

AQA CERTIFICATE

FRENCH

Paper 2 Reading Higher
Mark scheme

8655
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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

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 students 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 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 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 student 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, students 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 students 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/?
 - 4/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and 4 are both used by the student).
5. In multiple choice questions where students 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 student 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 student spells the answer in such a way that it is a word in the target language, no credit can be awarded.
9. If a student 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	Accept	Mark	Reject/Notes
1a	P/N	1	

Q	Accept	Mark	Reject/Notes
1b	P	1	

Q	Accept	Mark	Reject/Notes
1c	N	1	

Q	Accept	Mark	Reject/Notes
1d	P/N	1	

Q	Accept	Mark	Reject/Notes
2a	F/False	1	

Q	Accept	Mark	Reject/Notes
2b	T/True	1	

Q	Accept	Mark	Reject/Notes
2c	?/Not mentioned	1	

Q	Accept	Mark	Reject/Notes
2d	F/False	1	

Q	Accept	Mark	Reject/Notes
2e	?/Not mentioned	1	

Q	Accept	Mark	Reject/Notes
3a	E	1	

Q	Accept	Mark	Reject/Notes
3b	C	1	

Q	Accept	Mark	Reject/Notes
4a	A	1	

Q	Accept	Mark	Reject/Notes
4b	E	1	

Q	Accept	Mark	Reject/Notes
4c	D	1	

Q	Accept	Mark	Reject/Notes
4d	B	1	

Q	Accept	Mark	Reject/Notes
4e	C	1	

Q	Accept	Mark	Reject/Notes
5a	P (Patricia)	1	

Q	Accept	Mark	Reject/Notes
5b	V (Vincent)	1	

Q	Accept	Mark	Reject/Notes
5c	A (Aaron)	1	

Q	Accept	Mark	Reject/Notes
5d	P (Patricia)	1	

Q	Accept	Mark	Reject/Notes
6a	<u>racist</u> graffiti/insults/comments	1	racist vandalism racist signs

Q	Accept (any 1 of 2)	Mark	Reject/Notes
6b	(Poor) relationships between young people and adults/pupils and teachers OR Pupils don't respect/nobody respects the teachers	1	Lack of respect t.c. Lack of respect between teachers and pupils

Q	Accept	Mark	Reject/Notes
6c	upset/disappointed/frustrated /sad or other feelings that can be inferred from the fact that she was upset/almost crying because they hadn't done any homework	1	angry or similar She cried

Q	Accept	Mark	Reject/Notes
6d	he told the pupil/student/little thug/boy/someone to put his (mobile) phone away	1	he told a student to give him his mobile he told a student to stop using his phone

Q	Accept (any one)	Mark	Reject/Notes
6e	worried/depressed pessimistic/negative resigned/not confident won't be able to learn in this environment nothing will change wants to go back to Africa <u>because/where teachers are respected/not despised</u> he (thinks he) would be better off in Africa	1	wants to go back to Africa t.c.

Q	Accept	Mark	Reject/Notes
7a	C	1	

Q	Accept	Mark	Reject/Notes
7b	F	1	

Q	Accept	Mark	Reject/Notes
7c	E	1	

Q	Accept	Mark	Reject/Notes
7d	B	1	

Q	Accept (any two)	Mark	Reject/Notes
8a	He lost his job/was sacked/made redundant He lost his (driving) licence He can't work as a taxi driver (any more) He will have trouble finding another job <u>because of his age/ He is too old to get another job</u>	2	He lost his motorbike licence

Q	Accept	Mark	Reject/Notes
8b	He is drinking more (than before)	1	

Q	Accept	Mark	Reject/Notes
8c	He won't do anything about it/refuses to get/accept treatment/help	1	He refuses to stop drinking

Q	Accept	Mark	Reject/Notes
9a	(He will/wants) to save money (disregard references to having a baby) (because of) the cost/price	1	

Q	Accept	Mark	Reject/Notes
9b	It's better not to smoke when there are children around/he won't be smoking near his baby/child/(pregnant) wife He is going to be a dad His wife is pregnant/expecting (a baby)	1	Younus/Fatma is going to be a father

Q	Accept	Mark	Reject/Notes
9c	They/she thought they/she couldn't/wouldn't have children (after 15 years of marriage)	1	Wrong duration of marriage (eg: 5yrs) if mentioned They have not had a child yet/after 15 years of marriage

Q	Accept	Mark	Reject/Notes
10a	A	1	

Q	Accept	Mark	Reject/Notes
10b	C	1	

Q	Accept	Mark	Reject/Notes
10c	B	1	

Q	Accept	Mark	Reject/Notes
10d	B	1	

Total marks = 40

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion.