

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE FRENCH

F

Foundation Tier Paper 1 Listening

Tuesday 14 May 2019 Morning

Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

You will need no other materials.

- The pauses are pre-recorded for this test.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Do not open this book until you are told to do so.**

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **French**.
- You must answer all the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Write neatly and put down **all** the information you are asked to give.
- Ask any questions now. **You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- The test starts now.**

Information

- The marks for questions are shown in brackets. The maximum mark for this paper is 40.
- You must **not** use a dictionary.

For Examiner's Use

Question	Mark
1–4	
5–9	
10	
11–15	
16–18	
19–21	
22–23	
24	
25–28	
29–32	
TOTAL	



J U N 1 9 8 6 5 8 L F 0 1

Section AQuestions and answers in **English**.**Jobs**

On a French TV show, you hear these people talking about their jobs.

What does each person do? Write the correct letter in the box.

A	Baker
B	Builder
C	Hairdresser
D	Mechanic
E	Nurse
F	Teacher

0 1

[1 mark]

0 2

[1 mark]

0 3

[1 mark]

0 4

[1 mark]

 4


A radio interview

On Belgian radio, you hear this person being interviewed about her lifestyle.

Write the answers to the questions in **English**.

0 5

What does this person usually have for lunch? Mention **two** things.

[2 marks]

1 _____

2 _____

0 6

What does she do to relax?

[1 mark]

0 7

What is her bad habit?

[1 mark]

0 8

Why does she **not** get enough sleep?

[1 mark]

0 9

What does she want to do in the future?

[1 mark]

6**Turn over ►**

1 0

A French tennis player

On French radio, you hear this programme about a French tennis player, Pierre Leclerc.

Choose **three** sentences that are **true** and write the correct letters in the boxes.

A	He is the best paid sportsman in France.
B	He has played a sport other than tennis.
C	He has a younger brother.
D	He is engaged.
E	He has recently become a dad.
F	He campaigns against chocolate.

[3 marks]

3


A holiday in Marrakech

Listen to this vlog from a Belgian tourist who has recently visited Marrakech.

What is his opinion of the following aspects of his holiday?

For a positive opinion, write **P**.

For a negative opinion, write **N**.

For a positive and negative opinion, write **P+N**.

1	1

The flight

[1 mark]

1	2

The apartment owner

[1 mark]

1	3

The bedroom

[1 mark]

1	4

The guided tour

[1 mark]

1	5

The local markets

[1 mark]

5

Turn over ►



Music festivals

You listen to this podcast about music festivals in Quebec.

What is **one** advantage and **one** disadvantage of music festivals for each person?

Complete the boxes in **English**.

1	6

Advantage	Disadvantage

[2 marks]

1	7

Advantage	Disadvantage

[2 marks]

1	8

Advantage	Disadvantage

[2 marks]

6



Social media

On Swiss radio, a reporter is talking about the findings of a survey into why people use social media.

A	To fill spare time
B	To be entertained
C	To meet new people
D	To stay in touch with friends
E	To follow celebrities

What reason goes with each category of people? Write the correct letter in the box.

1	9

Adults

[1 mark]

2	0

Teenage girls

[1 mark]

2	1

Teenage boys

[1 mark]

3

Turn over ►

An Eco Club

Your French partner school has posted a video on their website about their Eco Club.

Listen to one member talking about the club's actions.

Complete the sentences in **English**.

Answer all three parts of question 22.

2 2 . 1

Last year they _____
in the school garden.

[1 mark]

2 2 . 2

This year, in the canteen, they _____
for the whole meal.

[1 mark]

2 2 . 3

Next year, they _____
in the classrooms each evening after the lessons.

[1 mark]

Listen to the reaction from this pupil.

How does he feel about the actions of the club? Write the correct letter in the box.

2 3

A	He is annoyed by them.
B	He is supportive of them.
C	He is worried about them.

[1 mark]

4



2	4

Future plans

Whilst in a café in Montreal, you hear this girl talking on her phone.

Why is she happy? Choose the correct answer and write the letter in the box.

A	She has got a new job.
B	She is going travelling.
C	She is starting university.

[1 mark]

1

Turn over for Section B

Turn over ►

Section BQuestions and answers in **French**.**Au collège**

Vous entendez votre ami français parler de son collège.

Choisissez la bonne réponse. Ecrivez la bonne lettre dans la case.

2 5

Maintenant, il déteste la chimie à cause ...

A	des cours.
B	des devoirs.
C	des résultats.

[1 mark]**2 6**

Normalement, il passe l'heure du déjeuner ...

A	à la bibliothèque.
B	au terrain de foot.
C	dans une salle de classe.

[1 mark]**2 7**

Au collège, il voudrait changer ...

A	de directeur.
B	d'emploi du temps.
C	de règles.

[1 mark]**2 8**

L'aspect négatif du bus scolaire c'est ...

A	le chauffeur.
B	l'horaire.
C	le prix.

[1 mark]**4**

En ville

Vous entendez ces annonces.

A	A la boucherie.
B	A la gare.
C	A la librairie.
D	A la pâtisserie.
E	A la station-service.
F	Au magasin de vêtements.

Vous êtes où exactement ? Ecrivez la bonne lettre dans la case.

2	9

[1 mark]

3	0

[1 mark]

3	1

[1 mark]

3	2

[1 mark]

—
4

END OF QUESTIONS



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Copyright information

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third-party copyright material are published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from www.aqa.org.uk after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.

Copyright © 2019 AQA and its licensors. All rights reserved.



1 2



1 9 6 G 8 6 5 8 / L F

IB/H/Jun19/8658/LF

STUDY MIND GCSE FRENCH 1-1 TUTORS



**Delivered by expert GCSE French tutors
personalised 1:1 approach tailored to your
needs**



**Lessons supported by comprehensive
topic-by-topic tutorial slides, past
papers, and revision notes**



**100% Money Back Guarantee for first
lesson**

**[https://studymind.co.uk/gcse-
french-tutors/](https://studymind.co.uk/gcse-french-tutors/)**



Book your FREE consultation now



**GCSE
FRENCH
8658/RF**

Paper 3 Reading Foundation Tier

Mark scheme

June 2020

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 © 2020 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	D	1

Question	Accept	Mark
01.2	B	1

Question	Accept	Mark
01.3	C	1

Question	Key idea	Accept	Reject	Mark
02.1	meat		specific type of meat eg beef	1

Question	Key idea	Accept	Reject	Mark
02.2	plane	flying		1

Question	Key idea	Accept	Reject	Mark
02.3	public transport	bus etc	transport tc	1

Question	Key idea	Accept	Reject	Mark
02.4	sun cream	sun screen		1

Question	Accept	Mark
03.1	B D (in any order)	2

Question	Accept	Mark
03.2	A D (in any order)	2

Question	Accept	Mark
04.1	A	1

Question	Accept	Mark
04.2	F	1

Question	Accept	Mark
04.3	E	1

Question	Accept	Mark
04.4	C	1

Question	Accept	Mark
05.1	B	1

Question	Accept	Mark
05.2	B	1

Question	Accept	Mark
05.3	A	1

Question	Accept	Mark
05.4	C	1

Question	Accept	Mark
06.1	F	1

Question	Accept	Mark
06.2	T	1

Question	Accept	Mark
06.3	NM	1

Question	Accept	Mark
06.4	F	1

Question	Key idea	Accept	Reject	Mark
07.1	we eat <u>more</u> sugar	we eat <u>more</u> sweet food/things	sugar tc sweets tc	1

Question	Key idea	Accept	Reject	Mark
07.2	depression	it makes you sad/more cases of depression		1

Question	Key idea	Accept	Reject	Mark
07.3	why medication/traditional treatment doesn't (always) work	medicines are not effective/are not the answer		1

Question	Accept	Mark
08	B D F (in any order)	3

Question	Key idea	Accept	Reject	Mark
09.1	Advantages: good for keeping fit = 1 helps to build (self-) confidence = 1 in any order	good for staying in shape/physical health/good for (your) form		2

Question	Key idea	Accept	Reject	Mark
09.2	Disadvantages: can get hurt (when falling) = 1 needs a lot of effort/it's hard = 1 in any order	<u>possible</u> injuries/ <u>can</u> be dangerous you have to be committed	it's dangerous to	2

Question	Accept	Mark
10.1	Gabriella	1

Question	Accept	Mark
10.2	Nabila	1

Question	Accept	Mark
10.3	Ella	1

Question	Accept	Mark
11.1	A	1

Question	Accept	Mark
11.2	C	1

Question	Accept	Mark
11.3	B	1

Question	Accept	Mark
11.4	B	1

Question	Accept	Mark
12	A C E (in any order)	3

Question	Key idea	Accept	Reject	Mark
13.1	les élèves manquent d'ambition	les jeunes n'ont pas d'ambition	ambition tc	1

Question	Key idea	Accept	Reject	Mark
13.2	(elle pense que c'est) utile		bien	1

Question	Key idea	Accept	Reject	Mark
13.3	elle veut créer sa propre compagnie			1

Question	Key idea	Accept	Reject	Mark
13.4	(participer à) d'autres sorties		découvrir l'usage des nouvelles technologies	1

Question	Accept	Mark
14.1	B	1

Question	Accept	Mark
14.2	D	1

Question	Accept	Mark
14.3	C	1

Question	Accept	Mark
14.4	F	1

Question	Key idea	Accept	Reject	Mark
15	Mon père aime chanter	My father/dad likes/loves to sing/singing	my mother	1
	et il apprend à jouer de la guitare.	and he is learning/learns to play (the) guitar.	of the guitar	1
	Il va souvent en ville	He often goes (in)to town		1
	pour voir des musiciens célèbres.	(in order) to see (some) famous/celebrity musicians.		1
	Je fais du travail bénévole	I volunteer/do voluntary/charity work		1
	avec mes cousins.	with my cousins.		1
	Dimanche dernier,	Last Sunday,	wrong day	1
	nous avons vendu des vêtements	we sold clothes	wrong tense we bought	1
	devant l'église.	in front of/outside the church.	behind/before church	1

Total marks = 60

STUDY MIND GCSE FRENCH 1-1 TUTORS



**Delivered by expert GCSE French tutors
personalised 1:1 approach tailored to your
needs**



**Lessons supported by comprehensive
topic-by-topic tutorial slides, past
papers, and revision notes**



**100% Money Back Guarantee for first
lesson**

**[https://studymind.co.uk/gcse-
french-tutors/](https://studymind.co.uk/gcse-french-tutors/)**



Book your FREE consultation now



**GCSE
FRENCH
8658/RF**

Paper 3 Reading Foundation Tier

Mark scheme

June 2019

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

For confidentiality purposes acknowledgements of third-party material are published in a separate booklet which is available for free download from www.aqa.org.uk after the live examination series.

Copyright © 2019 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.

Question	Accept	Mark
01.1	34 (%)	1

Question	Accept	Mark
01.2	29 (%)	1

Question	Accept	Mark
01.3	17 (%)	1

Question	Key idea	Accept	Reject	Mark
02.1	south		any other direction/at the bottom of	1

Question	Key idea	Accept	Reject	Mark
02.2	pretty	nice/attractive/lovely/cute/ beautiful/good-looking	jolly tc but if used with e.g. nice accept	1

Question	Key idea	Accept	Reject	Mark
02.3	outside	In the exterior/at the exterior Accept French spelling (<i>extérieur</i>)	in the house answers that are ambiguous i.e. could be inside or outside e.g. at the back of the house	1

Question	Key idea	Accept	Reject	Mark
02.4	medicine books	medication/tablets/pills/ drugs etc textbooks/ novels/reading books	Doctors/ <i>médecins</i> Medical supplies (might not be medicine) / medical care	2

Question	Accept			Mark
03.1	C			1

Question	Accept			Mark
03.2	E			1

Question	Accept			Mark
03.3	B			1

Question	Accept			Mark
03.4	A			1

Question	Key idea	Accept	Reject	Mark
04.1	Anna	Anna and Marc	Marc tc	1

Question	Key idea	Accept	Reject	Mark
04.2	Oscar	Oscar and Mathilde	Mathilde tc	1

Question	Key idea	Accept	Reject	Mark
04.3	Gabriella	Gabriella and Jean-Claude	Jean-Claude tc	1

Question	Key idea	Accept	Reject	Mark
04.4	Gabriella	Gabriella and Jean-Claude	Jean-Claude tc	1

Question	Accept			Mark
05.1	F			1

Question	Accept			Mark
05.2	T			1

Question	Accept			Mark
05.3	NM			1

Question	Accept	Mark
05.4	NM	1

Question	Accept	Mark
05.5	F	1

Question	Accept	Mark
05.6	T	1

Question	Accept	Mark
06	C E F (in any order)	3

Question	Accept	Mark
07.1	P	1

Question	Accept	Mark
07.2	N	1

Question	Accept	Mark
07.3	P+N	1

Question	Accept	Mark
07.4	N	1

Question	Key idea	Accept	Reject	Mark
08.1	Advantage (it's a) beautiful (language) Disadvantage <u>difficult</u>	a nice/fine/lovely/pretty language not easy, hard Ignore any additions e.g. difficult to understand/pronounce/speak/ remember	a good/useful/fascinating language	2

