	Accept			Mark
08.2	E (Confrontation importante pour l'équipe de France. Qui va gagner ?)			1

Question	Accept			Mark
08.3	B (Un reportage sur le passé – la Révolution française de 1789.)			1

Question	Accept			Mark
08.4	A (L'inspecteur Durand cherche un assassin mystérieux. Beaucoup de suspense.)			1

Question	Accept	Mark
08.5	D (Les mésaventures d'un homme drôle. Très rigolo.)	1

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

Question	Key idea	Accept	Reject	Mark
09.2	(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
09.3	(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
09.4	(devenir) prof	être/travailler comme prof (de physique) wrong subject provided prof /professeur is mentioned	devenir médecin/étudier la physique	1

Question	Accept	Mark
10.1	F (fausse)	1

Question	Accept	Mark
10.2	V (vraie)	1

Question	Accept	Mark
10.3	PM (pas mentionnée)	1

Question	Accept	Mark
10.4	V (vraie)	1

Question	Accept	Mark
11.1	M + O (Marion et Olivier)	1

Question	Accept	Mark
11.2	M (Marion)	1

Question	Accept	Mark
11.3	M (Marion)	1

Question	Accept	Mark
11.4	O (Olivier)	1

Question	Accept	Mark
11.5	O (Olivier)	1

Question	French	Key idea	Accept	Reject	Mark
12	J'ai deux sœurs	I've/I have two sisters	I've got two sisters		1
	qui ne sont vraiment pas gentilles.	who are not really nice.	who are really not kind/not very/pleasant/friendly nice. which rather than who	gentle	1
	Elles vont souvent aux magasins	<u>They often</u> go to (the) shops	They <u>often</u> at the shops/go shopping/they go shopping a lot/accept the shop singular	<u>She</u> often goes shopping but no further penalty for she rather than they subsequently They always go shopping	1
	parce qu'elles adorent acheter	because they adore buying	because they love to buy		1
	de nouvelles chaussures.	<u>new</u> shoes.	some new shoes	Clothes novels	1
	Hier soir,	Last night,	Last evening, yesterday evening/yesterday night	yesterday tc	1
	elles ont refusé de faire leurs devoirs.	they refused to do their homework.	they were refusing	Must be past tense	1
	Elles disent que	They say (that)		think/believe wrong tense	1
	les bonnes notes sont inutiles.	good results are useless/not useful/a waste of time.	grades/marks	notes	1

Total marks = 60