Question	Key idea	Accept	Reject	Mark
08.2	Advantage helps to find a (good) job Disadvantage (lessons) not interesting	important for (finding) employment/ profession/work important for a/my/your job/profession boring/ work isn't interesting/ not interested Accept qualifications e.g. not that / not very	important to Fairly interesting	2

Question	Accept	Mark
09.1	F	1

Question	Accept	Mark
09.2	F	1

Question	Accept	Mark
09.3	PM	1

Question	Accept	Mark
09.4	V	1

Question	Accept	Mark
09.5	F	1

Question	Accept	Mark
10	A C E H (in any order)	4

Question	Key idea	Accept	Reject	Mark
11.1	leurs détails (personnels) ne sont pas protégés	Lifting of paragraph 2	wrong copying eg ils sont anxieux tc Too much copying e.g. 1 st and 2 nd paragraphs Leurs détails personnels tc	1

Question	Key idea	Accept	Reject	Mark
11.2	les profils (d'utilisateurs de Facebook)	les utilisateurs tc/l'identité des utilisateurs	les profils ont été (ouverts)	1

Question	Key idea	Accept	Reject	Mark
11.3	prendre des précautions	il faut prendre des précautions	abandonner les réseaux Too much copying eg il ne faut pas abandonner pas les réseaux etc	1

Question	Key idea	Accept	Reject	Mark
11.4	deviendra (encore) pire	sera pire	ne s'est pas améliorée Anything that doesn't convey the future	1

Question	Accept			Mark
12.1	B			1

Question	Accept			Mark
12.2	C			1

Question	Accept			Mark
12.3	F			1

Question	Accept	Mark
12.4	G	1

Question	Accept	Mark
12.5	D	1

Question	Key idea	Accept	Reject	Mark
13	Mon professeur d'anglais	My English teacher/my teacher of English	wrong subject professor	1
	est amusant	is funny/amusing/a laugh/fun.	Reject qualifiers eg very/quite	1
	mais il nous donne	but he gives us	We are given Omission of us or wrong pronoun	1
	trop de devoirs.	too much homework/ too many homework/ too much work to do at home	a lot of homework/ a lot of work	1
	Je voudrais voyager en Angleterre.	I would like/I'd like to travel to/in England.	wrong tense eg I want to go/ to visit	1
	J'ai une sœur	I have a sister/ one sister	Wrong sibling	1
	qui m'énervé.	who/ that annoys me/gets on my nerves.	who is very nervous which instead of who who is annoying tc	1
	Elle adore écouter de la musique.	She loves listening/to listen to music. likes ... a lot	Listening to the music likes listening to music	1
	Vendredi, elle est allée à un concert.	(On) (Last) Friday, she went to a concert.	wrong tense the concert	1

STUDY MIND GCSE FRENCH 1-1 TUTORS



**Delivered by expert GCSE French tutors
personalised 1:1 approach tailored to your
needs**



**Lessons supported by comprehensive
topic-by-topic tutorial slides, past
papers, and revision notes**



**100% Money Back Guarantee for first
lesson**

**[https://studymind.co.uk/gcse-
french-tutors/](https://studymind.co.uk/gcse-french-tutors/)**



Book your FREE consultation now



Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

F

Foundation Tier Paper 3 Reading

Time allowed: 45 minutes

Materials

You will need no other materials.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- In **Section A**, answer the questions in **English**.
In **Section B**, answer the questions in **French**.
In **Section C**, translate the passage into **English**.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
TOTAL	



Section AQuestions and answers in **English**.Answer **all** questions in the spaces provided.**0 1****TV programmes**

While in France, you see a TV guide.

A	Stade 2 L'équipe de France joue contre l'Espagne dans un match amical.
B	Le village de Dany Ce dessin animé présente des chansons pour les petits.
C	On n'est pas couché Dans une interview, l'acteur Daniel Auteuil parle de son nouveau film.
D	Joker Un quiz pour toute la famille. On gagne jusqu'à € 50 000.
E	Instinct Des détectives visitent un hôtel de luxe après un assassinat.

Choose a suitable programme for each person. Write the correct letter in the box.

0 1 . 1

Someone who enjoys game shows

[1 mark]**0 1 . 2**

Someone who enjoys watching sport

[1 mark]**0 1 . 3**

Someone who enjoys talk shows

[1 mark]**3**

Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 2**A tourist town**

You see an advert on the Internet about a town in Haiti.

La ville historique de Jacmel est la plus animée d'Haïti avec ses plages, son climat favorable à l'air pur et ses distractions.

Deux recommandations : le matin, achetez des souvenirs et le soir, essayez la cuisine régionale.

Visitez le festival de musique à Pâques, le festival de danse en octobre, et le festival de cinéma en hiver.

Write the correct letter in each box.

0 2**. 1**

Jacmel is a...

A	lively town.
B	modern town.
C	polluted town.

[1 mark]

0 2**. 2**

In the morning, it is recommended that you...

A	go for a walk.
B	go shopping.
C	go to the beach.

[1 mark]



0 2 . 3 In the evening, it is recommended that you...

A	go to a nightclub.
B	go to a restaurant.
C	go to the cinema.

☐

[1 mark]

0 2 . 4 At Easter, there is a...

A	dance festival.
B	film festival.
C	music festival.

☐

[1 mark]

4

Turn over for the next question

Turn over ►



0 3

Online apprenticeships

Read this article about online apprenticeships.

Pour les étudiants, cela représente une économie en termes de coûts de transport et les apprentis peuvent apprendre leur métier quand ils veulent.

Cependant, il n'y a pas de contact avec les autres. Certains apprentis ont des difficultés pour se motiver.

According to the article, what are the advantages and disadvantages of online apprenticeships?

Complete the boxes in **English**.

0 3 . 1

Advantage 1	Advantage 2

[2 marks]

0 3 . 2

Disadvantage 1	Disadvantage 2

[2 marks]

4



0 4

Relations with parents

A Canadian magazine has published a survey about why young people argue with their parents.

Anna

Mes parents m'énervent. Ils s'inquiètent de mes résultats scolaires.

Emilie

Je me dispute avec mes parents au sujet du temps que je passe devant un écran.

Hamza

Mes parents n'aiment pas mes vêtements.

Lila

Selon mes parents, je me couche très tard.

Maxime

Pour mes parents, je n'aide pas assez à la maison.

Thomas

Mes parents pensent que je sors trop souvent avec mes amis.

Write the name of the correct person for each statement.

0 4 . 1

According to my parents I go out too much.

[1 mark]

0 4 . 2

My parents think I should go to bed earlier.

[1 mark]

0 4 . 3

My parents pressure me to do well at school.

[1 mark]

0 4 . 4

My parents say I don't do enough housework.

[1 mark]

4

Turn over ►



0 5

A formal meal

Read this extract from the novel *Madame Bovary* by Gustave Flaubert.

On a servi le dîner à l'heure anticipée. Dans la salle à manger, les hommes se sont assis à la première table et les dames à la seconde. En entrant, Emma a vu que la plupart des dames avaient mis leurs gants dans leurs verres. Elle a remercié sa voisine car elle lui a expliqué que cela signifiait que ces dames ne voulaient pas boire d'alcool.

Malgré sa faim, Emma n'avait pas envie de trop manger de peur de sembler vulgaire. A la fin du repas, Emma a pris un morceau d'ananas. Avant ce soir-là, elle n'en avait jamais mangé.

Decide if the following sentences are true (**T**), false (**F**) or not mentioned (**NM**).
Write **T**, **F** or **NM**.

0 5 . 1

Dinner was served late.

[1 mark]

0 5 . 2

There were more men than women at the meal.

[1 mark]

0 5 . 3

The men and women sat at different tables.

[1 mark]

0 5 . 4

All the women had put their gloves in their glasses.

[1 mark]

0 5 . 5

Emma did not speak to her neighbour.

[1 mark]

0 5 . 6

Emma was hungry.

[1 mark]

0 5 . 7

It was the first time Emma had eaten pineapple.

[1 mark]

7

0 6

Languages

You read an online forum about learning languages.

Agnès

Les langues permettent aux jeunes de comprendre les autres et encouragent la tolérance.

Blaise

Les langues sont inutiles, il ne faut plus les étudier au collège.

Charlie

Une langue étrangère demande trop d'efforts, même s'il y a beaucoup d'effets bénéfiques pour la santé mentale.

Damina

Dans le monde du travail, savoir parler au moins une langue étrangère est important. Parfois, on est mieux payé.

What is the opinion of these young people about learning languages?

For a positive opinion, write **P**.

For a negative opinion, write **N**.

For a positive and negative opinion, write **P+N**.

0 6 . 1

Agnès

[1 mark]

0 6 . 2

Blaise

[1 mark]

0 6 . 3

Charlie

[1 mark]

0 6 . 4

Damina

[1 mark]

4

Turn over ►



07

Voluntary work

Read this article about doing voluntary work in Ghana.

Pourquoi choisir le Ghana ?

Au Ghana, les habitants sont toujours très gentils. En plus, les volontaires ont un large choix de projets variés.

Deux possibilités :

Les pays voisins du Ghana sont francophones, la langue française est donc importante pour les jeunes. Les volontaires peuvent donner des cours de français aux enfants. Si vous aimez le travail manuel, vous pouvez participer à la construction d'écoles.

Answer the questions in **English**.

07.1

What **two** advantages of working in Ghana are mentioned?

[2 marks]

- 1 _____
- 2 _____

07.2

What **two** possible projects are mentioned?

[2 marks]

- 1 _____
- 2 _____

4



0 8**Travel and tourism**

In a Swiss tourist office, you find a leaflet about trips suitable for young people.

Genève

A l'usine où l'on fabrique du chocolat, les jeunes ont l'occasion de préparer des gâteaux simples.

Wengen

Les enfants vont à la campagne pour découvrir une ferme. On y donne à manger aux chevaux.

Lugano

Les enfants participent à un club de vacances au bord du lac où ils font de la natation.

Complete the sentences in **English**.

0 8**1**

At the chocolate factory in Geneva, young people can...

[1 mark]

0 8**2**

During the visit to the farm in Wengen, they can...

[1 mark]

0 8**3**

At the holiday club in Lugano, they can...

[1 mark]

3

Turn over for Section B

Turn over ►



Section BQuestions and answers in **French**.Answer **all** questions in the spaces provided.**0 9****Les réseaux sociaux**

En vacances en France, vous lisez un article dans lequel les jeunes parlent des réseaux sociaux.

0 9 . 1**Les avantages**

- On peut contribuer à des causes humanitaires.
- On peut rester en contact avec des personnes âgées qui se sentent isolées.
- On peut tomber amoureux grâce aux sites de rencontres.

Quels sont les **trois** avantages des réseaux sociaux, selon le texte ?

Ecrivez les bonnes lettres dans les cases.

A	Les réseaux aident les associations caritatives.
B	C'est un remède contre la solitude.
C	On peut devenir célèbre.
D	On peut entrer en contact avec des opinions différentes.
E	On peut partager des photos.
F	On peut trouver un nouveau/une nouvelle partenaire.

[3 marks]

0 9 . 2

Les inconvénients

- Les cybercriminels peuvent voler votre argent.
- Les informations sur les réseaux sociaux ne sont pas toujours exactes.
- Les réseaux peuvent être un facteur de stress et de dépression.

Quels sont les **trois** inconvénients des réseaux sociaux, selon le texte ?

Ecrivez les bonnes lettres dans les cases.

A	On peut devenir victime d'intimidation.
B	Il y a le risque de fraude.
C	Il y a des fausses nouvelles.
D	Les gens deviennent agressifs.
E	Les réseaux risquent d'être mauvais pour la santé.
F	On passe moins de temps avec sa famille.

[3 marks]

6

Turn over for the next question

Turn over ►



1 0**La rentrée scolaire**

Lisez cet extrait du roman *Le livre de mon ami* d'Anatole France.

C'était un jour de pluie. Le ciel était gris et les feuilles devenaient jaunes dans les arbres. Je traversais le jardin public, avant huit heures, pour aller en classe. Je me sentais un peu triste : c'était la rentrée, après tout. Mais l'idée de retrouver mes camarades me remettait de la joie au cœur. J'avais tant de choses à dire et à entendre !

Je voulais revoir Fontanet qui ne se prenait pas trop au sérieux. Fontanet, pas plus gros qu'un rat et le plus intelligent et talentueux de la classe, occupait toujours la première place avec une modestie naturelle !

Décidez si les phrases sont vraies (**V**), fausses (**F**) ou pas mentionnées (**PM**).

Ecrivez **V**, **F** ou **PM**.

1 0 . 1

Il faisait beau ce jour-là.

[1 mark]**1 0 . 2**

Le narrateur voulait revoir ses amis.

[1 mark]**1 0 . 3**

Fontanet était plus sportif que le narrateur.

[1 mark]**1 0 . 4**

Fontanet avait de bonnes notes à l'école.

[1 mark]**4**

1 1

Le recyclage

Lisez cet article sur le recyclage.

Les parents de Laure ont toujours recyclé les bouteilles en plastique. Malheureusement, ils recyclent rarement les bouteilles en verre. Au collège de Laure, on encourage les élèves à recycler les stylos. Avant, Laure les mettait à la poubelle. Puisque les tasses à café en plastique ne se recyclent pas, Laure ne boira plus de café. Le mois dernier, elle a commencé à donner ses vieux vêtements à ses copines.

Complétez ces phrases en **français**.

1 1 . 1

Qu'est-ce que les parents de Laure ne recyclent **pas** souvent ?

[1 mark]

1 1 . 2

Dans le passé, qu'est-ce que Laure ne recyclait **pas** ?

[1 mark]

1 1 . 3

A l'avenir, qu'est-ce que Laure ne fera **pas** ?

[1 mark]

1 1 . 4

Récemment, qu'est-ce que Laure a décidé de faire pour aider ses amies ?

[1 mark]

4

Turn over ►



1 2**Des logements**

Sur Internet, vous consultez une liste de logements.

A	Petite maison en bois, près des pistes de ski.
B	Appartement au centre de Toulouse, près des magasins et du marché.
C	Auberge de jeunesse avec dix dortoirs à quatre lits.
D	Grande villa, piscine privée, vue sur la plage.
E	Emplacements pour 50 tentes en pleine nature.
F	Bateau de location sur le Canal du Midi.

Choisissez un logement pour chaque personne.

Ecrivez la lettre dans la case.

1 2 . 1

Léontine voudrait un chalet à la montagne.

[1 mark]**1 2 . 2**

Salma voudrait faire du camping à la campagne.

[1 mark]**1 2 . 3**

Evan voudrait aller au bord de la mer.

[1 mark]**1 2 . 4**

Thibault voudrait faire du shopping en ville.

[1 mark]

4


Translation into **English**.

Your sister's French friend has sent her the following letter. Your sister asks you to translate it into **English** for her.

[9 marks]

[illegible]

9

END OF QUESTIONS



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**





STUDY MIND GCSE FRENCH 1-1 TUTORS



**Delivered by expert GCSE French tutors
personalised 1:1 approach tailored to your
needs**



**Lessons supported by comprehensive
topic-by-topic tutorial slides, past
papers, and revision notes**



**100% Money Back Guarantee for first
lesson**

**[https://studymind.co.uk/gcse-
french-tutors/](https://studymind.co.uk/gcse-french-tutors/)**



Book your FREE consultation now



Section AQuestions and answers in **English**.**0 1****Mobile technology**

While in Belgium, you find a review of some new apps in a magazine.

Chapitre.be :

Avec cette appli pour une librairie en ligne, découvrez des livres qui sont difficiles à trouver.

Info-repas :

Vous avez faim ? Info-repas vous aide à trouver un établissement avec le type de cuisine qui vous intéresse.

Traductrix :

Une application pour aider les étudiants à écrire des expressions en anglais, ou en espagnol.

Match the use of each app to its name.

Write the correct letter in the box.

A	To find out about accommodation
B	To get advice on restaurants
C	To get help with foreign languages
D	To help buy rare books
E	To save money on shopping

0 1 . 1

Chapitre.be

[1 mark]**0 1 . 2**

Info-repas

[1 mark]**0 1 . 3**

Traductrix

[1 mark]**3**

0 2

Saving the planet

While on holiday in France, you see a poster about protecting the planet.

Pour protéger la planète...

- mangez moins de viande.
- refusez tout voyage en avion, quand vous partez en vacances.
- en ville, prenez les transports en commun.
- achetez une crème solaire non testée sur les animaux.

Complete the following sentences in **English**.

0 2 . 1

Do not eat as much...

[1 mark]

0 2 . 2

When going on holiday, avoid travelling by...

[1 mark]

0 2 . 3

When going around town, use...

[1 mark]

0 2 . 4

To protect animals, check before buying...

[1 mark]

4

Turn over for the next question

Turn over ►



0 3

Life at school

On the Internet, you see a blog by two schoolgirls in Gabon. Read what the girls say about their school.

Kossiva :

Ici, l'ambiance est sympathique. Les garçons et les filles font de l'athlétisme et du handball ensemble. Moi, je ne suis pas sportive mais tous sont acceptés dans les équipes, les champions comme les moins bons.

Abla :

Mes notes sont bonnes, mais je trouve la plupart de mes cours ennuyeux. Heureusement, j'habite près du collège. C'est pratique car mes copines passent des heures en autobus. C'est fatigant. Les pauvres !

0 3 . 1

Which **two** statements about Kossiva's school life are true?

Write the correct letters in the boxes.

A	She does not like the atmosphere at her school.
B	Boys and girls can play the same sports.
C	She is good at sport.
D	Students of all abilities are welcome to take part.

[2 marks]

0 3 . 2

Which **two** statements about Abla's school life are true?

Write the correct letters in the boxes.

A	She does well at school.
B	She finds all her lessons boring.
C	She does not like living close to the school.
D	She feels sorry for her friends.

[2 marks]

4



0 4

Travel and tourism

A Swiss magazine has published a guide to recommended tourist destinations.

Excursion A :

Faites une croisière en bateau et découvrez Montreux.

Excursion B :

A la montagne, prenez un hélicoptère pour voir un glacier.

Excursion C :

A Zurich, explorez le Musée national suisse avec un guide.

Excursion D :

A Genève, faites un circuit de trois heures en autocar.

Excursion E :

A Lucerne, visitez une fromagerie traditionnelle.

Excursion F :

Explorez à pied la campagne. Les randonneurs sont les bienvenus.

Choose a suitable excursion for each of the following people and write the correct letter in the box.

0 4 . 1

Someone who enjoys a boat ride.

[1 mark]

0 4 . 2

Someone who likes walking tours.

[1 mark]

0 4 . 3

Someone who likes cheese.

[1 mark]

0 4 . 4

Someone who enjoys visiting museums.

[1 mark]

4

Turn over ►



0 5**Poverty**

A French magazine has published an article about poverty. Read what this man, Joseph, says about his experiences.

Je suis né dans une famille très pauvre. Mon père, qui avait des problèmes de santé, n'a jamais cultivé assez pour nourrir la famille. Alors, j'ai dit à mon père que je voulais partir et quitter le Sénégal. Il n'était pas content. A seize ans, je suis parti avec mon ami, qui habitait mon village. Une fois arrivé en France, j'ai obtenu un poste. Je devais nettoyer les bureaux. Je n'ai pas reçu beaucoup d'argent mais j'ai eu de la chance car mon patron, qui avait le même âge que moi, m'a trouvé un logement.

Write the correct letter in each box.

0 5**1**

Joseph's father...

A	was in good health.
B	had difficulties feeding his family.
C	wanted him to leave.

[1 mark]

0 5**2**

Joseph set out for France...

A	on his own.
B	with someone from the same village.
C	when he was 18.

[1 mark]

0 5**3**

Joseph got a job...

A	as a cleaner.
B	as a postal worker.
C	as a shop assistant.

[1 mark]



0	5	.	4

 Joseph's boss...

A	paid him well.
B	was older than him.
C	found him somewhere to live.

☐**[1 mark]**

4

Turn over for the next question**Turn over ►**

0 6

A new friend

Read this extract from the story '*Histoire d'un chien*' by Guy de Maupassant.



Comme François rentrait un soir chez lui, un chien a commencé à le suivre. Il a remarqué que c'était un chien maigre et sale. L'animal a refusé de quitter François. Pris de pitié pour lui, François l'a appelé. Il s'est approché timidement et François l'a caressé. Immédiatement, le chien, se sentant adopté, a couru devant lui. Chez lui, François a

cherché de quoi manger. Quand le chien avait mangé, il s'est endormi. Le lendemain, les parents de François, un peu mécontents, lui ont permis de garder l'animal.

Decide if the following sentences are true (**T**), false (**F**) or not mentioned (**NM**).

Write **T**, **F** or **NM** in each box.

0 6 . 1

François saw that the dog was in a good condition.

[1 mark]

0 6 . 2

François felt sad for the dog.

[1 mark]

0 6 . 3

François gave the dog some bread.

[1 mark]

0 6 . 4

His parents were very happy to let François keep the dog.

[1 mark]

4



0 7

Healthy living

Read this blog which talks about health issues.

Notre alimentation est de plus en plus riche en sucre. Des chercheurs ont montré que cette sorte de régime est associée à un plus fort risque de dépression.

Cela pourrait expliquer pourquoi le traitement traditionnel contre la dépression, c'est-à-dire les médicaments, ne marchent pas dans tous les cas.

Answer the following questions in **English**.

0 7

. 1

According to the blog, how has our diet changed?

[1 mark]

0 7

. 2

What has been the result of this change?

[1 mark]

0 7

. 3

What might this explain?

[1 mark]

3

Turn over for the next question

Turn over ►



0 8

A local festival

During an exchange visit to France you see this leaflet about a festival in Le Mans.

« Festival d'été »

Le samedi 20 juillet, c'est notre festival d'été.

Voici des activités :

- Le matin, au Lycée Montesquieu, des élèves proposent des scènes dramatiques.
- A midi, concert à la cathédrale avec Anne Mayet (piano). Billets vendus à l'entrée.
- A quinze heures, ciné en plein air au jardin public, suivi par des jeux pour enfants.
- Le soir, pique-nique musical, Place de la République (boissons gratuites).

Which **three** statements about the festival are true?

Write the correct letters in the boxes.

A	The festival lasts a week.
B	In the morning, you can see students acting.
C	The concert in the cathedral is free.
D	There is an outdoor cinema in the afternoon.
E	Children should be accompanied by an adult.
F	Drinks will be provided at the picnic.

[3 marks]

3



0 9**Judo**

Read this article about judo from a French health magazine.

Le judo, sport olympique depuis 1964, présente de nombreux avantages. Le judo aide à garder la forme et à développer la confiance en soi.

Cependant, malgré ces vertus positives pour la santé physique et morale, le judo n'est pas recommandé pour tout le monde. Quand on tombe par terre, on peut se faire mal. C'est aussi un sport qui demande beaucoup d'efforts si on veut réussir.

According to the article, what are the advantages and disadvantages of judo?

Complete the boxes in **English**.

0 9 . 1

	Advantage 1	Advantage 2
Two advantages of judo		

[2 marks]**0 9 . 2**

	Disadvantage 1	Disadvantage 2
Two disadvantages of judo		

[2 marks]

4

Turn over for Section B

Turn over ►



Section BQuestions and answers in **French**.**1 0****Les petits jobs**

Vous trouvez un forum sur Internet où les jeunes Canadiens parlent de leur job.

Ella :

Je sers les clients dans le restaurant d'un grand hôtel à Montréal.

Gabriella :

Je travaille dans un magasin de chaussures au centre-ville.

Julia :

J'ai un petit job dans une usine qui fabrique des jouets.

Maissa :

Le week-end, je fais du jardinage.

Nabila :

Je garde souvent les enfants de mes voisins.

C'est quelle personne ? Ecrivez le nom de la bonne personne dans la case.

1 0 . 1

Qui est vendeuse ?

[1 mark]**1 0 . 2**

Qui fait du babysitting ?

[1 mark]**1 0 . 3**

Qui est serveuse ?

[1 mark]**3**

Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



1 1

Un village africain au Togo

Vous lisez un article sur un village en Afrique.

Le village de Kodzé au Togo

En été, la chaleur est insupportable, sans aucune brise, et les routes sont bloquées à cause des pluies. En hiver, il y a un vent intense.

Le village n'attire pas de touristes. La plupart des 500 habitants ont moins de 15 ans.

La langue officielle est le français mais les Togolais ici parlent uniquement leur

dialecte. Pourtant, le Chef parle parfaitement l'anglais.

Un problème est l'absence d'électricité et d'eau propre. La difficulté majeure ? C'est de développer une éducation de qualité.

Choisissez la bonne réponse et écrivez la lettre dans la case.

1 1

1

Pendant la saison des pluies...

A	il est difficile d'aller à Kodzé.
B	le vent est fort.
C	il fait froid.

[1 mark]

1 1

2

A Kodzé, il y a...

A	beaucoup de touristes.
B	beaucoup d'habitants.
C	beaucoup de jeunes.

[1 mark]



1 1 . 3 La plupart des habitants parlent...

A	français.
B	la langue locale.
C	anglais.

☐

[1 mark]

1 1 . 4 A Kodzé, le problème le plus grave est...

A	le manque d'électricité.
B	l'absence d'une bonne école.
C	la qualité de l'eau.

☐

[1 mark]

4

Turn over for the next question

Turn over ►



1 2

Paul et Lily

Lisez cet extrait d'une histoire canadienne.

Paul est toujours assis seul au fond de la classe. Quand Lily lui sourit, il détourne la tête. Il n'a pas d'amis. Les autres garçons se moquent souvent de lui. Lily voudrait lui parler mais elle est timide.

Un soir, elle parle à sa sœur, Abigail, qui lui dit :
« Parle à Paul. Ce n'est pas drôle d'être tout seul. »

Lily pense qu'Abigail a raison. Elle cherche des biscuits dans la cuisine. Demain, elle va prendre les cookies et, à la récré, elle va les partager avec Paul pour le rendre heureux...

Ecrivez les lettres des **trois** phrases vraies dans les cases.

A	Paul est dans la même classe que Lily.
B	Les autres garçons s'entendent bien avec Paul.
C	Lily n'a pas eu le courage de parler à Paul.
D	Abigail pense que Paul n'est pas amusant.
E	Lily est d'accord avec Abigail.
F	Lily va manger les biscuits toute seule.

☐ ☐ ☐
[3 marks]

3



1 3**Les ambitions**

Lisez cet article d'un magazine français.

Voici une initiative intéressante qui existe parce que l'on dit que les élèves n'ont pas d'ambition.

Vendredi, les lycéens ont visité la Station Rêve. Là, il y a beaucoup de start-ups, des nouvelles compagnies innovantes.

Doria a trouvé la journée utile car elle veut créer sa propre compagnie.

Achraf a découvert l'usage des nouvelles technologies. Il espère participer à d'autres sorties de ce genre.

Répondez aux questions en **français**.

1 3**1**

Pourquoi est-ce qu'on a lancé cette initiative ?

[1 mark]

1 3**2**

Qu'est-ce que Doria pense de la visite ?

[1 mark]

1 3**3**

Pourquoi ?

[1 mark]

1 3**4**

Qu'est-ce qu'Achraf veut faire à l'avenir ?

[1 mark]

4

Turn over ►



1 4**L'université**

Dans un forum sur Internet, on parle des avantages d'aller à l'université.

Six avantages d'aller à l'université On y va pour...	
A	devenir plus discipliné.
B	se faire des copains.
C	faire certaines professions (dentaires, médicales).
D	quitter sa mère et son père et avoir plus d'indépendance.
E	utiliser un équipement spécialisé.
F	faire des études dans un autre pays.

Choisissez un avantage pour les personnes suivantes.

Ecrivez la bonne lettre dans la case.

1 4 . 1

Je veux me faire de nouveaux amis.

[1 mark]**1 4 . 2**

Je veux vivre sans mes parents.

[1 mark]**1 4 . 3**

Je veux devenir médecin.

[1 mark]**1 4 . 4**

Je veux étudier à l'étranger, en Angleterre, peut-être.

[1 mark]

4



Translation into **English**

Your brother's Swiss friend has shared the following post on Facebook. Your brother asks you to translate it into **English** for him.

[9 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

C

END OF QUESTIONS



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



Do not write
outside the
box

[illegible]

Do not write
outside the
box

[illegible]

There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2020 AQA and its licensors. All rights reserved.



2 4



2 0 6 G 8 6 5 8 / R F

IB/H/Jun20/8658/RF

STUDY MIND GCSE FRENCH 1-1 TUTORS



**Delivered by expert GCSE French tutors
personalised 1:1 approach tailored to your
needs**



**Lessons supported by comprehensive
topic-by-topic tutorial slides, past
papers, and revision notes**



**100% Money Back Guarantee for first
lesson**

**[https://studymind.co.uk/gcse-
french-tutors/](https://studymind.co.uk/gcse-french-tutors/)**



Book your FREE consultation now



Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE FRENCH

F

Foundation Tier Paper 3 Reading

Tuesday 14 May 2019

Morning

Time allowed: 45 minutes

Materials

You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **French**. In **Section C**, translate the passage into **English**.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must **not** use a dictionary.

For Examiner's Use

Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
TOTAL	



J U N 1 9 8 6 5 8 R F R 0 1

IB/H/Jun19/E3

8658/RFR

Section AQuestions and answers in **English****0 1****Apprenticeships**

A French newspaper has published an online survey about apprenticeships. Read the results.

66% d'apprentis sont des garçons.

34% d'apprentis sont des filles.

29% d'apprentis travaillent dans des magasins.

32% d'apprentis travaillent dans l'industrie aéronautique.

17% d'apprentis n'ont pas de diplômes.

Write the correct **number** in each box.

What percentage of apprentices...

0 1 . 1

are girls?

%

[1 mark]**0 1 . 2**

are shop workers?

%

[1 mark]**0 1 . 3**

have no qualifications?

%

[1 mark]**3**

0 2

My village

You see a blog on the internet in which Adama, a girl from Mali, is talking about where she lives.

Ce blog vous présente Yélékéla, un petit village au sud du Mali. Plus de mille personnes vivent ici, principalement de l'agriculture. Toutes les maisons sont petites mais jolies. La cuisine se trouve traditionnellement à l'extérieur de la maison. Le Mali est un des pays les plus pauvres du monde. Si vous voulez nous aider, vous êtes les bienvenus ! Nous avons besoin de médicaments et de livres.

Complete the following sentences in **English**.

0 2

1

The village of Yélékéla is in the _____ of Mali.

[1 mark]

0 2

2

Adama says the houses are small but _____.

[1 mark]

0 2

3

The kitchen is usually situated _____ the house.

[1 mark]

0 2

4

Adama says the villagers need _____

and _____.

[2 marks]

5

Turn over ►



0 3

The environment

In a Belgian city, you see a poster with slogans about the environment.

A	Recyclez le papier pour sauver des arbres.
B	Attention ! Il y a de moins en moins de glace au pôle nord.
C	Une ville propre est la responsabilité de tous. Ne jetez pas vos papiers !
D	Combattons le bruit !
E	Le respect pour toutes les créatures vivantes est notre responsabilité.
F	Une pomme reçoit au moins 30 traitements aux pesticides !

Match the campaign with the correct slogan.

Write the correct letter in the box.

0 3 . 1

An anti-litter campaign

[1 mark]

0 3 . 2

A campaign to protect animals

[1 mark]

0 3 . 3

A campaign to warn about the melting of the ice caps

[1 mark]

0 3 . 4

A campaign to protect forests

[1 mark]

 4


0 4

Celebrity relationships

A Swiss magazine has published an item about celebrities and their relationships.

Ces stars ont trouvé l'amour avec des gens « ordinaires ».

Anna

L'actrice Anna Schulman a rencontré Marc quand il lui a vendu une robe. Il l'a invitée au restaurant. Trois ans plus tard, ils se marient. Le couple est maintenant parent d'un petit bébé.

Gabriella

En 2018, à une fête, le top model suisse, Gabriella, a rencontré Jean-Claude Miller, banquier. Le mariage a eu lieu très peu de temps après. En mars, ils vont avoir un enfant.

Oscar

En 2017, à une conférence de presse, le chanteur, Oscar, a rencontré Mathilde, qui est journaliste. Dix-huit mois plus tard, le couple annonce ses fiançailles après la naissance du petit Vincent. Oscar et Mathilde vont bientôt se marier.

Write the name of the correct celebrity (**Anna**, **Gabriella** or **Oscar**) in each box.

0 4 . 1

Who met a partner while out shopping?

[1 mark]

0 4 . 2

Who is **not** yet married?

[1 mark]

0 4 . 3

Who got married very quickly?

[1 mark]

0 4 . 4

Who does **not** yet have children?

[1 mark]

4

Turn over ►



0 5**A train journey**

Read this extract from the novel '*Autour du monde en quatre-vingts jours*' by Jules Verne.

Après trois jours en prison, Phileas Fogg remarque le fidèle Passepartout, qui entre dans sa cellule.

Passepartout, souriant, lui annonce d'une voix joyeuse : « Monsieur, vous êtes libre ! Il y a eu une erreur. »

Tout de suite, Fogg et Passepartout vont à la gare de Liverpool. Cinq minutes plus tard, ils prennent le train pour Londres, qui part à l'heure.

Malheureusement, il y a des délais en route.

Fogg, après son long voyage, arrive avec un retard de quelques minutes !

Après tant de dangers, tant de difficultés, il a perdu tout son argent ! Il n'a plus rien.

Decide if the statements are true (**T**), false (**F**) or not mentioned (**NM**). Write **T**, **F** or **NM** in the boxes.

0 5 . 1

Phileas Fogg has been in prison for a long time.

[1 mark]**0 5 . 2**

Passepartout looks happy.

[1 mark]**0 5 . 3**

Fogg and Passepartout take a taxi to the station in Liverpool.

[1 mark]**0 5 . 4**

The train for London leaves at 5 o'clock.

[1 mark]**0 5 . 5**

The train arrives in London on time.

[1 mark]**0 5 . 6**

Fogg has no money left now.

[1 mark]

0 6

Becoming a vegan

Read this article in a French magazine in which Arthur talks about becoming a vegan.



Pourquoi est-ce qu'on devient vegan ? Certains veulent défendre les droits des animaux. D'autres détestent le goût de la viande. Moi, j'ai pris la décision car la viande cause des maladies.

On dit que nous pouvons nourrir tout le monde si on ne mange pas de viande. Pourtant, je n'en suis pas persuadé.

Ma sœur est végétarienne. Malgré ses efforts, elle a toujours envie de manger de la viande. Elle dit que les animaux sont la première cause de pollution.

Which **three** statements about the article are **true**? Write the correct letters in the boxes.

A	Arthur became a vegan because of animal rights.
B	Arthur does not like the taste of meat.
C	Arthur has become a vegan for health reasons.
D	Arthur thinks veganism can combat famine.
E	Arthur's sister is finding it hard to give up meat.
F	Arthur's sister wants to protect the environment.

☐ ☐ ☐
[3 marks]

3

Turn over ►

0 7

Restaurant reviews

You are on holiday in France and come across these restaurant reviews.

Le Bistro des Enfants

La patronne est chaleureuse. La cuisine est au top, bien préparée avec des produits régionaux.

Le Balcon

Il y a un nouveau propriétaire et les prix sont devenus plus chers. Il y a certainement moins de choix. C'est dommage.

Chez Antoine

Restaurant assez sympa avec des prix raisonnables. Le service est rapide mais nous n'y reviendrons plus parce qu'il y a de meilleurs restaurants dans la région.

Les Agapes

Mon poulet, qui n'avait rien de spécial, a été réchauffé au micro-ondes. Pas de musique. Juste le bruit du micro-ondes dans la cuisine !

What do the reviewers think about these restaurants?

For a **positive** opinion, write **P**

For a **negative** opinion, write **N**

For a **positive** and **negative** opinion, write **P+N**

0 7 . 1

Le Bistro des Enfants

[1 mark]

0 7 . 2

Le Balcon

[1 mark]

0 7 . 3

Chez Antoine

[1 mark]

0 7 . 4

Les Agapes

[1 mark]

 4


0 8

My studies

In an online forum, young people from Togo talk about their school subjects.

Reine

Pour moi, le français est une belle langue. Mais c'est difficile à apprendre.

Kossi

Les maths sont importantes pour trouver une profession. Mais les cours ne sont pas intéressants.

According to these students, what are the advantages and disadvantages of the following subjects?

Complete the boxes in **English**.

0 8 . 1

Subject	Advantage	Disadvantage
French		

[2 marks]

0 8 . 2

Subject	Advantage	Disadvantage
Maths		

[2 marks]

4

Turn over ►



Section B

Questions and answers in **French**

0 9

Le travail bénévole

Lisez cet article par une jeune fille française.

Alice, 16 ans, enfant unique

Tous les samedis, je travaille bénévolement avec des personnes âgées pour une association caritative. Ces personnes habitent dans le même village que moi, pas loin de ma maison.

Il y a une grande difficulté pour beaucoup de seniors. La solitude. Alors, communiquer avec ces personnes, c'est essentiel. Elles adorent ça, et moi aussi. Je les accompagne souvent aux magasins mais je ne fais pas le ménage.

Décidez si les phrases sont vraies (**V**), fausses (**F**) ou pas mentionnées (**PM**). Ecrivez **V**, **F** ou **PM**.

0 9 . 1

Alice a un frère.

☐

[1 mark]

0 9 . 2

Elle travaille tous les jours pour l'association.

☐

[1 mark]

0 9 . 3

Alice habite dans une grande maison.

☐

[1 mark]

0 9 . 4

Alice aime parler avec les personnes âgées.

☐

[1 mark]

0 9 . 5

Alice nettoie la maison des personnes âgées.

☐

[1 mark]

5


1 0

Deux amis

Lisez ce conte traditionnel sénégalais au sujet de deux amis, Abou et Coly.

Abou était travailleur et il est devenu riche. Mais Coly aimait s'amuser et il est devenu vagabond.

Un jour, Coly a demandé de l'aide à Abou qui a refusé. Coly est parti, fâché. Il voulait sa vengeance.

Une jeune femme, Sanka, est venue voir Coly et lui a dit : « Je vous aiderai à avoir votre vengeance mais vous devez travailler dur. »

Coly a accepté. En travaillant jour et nuit, il s'est enrichi. Il est allé voir Abou pour avoir sa vengeance. Mais quelle surprise ! Sanka était là avec Abou.

« Tu connais Sanka, ma femme. » a dit Abou.

Alors, Coly a compris l'acte d'amitié d'Abou. Coly a dit :

« Tu as envoyé Sanka pour me sauver. Merci, mon ami. »

Trouvez **quatre** phrases **vraies**. Ecrivez les lettres dans les cases.

A	Abou a obtenu beaucoup de succès.
B	Coly était un garçon sérieux.
C	Après le refus d'Abou, Coly se sentait enragé.
D	Sanka a encouragé Coly à abandonner sa vengeance.
E	Après avoir rencontré Sanka, Coly n'était pas paresseux.
F	Quand il est devenu riche, Coly a oublié Abou.
G	Abou ne connaît pas Sanka.
H	Abou et Coly sont redevenus amis.

[4 marks]

4

Turn over ►

1 1

Les réseaux sociaux

Lisez cet article dans un magazine canadien.

La majorité des Canadiens utilisent des réseaux sociaux.

Un sondage indique que ces utilisateurs sont anxieux parce que leurs détails personnels ne sont pas protégés.

La semaine dernière, les profils d'utilisateurs de Facebook ont été ouverts en raison d'un bug. Et ce n'est pas la première fois !

Selon l'Association canadienne des libertés civiles, il ne faut pas abandonner les réseaux mais il faut prendre des précautions.

Pour l'association la situation ces deux dernières années ne s'est pas améliorée. Et elle deviendra encore pire...

Complétez ces phrases en **français**.

1 1

1

Les utilisateurs de réseaux sociaux canadiens s'inquiètent car...

[1 mark]

1 1

2

Récemment, un bug a ouvert...

[1 mark]

1 1

3

L'Association canadienne des libertés civiles pense que c'est une bonne idée de...

[1 mark]

1 1

4

Selon l'association, à l'avenir, la situation...

[1 mark]

4



1 2**Au collège**

Dans un collège français, vous voyez...

A Secrétariat à gauche**E** Salle des professeurs**B** Stationnement vélos**F** Cantine et cafétéria**C** Manteaux et vêtements d'extérieur**G** Centre de loisirs et gymnase**D** Sortie et issue de secours

Ecrivez la bonne lettre dans la case.

Où allez-vous si...

1 2 . 1

vous voulez garer votre bicyclette ?

[1 mark]**1 2 . 2**

vous enlevez votre anorak ?

[1 mark]**1 2 . 3**

vous avez faim ?

[1 mark]**1 2 . 4**

vous faites du sport ?

[1 mark]**1 2 . 5**

vous voulez sortir du college ?

[1 mark]**5****Turn over ►**

Translation into **English**

Your cousin's French friend has shared the following post on Facebook. Your cousin asks you to translate it into **English** for her.

[9 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

9

END OF QUESTIONS



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Copyright information

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third-party copyright material are published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from www.aqa.org.uk after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.

Copyright © 2019 AQA and its licensors. All rights reserved.



1 6



1 9 6 G 8 6 5 8 / R F R

IB/H/Jun19/8658/RFR

STUDY MIND GCSE FRENCH 1-1 TUTORS



**Delivered by expert GCSE French tutors
personalised 1:1 approach tailored to your
needs**



**Lessons supported by comprehensive
topic-by-topic tutorial slides, past
papers, and revision notes**



**100% Money Back Guarantee for first
lesson**

**[https://studymind.co.uk/gcse-
french-tutors/](https://studymind.co.uk/gcse-french-tutors/)**



Book your FREE consultation now



**GCSE
FRENCH
8658/RF**

Paper 3 Reading Foundation Tier

Mark scheme

June 2021

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 © 2021 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	D (Joker – Un quiz pour toute la famille. On gagne jusqu'à € 50 000.)	1

Question	Accept	Mark
01.2	A (Stade 2 – L'équipe de France joue contre l'Espagne dans un match amical.)	1

Question	Accept	Mark
01.3	C (On n'est pas couché – Dans une interview, l'acteur Daniel Auteuil parle de son nouveau film.)	1

Question	Accept	Mark
02.1	A (lively town)	1

Question	Accept	Mark
02.2	B (go shopping)	1

Question	Accept	Mark
02.3	B (go to a restaurant)	1

Question	Accept	Mark
02.4	C (music festival)	1

Question	Key idea	Accept	Reject	Mark
03.1	Advantage 1: saves money on transport	don't have to spend money on transport	save money to	1
	Advantage 2: you can study/learn (the job) when you want	no fixed hours/flexible hours/time		1

Question	Key idea	Accept	Reject	Mark
03.2	Disadvantage 1: no contact with others	you don't meet others		1
	Disadvantage 2: can be difficult to be motivated	some students lack motivation		1

Question	Accept	Mark
04.1	Thomas	1

Question	Accept	Mark
04.2	Lila	1

Question	Accept	Mark
04.3	Anna	1

Question	Accept	Mark
04.4	Maxime	1

Question	Accept	Mark
05.1	F (false)	1

Question	Accept	Mark
05.2	NM (not mentioned)	1

Question	Accept	Mark
05.3	T (true)	1

Question	Accept	Mark
05.4	F (false)	1

Question	Accept	Mark
05.5	F (false)	1

Question	Accept	Mark
05.6	T (true)	1

Question	Accept	Mark
05.7	T (true)	1

Question	Accept	Mark
06.1	P (positive)	1

Question	Accept	Mark
06.2	N (negative)	1

Question	Accept	Mark
06.3	P+N, P/N, PN (positive and negative)	1

Question	Accept	Mark
06.4	P (positive)	1

Question	Key idea	Accept	Reject	Mark
07.1	the people are nice = 1 there's a lot of choice of projects = 1	the inhabitants are pleasant/kind there is a variety of activities/projects/a wide choice of things to do	gentle	2

Question	Key idea	Accept	Reject	Mark
07.2	you can teach (children) <u>French</u> = 1 you can help build <u>schools</u> = 1	you can give <u>French</u> lessons	you can teach to you can build to	2

Question	Key idea	Accept	Reject	Mark
08.1	make cakes		eat chocolate/cakes	1

Question	Key idea	Accept	Reject	Mark
08.2	feed the horses	see horses	horses to	1

Question	Key idea	Accept	Reject	Mark
08.3	swim (in the lake)/go to the lake		in the sea	1

Question	Accept	Mark
09.1	A B F (in any order) A (Les réseaux aident les associations caritatives) B (C'est un remède contre la solitude) F (On peut trouver un nouveau/une nouvelle partenaire)	3

Question	Accept	Mark
09.2	B C E (in any order) B (Il y a le risque de fraude) C (Il y a des fausses nouvelles) E (Les réseaux risquent d'être mauvais pour la santé)	3

Question	Accept	Mark
10.1	F (fausses, false)	1

Question	Accept	Mark
10.2	V, T (vraies, true)	1

Question	Accept	Mark
10.3	PM, P/M, NM (pas mentionnées, not mentioned)	1

Question	Accept	Mark
10.4	V, T (vraies, true)	1

Question	Key idea	Accept	Reject	Mark
11.1	(les) bouteilles en verre	verre	bouteilles tc	1

Question	Key idea	Accept	Reject	Mark
11.2	(les) stylos			1

Question	Key idea	Accept	Reject	Mark
11.3	ne boira plus de café	ne prendra/boira pas de café	café tc	1

Question	Key idea	Accept	Reject	Mark
11.4	donner ses (vieux) vêtements (à ses copines)	recycler ses vêtements	vêtements tc	1

Question	Accept	Mark
12.1	A (Petite maison en bois, près des pistes de ski)	1

Question	Accept	Mark
12.2	E (Emplacements pour 50 tentes en pleine nature)	1

Question	Accept	Mark
12.3	D (Grande villa, piscine privée, vue sur la plage)	1

Question	Accept	Mark
12.4	B (Appartement au centre de Toulouse, près des magasins et du marché)	1

Question	Key idea	Accept	Reject	Mark
13	J'ai reçu ta carte d'anniversaire	I received/got your birthday card	wrong tense	1
	la semaine dernière.	last week.		1
	Merci beaucoup,	Many thanks/thanks a lot/thanks very much,		1
	tu es très gentille.	you are very kind/nice.		1
	Ma mère dit	My mother/mum says		1
	que tu peux venir chez nous	(that) you can come to our house/ours		1
	pendant les vacances d'été.	during the summer holiday(s).		1
	J'espère que tu vas accepter cette invitation -	I hope (that) you accept/are going to/will accept this invitation -		1
	écris-moi bientôt !	write to me soon!		1

Total marks = 60

STUDY MIND GCSE FRENCH 1-1 TUTORS



**Delivered by expert GCSE French tutors
personalised 1:1 approach tailored to your
needs**



**Lessons supported by comprehensive
topic-by-topic tutorial slides, past
papers, and revision notes**



**100% Money Back Guarantee for first
lesson**

**[https://studymind.co.uk/gcse-
french-tutors/](https://studymind.co.uk/gcse-french-tutors/)**



Book your FREE consultation now



Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

F

Foundation Tier Paper 3 Reading

Tuesday 23 May 2023

Morning

Time allowed: 45 minutes

Materials

You will need no other materials.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- In **Section A**, answer the questions in **English**.
In **Section B**, answer the questions in **French**.
In **Section C**, translate the passage into **English**.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.

For Examiner's Use

Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
TOTAL	



J U N 2 3 8 6 5 8 R F 0 1

Section AQuestions and answers in **English**Answer **all** questions in the spaces provided.**0 1****A restaurant**

While in Belgium, you see this advert for a restaurant.

Le Lion Belge

Ouvert du lundi au samedi, fermé le dimanche.
Situé à la campagne, dans une ancienne ferme, le restaurant
« Le Lion Belge » vous offre une cuisine traditionnelle.

Offre spéciale été :

20 euros

Entrée, plat, dessert et une boisson gratuite.

Write the correct letter in each box.

0 1**1**

When is the restaurant closed?

A	Monday
B	Saturday
C	Sunday

[1 mark]**0 1****2**

Where is the restaurant situated?

A	In the countryside
B	At the seaside
C	In the town centre

[1 mark]**0 1****3**

What do you get free as part of the special offer?

A	A dessert
B	A drink
C	A starter

[1 mark]**3**

0 2

School subjects

Your Swiss exchange partner has sent you a message.

Ma matière préférée est l'anglais parce que c'est très utile mais l'histoire est nulle.
Le français est intéressant et le dessin est amusant. Les maths, c'est trop difficile
mais les sciences sont faciles.

Answer **all** parts of the question.

Write the correct letters in the boxes.

A	Art
B	English
C	French
D	History
E	Maths
F	Science

0 2 . 1

What is his favourite subject?

[1 mark]

0 2 . 2

What subject does he think is fun?

[1 mark]

0 2 . 3

What subject does he find hard?

[1 mark]

3

Turn over ►



0 3

Smart watches

These are some opinions from young people about smart watches. The opinions are from an online forum.

Wassim

Une smartwatch vous donne des informations essentielles.

Léa

La forme et le design des smartwatches sont très à la mode.

Adam

On peut utiliser le GPS en vacances. L'écran est vraiment petit.

Mathis

Les smartwatches sont généralement trop chères.

Soraya

La vie de la batterie est courte.

Clémence

On peut écouter de la musique de manière pratique.

What does each person think about smart watches?

Write **P** for a **positive** opinion.

N for a **negative** opinion.

P + N for a **positive** and **negative** opinion.

0 3 . 1

Wassim

[1 mark]

0 3 . 2

Léa

[1 mark]

0 3 . 3

Adam

[1 mark]

0	3	.	4

Mathis

[1 mark]

0	3	.	5

Soraya

[1 mark]

0	3	.	6

Clémence

[1 mark]

6

Turn over for the next question**Turn over ►**

0 4**Working abroad**

On a French website, you see information about possible jobs abroad.

Il y a de nombreuses possibilités de travailler à l'étranger :	
A	préparation de repas chauds et de plats simples dans un hôtel
B	travail avec les sans-abris pour une œuvre caritative
C	cours de langues pour adultes dans une école d'été
D	poste dans le laboratoire d'une université
E	camps de vacances où vous vous occupez des enfants
F	une résidence où vous aidez des personnes âgées

Choose a suitable job for these young people and write the correct letter in the box.

0 4 . 1

Jules wants to work with children.

[1 mark]**0 4 . 2**

Rose wants to teach language skills.

[1 mark]**0 4 . 3**

Amir wants to work for a charity.

[1 mark]**0 4 . 4**

Emma wants to work in a kitchen.

[1 mark]**4**

Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 5

Holiday accommodation

Read this article about different types of holiday accommodation.

Avantages et inconvénients des hôtels

Vous pouvez oublier vos problèmes. Attention ! Il n'est pas toujours possible pour votre chien de vous accompagner.

Avantages et inconvénients des appartements

Ici, il y a une cuisine, cela économise de l'argent. Si les voisins font du bruit, c'est désagréable.

Avantages et inconvénients des campings

On rencontre de nouveaux amis. En cas de mauvais temps, beaucoup d'activités sont impossibles.

What does the article say is the advantage **and** disadvantage of each type of accommodation?

Complete the boxes in **English**.

0 5 . 1

	Advantage	Disadvantage
Hotels		

[2 marks]

0 5 . 2

	Advantage	Disadvantage
Apartments		

[2 marks]



0 5 . 3

	Advantage	Disadvantage
Campsites		

[2 marks]

6

Turn over for the next question

Turn over ►



0 6

The new house

Read this extract from *Le Grand Meaulnes* by Alain-Fournier. François is the narrator. He is describing his house.

À l'école de Sainte-Agathe, mon père était professeur de la classe des grands enfants. Ma mère faisait la classe des petits. Nous habitions une maison à trois kilomètres de la gare. Derrière la maison, il y avait deux champs.

Je me souviens de notre première journée dans cette maison. Quand ma mère et moi y sommes arrivés, j'ai vu des enfants qui prenaient des pêches dans le jardin. Ils sont vite partis. Dans le salon, ma mère a remarqué avec tristesse qu'il n'y avait pas assez de place pour nos meubles. Puis, elle m'a envoyé dans la salle de bains car j'étais sale après le voyage.

Write **T** if the statement is **true**.

F if the statement is **false**.

NT if the statement is **not in the text**.

0 6 . 1

François' parents are both teachers.

[1 mark]

0 6 . 2

The station was opposite the house where François lived.

[1 mark]

0 6 . 3

The house had two floors.

[1 mark]

0 6 . 4

The children in the garden made François' mother angry.

[1 mark]

0 6 . 5

The children stayed in the garden after François and his mother arrived.

[1 mark]

0 6 . 6

His mother was unhappy with the size of the living room.

[1 mark]

0 6 . 7

François' mother sent him to have a wash.

[1 mark]

7



0 7

Le Festival de l'Aïr

You see this online article about a festival in Niger.

Le Festival de l'Aïr a pour objectif de célébrer la culture du pays. Cette année, on espère aussi encourager le tourisme au Niger. Au programme, il y aura la compétition de la meilleure joueuse de tendé (un instrument utilisé uniquement par les femmes). Cela a remplacé la compétition pour les femmes habillées en vêtements traditionnels. Les organisateurs pensent que ce genre de choses transforme les femmes en objets.

Answer the following questions in **English**.

0 7

. 1

What are the **two** aims of the festival?

[2 marks]

1 _____

2 _____

0 7

. 2

Which competition will **not** take place this year?

[1 mark]

0 7

. 3

Why have the organisers replaced this competition?

[1 mark]

4

Turn over for Section B

Turn over ►



Section BQuestions and answers in **French**Answer **all** questions in the spaces provided.**0 8****Un guide télé**

Dans un magazine, vous lisez un guide télé.

A	L'inspecteur Durand cherche un assassin mystérieux. Beaucoup de suspense.
B	Un reportage sur le passé – la Révolution française de 1789.
C	En donnant la bonne réponse, recevez jusqu'à 20 000 €.
D	Les mésaventures d'un homme drôle. Très rigolo.
E	Confrontation importante pour l'équipe de France. Qui va gagner ?
F	Information internationale en direct.
G	Spectacle de chanson francophone. Un remède contre le stress.

Qu'est-ce que les personnes suivantes voudraient regarder ? Écrivez la bonne lettre dans la case.

0 8 . 1

Ambre aime les émissions musicales.

[1 mark]**0 8 . 2**

Gabin aime le sport.

[1 mark]**0 8 . 3**

Louna aime les documentaires sur l'histoire.

[1 mark]**0 8 . 4**

Marius aime les séries policières.

[1 mark]**0 8 . 5**

Xavier aime les comédies.

[1 mark]**5**

0 9

Les ambitions des jeunes

Vous lisez un article sur les ambitions de ces jeunes.

Serge

Récemment, j'ai passé le baccalauréat. J'avais l'intention de faire un apprentissage l'année prochaine mais j'ai enfin décidé de prendre une année sabbatique.

Léo

Moi, je ferai certainement un apprentissage. Les qualifications sont importantes. Cependant, l'essentiel pour moi c'est de gagner de l'argent.

Clémentine

Avant, je voulais vraiment aller à l'université. Mon frère est étudiant en ce moment. Avec la pression des examens, je crois qu'un apprentissage sera mieux pour moi.

Fatima

En ce moment, j'étudie la physique car je veux devenir prof plus tard dans la vie. Il y a deux ans, je voulais devenir médecin, mais il faut compter neuf ans à l'université.

* la pression = pressure

Répondez aux questions en **français**.

0 9

. 1

Qu'est-ce que Serge va faire l'année prochaine ?

[1 mark]

0 9

. 2

Pourquoi est-ce que Léo veut faire un apprentissage ?

[1 mark]

0 9

. 3

Qu'est-ce que Clémentine **ne** veut **plus** faire ?

[1 mark]

0 9

. 4

Quelle est l'ambition de Fatima ?

[1 mark]

4

Turn over ►



1 0

Un enfant abandonné

Lisez cet extrait du roman *Sans famille* par Hector Malot.

Un matin, Jérôme allait à son bureau en ville. Comme il passait devant un jardin, il a vu un bébé par terre ! Soudain, il a remarqué un homme. Cet homme était là pour voir si quelqu'un allait trouver le bébé qu'il avait lui-même placé sous un arbre. D'abord, Jérôme ne savait pas quoi faire mais enfin il a porté le bébé au commissariat de police.

Écrivez **V** si la phrase est **vraie**.

F si la phrase est **fausse**.

PM si la phrase n'est **pas mentionnée**.

1 0 . 1

Jérôme était au chômage.

[1 mark]

1 0 . 2

Jérôme a vu l'homme qui avait placé le bébé dans le jardin.

[1 mark]

1 0 . 3

Le bébé n'était pas content.

[1 mark]

1 0 . 4

Jérôme a hésité avant d'aller à la police.

[1 mark]

4



1 1

La santé

Marion et Olivier parlent de la santé.

Marion

L'atmosphère polluée provoquent des dangers pour la santé. Moi, j'aime faire des randonnées où l'air est pur. Les jeunes boivent trop et cela peut causer des maladies dangereuses. Évitez le sucre et choisissez les légumes.

Olivier

La danse est bonne pour le cœur. Beaucoup de mes amis fument trop, ça m'inquiète. Manger sain est important et il faut bien dormir !

Qui parle des aspects suivants ?

Écrivez **M** pour **Marion**.

O pour **Olivier**.

M + O pour **Marion** et **Olivier**.

1 1 . 1

L'alimentation

[1 mark]

1 1 . 2

L'environnement

[1 mark]

1 1 . 3

Les promenades

[1 mark]

1 1 . 4

Le sommeil

[1 mark]

1 1 . 5

Le tabac

[1 mark]

5

Turn over ►



Translation into **English**

Your cousin has received a message from her French friend. Your cousin asks you to translate the message into **English** for her.

[9 marks]

[illegible]

END OF QUESTIONS

9

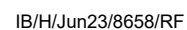


There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**





Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

F

Foundation Tier Paper 3 Reading

Time allowed: 45 minutes

Materials

You will need no other materials.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- In **Section A**, answer the questions in **English**.
In **Section B**, answer the questions in **French**.
In **Section C**, translate the passage into **English**.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
TOTAL	



J U N 2 2 8 6 5 8 R F 0 1

IB/H/Jun22/E9

8658/RF

Section AQuestions and answers in **English**Answer **all** questions in the spaces provided.**0 1****Jobs**

In a French magazine, you see a quiz about what jobs people do.

1. Magali prend le contrôle d'un avion.
2. Asma fait très bien la cuisine.
3. Lucas répond au téléphone et prend des messages.

Which job goes with each person?

Answer **all** parts of the question.

Write the correct letter in each box.

A	Chef
B	Doctor
C	Pilot
D	Secretary
E	Taxi driver

0 1 . 1

Magali

[1 mark]**0 1 . 2**

Asma

[1 mark]**0 1 . 3**

Lucas

[1 mark]**3**

Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 2**Voluntary work in Senegal**

You see an advert on the Internet about doing voluntary work in Senegal.

Offrez votre temps aux enfants du Sénégal qui habitent dans les rues parce que leurs parents n'ont pas de maison.

Donnez à ces enfants une éducation de base (maths et lecture).

Vous devez avoir plus de dix-huit ans et être en bonne santé.

Des qualifications et une expérience appropriées ne sont pas nécessaires.

Write the correct letter in each box.

0 2**1**

You will help children who are...

A	disabled.
B	homeless.
C	orphaned.

[1 mark]

0 2**2**

You will provide them with...

A	food.
B	medical aid.
C	lessons.

[1 mark]

0 2**3**

You have to be at least...

A	16.
B	18.
C	20.

[1 mark]



0 2 . 4

You also need to be...

A	experienced.
B	well qualified.
C	healthy.

[1 mark]

4**Turn over for the next question****Turn over ►**

0 3

Life at school

Read this article in which Alice describes her life at school.

La cantine

On mange bien à la cantine mais il y a souvent trop de bruit.

Les devoirs

Les devoirs nous permettent de faire des progrès mais on ne peut pas sortir en semaine.

Le règlement

Les règles nous encouragent à obtenir de bonnes notes. Par contre, on ne peut pas mettre de maquillage.

According to Alice, what are the advantages and disadvantages of the following aspects of her school?

Complete the table in **English**.

0 3 . 1

	Advantage	Disadvantage
The canteen		

[2 marks]

0 3 . 2

	Advantage	Disadvantage
Homework		

[2 marks]

0 3 . 3

	Advantage	Disadvantage
The school rules		

[2 marks]

6



0 4

An extreme sportsperson

Read this online article about a champion climber, James Kingston.

Write **T** if the statement is **true**.

F if the statement is **false**.

NT if the statement is **not in the text**.

James fait de l'escalade sans équipement.

James a escaladé la tour Eiffel – sans autorisation ... Il voulait acheter un billet pour monter au deuxième étage puis continuer sur la structure. Le nombre de touristes était un trop gros obstacle au succès de ce projet.

Alors, il a attendu une heure du matin pour faire l'exploit. Après, il a promis de ne jamais s'approcher de la tour – promesse qu'il va observer.

0 4 . 1

James had permission to climb the tower.

[1 mark]

0 4 . 2

He had to change his original plan.

[1 mark]

0 4 . 3

Climbing the tower took more than an hour.

[1 mark]

0 4 . 4

He will go back to the tower soon.

[1 mark]

4

Turn over for the next question

Turn over ►



0 5

A clown

Read this article by Nathan who talks about being a clown.

J'étais vendeur dans le magasin de mes parents. Je trouvais le travail assez monotone. Puis, j'ai lu un article dans un magazine, écrit par un clown célèbre. Alors, à l'âge de 20 ans, j'ai décidé de devenir clown. Mes parents ne se sont pas opposés à mon choix parce qu'ils pensaient que cela m'aiderait à combattre ma timidité. Je n'ai jamais regretté ma décision.

Un bon clown doit avoir une bonne mémoire pour apprendre tous les mouvements mais il est aussi indispensable de faire rire le public et surtout d'intéresser les enfants.

Answer the questions in **English**.

0 5

. 1

What was Nathan's job **before** becoming a clown?

[1 mark]

0 5

. 2

Why did his parents support his decision to become a clown?

[1 mark]

0 5

. 3

According to Nathan, what does a good clown need to do? Give **three** details.

[3 marks]

1 _____

2 _____

3 _____

5



Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 6

Poems

Read these extracts from some French poems.

What is the subject of each poem?

Write the correct letter in each box.

Poème 1

Ils partiront avec moi pour les champs de bataille
Ils dormiront la nuit sous la pluie ou les étoiles
Ils obéiront avec moi aux mêmes commandements
Ils souffriront* du froid et du soleil avec moi.

Guillaume Apollinaire

Poème 2

J'étais jeune et belle,
Et je le savais.
Mais soudain je venais de trouver
Quelques cheveux blancs ...

Sophie d'Arbouville

Poème 3

S'il vous faut un être cher,
Un être pour vous aimer beaucoup,
Moi, je suis libre.

Alice de Chambrier

*souffriront = will suffer

A	An offer of love
B	Going to war
C	Growing older
D	Listening to music
E	The beauty of nature



0 6 . 1

Poem 1

[1 mark]

0 6 . 2

Poem 2

[1 mark]

0 6 . 3

Poem 3

[1 mark]

3

Turn over for the next question

Turn over ►



07

Protecting the environment

You see this online forum in which French students give their opinions about the environment.

Who mentions the following aspects?

Write **A** for **Amir**.

B for **Bella**.

A + B for **Amir** and **Bella**.

Amir

Nos vêtements viennent de l'autre bout* de la planète. Les produits utilisés dans leur fabrication polluent l'environnement de ces pays. 40% de nos légumes sont importés de l'étranger – un scandale ! Et combien de litres d'eau sont dépensés en prenant une douche ?

Bella

L'industrie de l'alimentation en France contribue à la pollution. Comme moi, refusez de manger de la viande. On peut aussi fermer le robinet pendant qu'on se lave les mains.

*de l'autre bout = from the other end

07.1

Being a vegetarian

[1 mark]

07.2

Wasting water

[1 mark]

07.3

Worrying about pollution

[1 mark]

07.4

The need for more food from the local area

[1 mark]

4



0 8

School in Togo

After watching a video about life in a school in Togo, Eva has made the following notes.

Dans la vidéo, la plupart des élèves portent un uniforme.
Il n'y a pas assez de livres dans l'école.
Tous les élèves chantent en allant en classe.
Ils disent bonjour au directeur quand il entre dans la salle.

Complete these sentences in **English**.

0 8

1

Most pupils...

[1 mark]

0 8

2

The school does **not** have enough...

[1 mark]

0 8

3

On the way to class, the pupils...

[1 mark]

0 8

4

When the headteacher enters the room, the pupils...

[1 mark]

4

Turn over for Section B

Turn over ►



Section B

Questions and answers in **French**Answer **all** questions in the spaces provided.

0 9

Une visite chez un amiLisez cet extrait du conte *Une Famille* de Guy de Maupassant.

Quelle est l'attitude de Georges au sujet des aspects suivants ?

Notez **P** pour une attitude **positive**.**N** pour une attitude **négative**.**P + N** pour une attitude **positive** et **négative**.

Ecrivez les bonnes lettres dans les cases.

Georges rend visite à un vieil ami, Simon.

Dans la voiture, je traverse la ville qui me semble triste et laide. Il n'y a rien dans les rues, sauf quelques chiens. Enfin, la voiture s'arrête devant la maison de Simon. Il me conduit dans une grande chambre confortable avec une belle vue sur le jardin. Plus tard, je descends pour dîner dans la salle à manger. Les trois enfants n'aiment pas la soupe à l'oignon et refusent d'en manger. Ils ont raison. Je trouve les enfants mignons, animés mais trop bruyants. Le chien me regarde fixement. J'ai horreur des animaux.

0 9 . 1

La ville

[1 mark]

0 9 . 2

Sa chambre

[1 mark]

0 9 . 3

La soupe

[1 mark]

0 9 . 4

Les enfants

[1 mark]

0 9 . 5

Le chien

[1 mark]

5



1 0

La pauvreté

Vous voyez cet article sur le site d'une association caritative.

Décidez si les phrases sont vraies, fausses ou pas mentionnées.

Ecrivez **V** si la phrase est **vraie**.

F si la phrase est **fausse**.

PM si la phrase n'est **pas mentionnée**.

Mettez-vous à la place de la petite Maya, qui habite un pays pauvre et dont le papa et la maman travaillent toute la journée. Maya doit s'occuper de son frère, encore bébé. Maya ne peut pas voir un médecin si elle est malade. Elle et son frère ont souvent faim. Malheureusement, des enfants comme Maya, il y en a beaucoup. Comment l'aider ? Que pourriez-vous faire, vous, pour l'aider ?

1 0 . 1

Les parents de Maya ont des emplois.

[1 mark]

1 0 . 2

Maya est fille unique.

[1 mark]

1 0 . 3

Maya veut devenir médecin.

[1 mark]

1 0 . 4

Les enfants n'ont pas assez à manger.

[1 mark]

 4

Turn over for the next question

Turn over ►



1 1

Une musicienne

Lisez cet article sur la musicienne martiniquaise, Meryl.

Toute petite, Meryl ne rêve que d'une chose : jouer du saxophone en public.

Ses parents étaient sensibles à sa passion pour la musique mais ils insistaient toujours sur l'importance de l'éducation. Elle a donc fini ses études avant de devenir musicienne professionnelle.

Vendredi dernier, Meryl, enchantée, a joué de son instrument devant le maire. L'année prochaine, elle sortira son premier album. Ses fans seront contents !

Répondez à ces questions en **français**.

1 1

. 1

Quelle est l'ambition de Meryl depuis son enfance ?

[1 mark]

1 1

. 2

Qu'est-ce qu'elle a fait avant de commencer sa carrière ?

[1 mark]

1 1

. 3

La semaine dernière, qu'est-ce qui a rendu Meryl heureuse ?

[1 mark]

1 1

. 4

Pourquoi est-ce que ses fans vont être satisfaits ?

[1 mark]

4



1 2**Des matières**

Ces élèves parlent de leurs matières préférées.

Quelles sont les matières préférées de ces élèves ?

Ecrivez la bonne lettre dans la case.

A	Le dessin
B	L'espagnol
C	L'histoire
D	L'informatique
E	Les maths
F	Les sciences naturelles
G	Le sport

1 2 . 1

Chloé est créative et très artistique.

[1 mark]**1 2 . 2**

Louis aime étudier les langues.

[1 mark]**1 2 . 3**

Salma adore travailler sur l'ordinateur.

[1 mark]**1 2 . 4**

Liam aime l'activité physique.

[1 mark]**1 2 . 5**

Amadou s'intéresse aux événements du passé.

[1 mark]

5

Turn over ►

Translation into **English**

Your friend has seen this review of a film in a French magazine. Your friend asks you to translate it into **English** for her.

[9 marks]

[illegible]

C

END OF QUESTIONS



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



*Do not write
outside the
box*

[illegible]

*Do not write
outside the
box*

[illegible]

*Do not write
outside the
box*

[illegible]

*Do not write
outside the
box*

[illegible]

There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.



2 4



2 2 6 G 8 6 5 8 / R F

IB/H/Jun22/8658/RF

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

GCSE
FRENCH
8658/RF

Paper 3 Reading Foundation Tier

Mark scheme

June 2022

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 © 2022 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 (Pilot)	1

Question	Accept	Mark
01.2	A (Chef)	1

Question	Accept	Mark
01.3	D (Secretary)	1

Question	Accept	Mark
02.1	B (homeless)	1

Question	Accept	Mark
02.2	C (lessons)	1

Question	Accept	Mark
02.3	B (18)	1

Question	Accept	Mark
02.4	C (healthy)	1

Question	Key idea	Accept	Reject	Mark
03.1	Advantage: you <u>eat well</u> = 1	<u>good</u> food	it's good to food	2
	Disadvantage: too much noise = 1	(too) noisy/too loud	it's too much	

Question	Key idea	Accept	Reject	Mark
03.2	Advantage: good for progress = 1 progress to	you can make (good) progress/you can get better		2
	Disadvantage: can't go out (during the week) = 1	stops you going out/affects social life/you can only go out at the weekend	you can't go out for a week you can't go out at the weekend	

Question	Key idea	Accept	Reject	Mark
03.3	Advantage: rules help you get good/better <u>results/marks</u> = 1	<u>marks/grades</u> go up		2
	Disadvantage: you can't wear make-up = 1	make-up is banned		

Question	Accept	Mark
04.1	F (false)	1

Question	Accept	Mark
04.2	T (true)	1

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

Question	Accept	Mark
04.4	F (false)	1

Question	Key idea	Accept	Reject	Mark
05.1	shop assistant/(worked) in a shop	(worked in) his parents' shop/ sales person	worked for his parents to	1

Question	Key idea	Accept	Reject	Mark
05.2	it would combat his shyness	it could make him less timid/shy/help with his shyness build his confidence/because he is shy		1

Question	Key idea	Accept	Reject	Mark
05.3	learn/memorise (all) the movements = 1 make the audience laugh = 1 interest children = 1	have a good memory/be able to learn the movements/the act to provoke laughter/make people/the public laugh/be funny keep the children's interest/entertain children	Infants/ the children to interest in children	3

Question	Accept	Mark
06.1	B (Going to war)	1

Question	Accept	Mark
06.2	C (Growing older)	1

Question	Accept	Mark
06.3	A (An offer of love)	1

Question	Accept	Mark
07.1	B (Bella)	1

Question	Accept	Mark
07.2	A+B (Amir and Bella)	1

Question	Accept	Mark
07.3	A+B (Amir and Bella)	1

Question	Accept	Mark
07.4	A (Amir)	1

Question	Key idea	Accept	Reject	Mark
08.1	wear/are in uniform(s)	have uniforms	are uniform	1

Question	Key idea	Accept	Reject	Mark
08.2	books	Textbooks/schoolbooks	equipment exercise books	1

Question	Key idea	Accept	Reject	Mark
08.3	sing	have a singsong	seem happy/chant/sing and dance/sing and chat	1

Question	Key idea	Accept	Reject	Mark
08.4	say hello	greet him/welcome him	talk	1

Question	Accept	Mark
09.1	N (négative/negative)	1

Question	Accept	Mark
09.2	P (positive)	1

Question	Accept	Mark
09.3	N (négative/negative)	1

Question	Accept	Mark
09.4	P+N (positive and négative/negative)	1

Question	Accept	Mark
09.5	N (négative/negative)	1

Question	Accept	Mark
10.1	V (vrai/vraie/true)	1

Question	Accept	Mark
10.2	F (fausse/false)	1

Question	Accept	Mark
10.3	PM (pas mentionnée/not mentioned)	1

Question	Accept	Mark
10.4	V (vrai/vraie/true)	1

Question	Key idea	Accept	Reject	Mark
11.1	jouer du saxophone		en public/jouer tc	1

Question	Key idea	Accept	Reject	Mark
11.2	(elle a fait) des études	elle a fini son éducation/l'école	l'importance de l'éducation/l'éducation tc	1

Question	Key idea	Accept	Reject	Mark
11.3	elle a joué <u>devant le maire</u>	Jouer devant le maire/(a) joué devant le maire	la mairie	1

Question	Key idea	Accept	Reject	Mark
11.4	elle sortira un album		l'année prochaine son premier/nouvel album tc	1

Question	Accept	Mark
12.1	A (Le dessin)	1

Question	Accept	Mark
12.2	B (L'espagnol)	1

Question	Accept	Mark
12.3	D (L'informatique)	1

Question	Accept	Mark
12.4	G (Le sport)	1

Question	Accept	Mark
12.5	C (L'histoire)	1

Question	Key idea	Accept	Reject	Mark
13	Paula a seize ans	Paula is 16/sixteen	any incorrect number eg 6/Paula has 16 years	1
	et elle est amusante.	<u>and</u> (she) is funny/amusing/is fun.	is amused	1
	Son professeur de danse pense	Her <u>dance</u> teacher thinks	Professor/his teacher	1
	qu'elle a beaucoup de talent.	(that) she has a lot of talent/she is <u>very</u> talented.	quite/fairly	1
	Il l'encourage	He encourages her	it/him	1
	à participer à une compétition à Paris.	to take part/participate in a competition in Paris.		1
	Ses parents sont un peu inquiets	Her parents are a little worried/anxious/nervous/concerned	are little worried/very sure	1
	mais Paula a déjà décidé	but Paula has already decided	wrong tense/omission of already	1
	d'y aller.	to go (there).		1

Total marks = 60

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

F

Foundation Tier

Paper 1 Listening

Tuesday 23 May 2023

Morning

Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

You will need no other materials.

The pauses are pre-recorded for this test.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Do not open this book until you are told to do so.**

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **French**.
- You must answer **all** the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Write neatly and put down **all** the information you are asked to give.
- Ask any questions now. You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- The test starts now.**

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 40.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).

For Examiner's Use	
Question	Mark
1–2	
3–6	
7–10	
11	
12	
13–17	
18–19	
20–21	
22–23	
24	
TOTAL	



Section AQuestions and answers in **English**Answer **all** questions in the spaces provided.**Friends**

A Belgian teenager is talking about his two friends, Camille and Julien.

What **two** details about each friend does the Belgian teenager mention?

Write the correct letters in the boxes.

A	Age
B	Family
C	Favourite school subject
D	Hobby
E	Job
F	Nationality

0 1

Camille

[2 marks]

0 2

Julien

[2 marks]

4

A TV quiz show

You are watching a quiz show on Swiss TV.

Mathilde is a contestant on the quiz show.

Mathilde is talking to the presenter of the show.

Answer the questions in **English**.

0	3

Where exactly in Geneva does Mathilde live?

[1 mark]

0	4

What is Mathilde's job?

[1 mark]

0	5

What are Mathilde's **two** hobbies?

[2 marks]

1 _____

2 _____

Answer both parts of question 6.

0	6	.	1

What will Mathilde buy with the prize money?

[1 mark]

0	6	.	2

Who will this be for?

[1 mark]

6

Turn over ►



Holiday preferences

You hear these young French celebrities talking about different types of holidays.

What type of holidays are the young celebrities talking about?

Write the correct letter in each box.

A	Beach
B	Camping
C	Cruise
D	Cycling
E	Safari
F	Skiing

0	7

[1 mark]

0	8

[1 mark]

0	9

[1 mark]

1	0

[1 mark]

4



1 1

Interview with a charity

You are listening to French radio.

You hear this interview with Xavier, the manager of a charity.

Write **A** (if only A is correct).

B (if only B is correct).

A + B (if both A and B are correct).

Write the correct letter(s) in each box.

Answer both parts of question 11.

1 1 . 1

What food donations does the charity want at the moment?

A	Packets of rice
B	Cans of tuna

[1 mark]

1 1 . 2

What clothes does the charity need?

A	Winter clothes
B	Children's clothes

[1 mark]

2

Turn over for the next question

Turn over ►



1 2

A university promotional video

You see a promotional video from Quebec.

The promotional video is for the University of Montreal.

Complete the sentences in **English**.

Answer all three parts of question 12.

1 2 . 1

During a visit to the campus, first, go and see the main university...

[1 mark]

_____ .

1 2 . 2

Don't forget the famous...

[1 mark]

_____ .

1 2 . 3

Finally, meet one of the guides who will talk about...

[1 mark]

_____ .

3



Local area

You are listening to Belgian radio.

You hear these people talking about where they live.

What is their opinion on the following aspects?

Write **P** for a **positive** opinion.

N for a **negative** opinion.

P + N for a **positive** and **negative** opinion.

1	3

Neighbours

[1 mark]

1	4

Buses

[1 mark]

1	5

Restaurants

[1 mark]

1	6

City centre

[1 mark]

1	7

Area

[1 mark]

5

Turn over ►



Life at school

You are on a French trip.

You hear these young people talking about their day at school.

Answer the questions in **English**.

1	8

Why did Magali have a good day at school? Give **two** reasons.

[2 marks]

1 _____

2 _____

1	9

Why was Rémi's first day at school a catastrophe? Give **two** reasons.

[2 marks]

1 _____

2 _____

4



At the shopping centre

You are in a shopping centre in Tunisia.

You hear these announcements.

What activity can you do on which floor?

For each announcement, write the correct **letter** of the floor and the correct **number** of the activity in the boxes.

Floor		Activity	
A	Basement	1	Charge your phone
B	Ground floor	2	Have a meal
C	First floor	3	Take money out
D	Third floor	4	Watch a film

2	0

Floor

Activity

[2 marks]

2	1

Floor

Activity

[2 marks]

4

Turn over for Section B

Turn over ►



Section BQuestions and answers in **French**Answer **all** questions in the spaces provided.**Interview avec un artiste belge**

Sur Internet, vous entendez une interview avec Ludovic, un artiste belge.

Choisissez la bonne réponse. Ecrivez la bonne lettre dans la case.

Répondez aux deux parties de la question 22.

2 2 . 1 Le thème d'une chanson récente était les problèmes ...

A	dans les familles.
B	des réseaux sociaux.
C	de l'environnement.

[1 mark]

2 2 . 2 Le concert de Ludovic aide ...

A	les femmes.
B	les malades.
C	les SDF.

[1 mark]

Répondez aux deux parties de la question 23.

2 3 . 1 Pour garder la forme, Ludovic ...

A	dort assez.
B	fait du sport.
C	mange bien.

☐

[1 mark]

2 3 . 2 A l'avenir, Ludovic voudrait un rôle ...

A	au cinéma.	
B	au théâtre.	
C	dans une publicité.	

☐

[1 mark]

4

Turn over for the next question

Turn over ►



2 4**Un carnaval**

Vous entendez cette conversation sur un carnaval.

On mentionne quels aspects du carnaval* ?

Ecrivez les bonnes lettres dans les cases.

A	Les activités
B	Les costumes
C	La date
D	L'heure
E	La météo
F	La nourriture
G	L'origine
H	Le prix

* carnaval = carnival

[4 marks]**4****END OF QUESTIONS**

There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



[illegible]

*Do not write
outside the
box*

[illegible]



GCSE
FRENCH
8658/LF

Paper 1 Listening 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	A (Age) E (Job)	2

Question	Accept	Mark
02	F (Nationality) B (Family)	2

Question	Key idea	Accept	Reject	Mark
03	(in the) south	Ignore south + incorrect detail (e.g. south of a village)	in town	1

Question	Key idea	Accept	Reject	Mark
04	butcher	works in a butcher's in a meat shop / butchery	shopkeeper / any other shop	1

Question	Key idea	Accept	Reject	Mark
05	(going for a) walk(s)/walking = 1 (going to) museums = 1	Ignore walks/walking + additional detail (e.g. on the beach, on the promenade) hiking	sport sport + walks/walking she is not sporty	2

Question	Key idea	Accept	Reject	Mark
06.1	(a sports) car	a convertible	a specific brand (eg Porsche)	1

Question	Key idea	Accept	Reject	Mark
06.2	(her) husband	spouse	(her) partner (too vague)	1

Question	Accept	Mark
07	F (Skiing)	1

Question	Accept	Mark
08	C (Cruise)	1

Question	Accept	Mark
09	B (Camping)	1

Question	Accept	Mark
10	D (Cycling)	1

Question	Accept	Mark
11.1	B (Cans of tuna)	1

Question	Accept	Mark
11.2	B (Children's clothes)	1

Question	Key idea	Accept	Reject	Mark
12.1	building(s)	principal building(s)	building + a person (e.g. building of the principal / professor) hall	1

Question	Key idea	Accept	Reject	Mark
12.2	library		bookshop	1

Question	Key idea	Accept	Reject	Mark
12.3	the life of (a) student(s)	student(s') life / uni(versity) life	life/students tc any reference to studying / studies	1

Question	Accept	Mark
13	P+N/P&N/PN (positive and negative)	1

Question	Accept	Mark
14	N (negative)	1

Question	Accept	Mark
15	P+N/P&N/PN (positive and negative)	1

Question	Accept	Mark
16	P (positive)	1

Question	Accept	Mark
17	P (positive)	1

Question	Key idea	Accept	Reject	Mark
18	1. (she was) congratulated / praised / commended by the / her <u>headteacher</u> = 1	(the/her) principal / director said well done / congratulations / she had worked well / is hardworking	she saw the/her headteacher she worked hard the headteacher was nice to her Reject any reference to reward / award	2
	2. (her) <u>physics/science</u> teacher was absent/not in (today) = 1	she didn't have (a) physics lesson today Ignore reference to disliking the teacher (e.g., her physics teacher absent - she hates him).	one of her teachers was absent (too vague)/incorrect subject (e.g., PE) the physics/science teacher was ill	

Question	Key idea	Accept	Reject	Mark
19	1. (he) got lost (in/at school) = 1	(he) could not find his way around school / to his class	he got lost on the way/going to school he went to the wrong lesson	2
	2. (he) arrived late to (his) lesson(s) = 1	(he) was late to (his) classes	he was late to school/he was late tc	

Question	Accept	Mark
20	Floor: A (Basement) Activity: 4 (Watch a film)	2

Question	Accept	Mark
21	Floor: B (Ground floor) Activity: 2 (Have a meal)	2

Question	Accept	Mark
22.1	C (de l'environnement.)	1

Question	Accept	Mark
22.2	C (les SDF.)	1

Question	Accept	Mark
23.1	B (fait du sport.)	1

Question	Accept	Mark
23.2	A (au cinéma.)	1

Question	Accept	Mark
24	A B C F (in any order) A (Les activités) B (Les costumes) C (La date) F (La nourriture)	4

Total marks = 40

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

F

Foundation Tier

Paper 1 Listening

Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

You will need no other materials.

The pauses are pre-recorded for this test.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Do not open this book until you are told to do so.**

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **French**.
- You must answer **all** the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Write neatly and put down **all** the information you are asked to give.
- Ask any questions now. You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- The test starts now.**

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 40.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).

For Examiner's Use	
Question	Mark
1–2	
3–6	
7–10	
11	
12	
13–17	
18–19	
20–21	
22–25	
26	
TOTAL	



Section AQuestions and answers in **English**Answer **all** questions in the spaces provided.**Food preferences**

Your French exchange partner tells you about his food preferences.

What does he like and dislike?

Write the correct letters in the boxes.

A	Dairy products
B	Fish
C	Fruit
D	Meat
E	Sweet things
F	Vegetables

0 1

He likes**He dislikes****[2 marks]**

0 2

He likes**He dislikes****[2 marks]**

4

Conversation in a shop

You hear this conversation in a shop in Montreal.

Answer the questions in **English**.

0	3

What is the customer looking for?

[1 mark]

0	4

What occasion is it for?

[1 mark]

0	5

What is wrong with the shop assistant's suggestion? Give **two** details.

[2 marks]

1 _____

2 _____

0	6

What does the customer like about the shop assistant's new suggestion? Give **two** details.

[2 marks]

1 _____

2 _____

6

Turn over for the next question

Turn over ►



Environmental problems

You hear these young Swiss people talking about environmental problems.

Which environmental problem does each one mention?

Write the correct letter in each box.

A	Air pollution
B	Climate change
C	Energy waste
D	Litter
E	Threat to wildlife
F	Water pollution

0	7

[1 mark]

0	8

[1 mark]

0	9

[1 mark]

1	0

[1 mark]

4



1 1

Going to a concert

You hear this conversation in a café in Geneva.

Write **A** (if only A is correct).

B (if only B is correct).

A + B (if both A and B are correct).

Write the correct letter(s) in each box.

Answer both parts of question 11.

1 1 . 1

The concert is happening...

A	outdoors.
B	for the first time.

[1 mark]

1 1 . 2

The concert is...

A	free of charge.
B	for charity.

[1 mark]

2

Turn over for the next question

Turn over ►



1 2

A Netflix series

You hear this podcast about a brand-new series from Senegal on Netflix.

Complete the sentences in **English**.

Answer all three parts of question 12.

1 2 . 1

This series is filmed in Dakar in Senegal in a small...

[1 mark]

_____ .

1 2 . 2

You should watch it for the actors and their funny...

[1 mark]

_____ .

1 2 . 3

The podcaster is hoping for...

[1 mark]

_____ .

3



Jobs

On the radio in Belgium, you hear these people talking about different jobs.

What is their opinion of these different jobs?

Write **P** for a **positive** opinion.

N for a **negative** opinion.

P + N for a **positive** and **negative** opinion.

1	3

Farmer

[1 mark]

1	4

Teacher

[1 mark]

1	5

Police officer

[1 mark]

1	6

Hairdresser

[1 mark]

1	7

Lawyer

[1 mark]

5

Turn over for the next question

Turn over ►



Friendship issues

On the radio, you hear these young people from Quebec talking about friendship issues.

Answer the questions in **English**.

1	8

What does Ibrahim do that annoys Aïcha? Mention **two** details.

[2 marks]

1 _____

2 _____

1	9

Why is Félix unhappy with his best friend? Give **two** reasons.

[2 marks]

1 _____

2 _____

4



Special offers

You hear these announcements in a supermarket in Brussels.

What item is mentioned? What is the special offer?

Write the correct **letter** of the item mentioned and the correct **number** of the special offer in the boxes.

Item		Special offer	
A	Book	1	Buy one get one free
B	Calculator	2	Get a free gift with your purchase
C	Pen	3	Reduced price
D	Pencil case	4	Three for the price of two

2	0

Item

Special offer

[2 marks]

2	1

Item

Special offer

[2 marks]

4

Turn over for Section B

Turn over ►



Section BQuestions and answers in **French**Answer **all** questions in the spaces provided.**Les influenceurs en France**

Sur Internet, vous entendez ce reportage sur 4 influenceurs/influenceuses français(es).

Choisissez la bonne réponse. Ecrivez la bonne lettre dans la case.

2 2

Dans ses blogs, Léana parle de ...

A	célébrités.
B	films récents.
C	pâtisserie.

[1 mark]**2 3**

Le décorateur Nico va poster la photo d'une ...

A	chambre.
B	cuisine.
C	salle de bains.

[1 mark]**2 4**

La carrière d'Aurélie a commencé dans ...

A	les jeux vidéo.
B	la musique.
C	le tourisme.

[1 mark]**2 5**

Thibaud est expert en ...

A	nutrition.
B	relaxation.
C	sports.

[1 mark]**4**

2 6**Les vacances**

Vous entendez Fatouma parler de ses vacances au téléphone avec son cousin, Aziz.

Fatouma mentionne quels aspects de ses vacances ?

Ecrivez les bonnes lettres dans les cases.

A	Les activités
B	Le climat
C	La destination
D	Le logement
E	Les magasins
F	Les repas
G	Les touristes
H	Le transport

[4 marks]**4****END OF QUESTIONS**

There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



*Do not write
outside the
box*

[illegible]

There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.



1 6



2 2 6 G 8 6 5 8 / L F

IB/H/Jun22/8658/LF

GCSE
FRENCH
8658/LF

Paper 1 Listening Foundation Tier

Mark scheme

June 2022

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 © 2022 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	He likes: E (Sweet things) He dislikes: D (Meat)	2

Question	Accept	Mark
02	He likes: C (Fruit) He dislikes: A (Dairy products)	2

Question	Key idea	Accept	Reject	Mark
03	(a new) dress(es)	wedding dress	robe outfit / clothes / clothing	1

Question	Key idea	Accept	Reject	Mark
04	(a) wedding / marriage	(her granddaughter) is getting married Ignore reference to wrong person getting married	<u>her</u> wedding marriage / wedding with her boyfriend / girlfriend / fiancé reference to own wedding	1

Question	Key idea	Accept	Reject	Mark
05	(bad / poor) quality = 1 (too) short = 1	not good quality	bad tc reference to size (e.g. tight / does not fit / small)	2

Question	Key idea	Accept	Reject	Mark
06	(The) price = 1 (It is) blue = 1	The price is reasonable / good reasonably priced / affordable (the) colour	it is good it is reasonable tc cheaper / cheap	2

Question	Accept	Mark
07	A (Air pollution)	1

Question	Accept	Mark
08	F (Water pollution)	1

Question	Accept	Mark
09	E (Threat to wildlife)	1

Question	Accept	Mark
10	B (Climate change)	1

Question	Accept	Mark
11.1	A (outdoors)	1

Question	Accept	Mark
11.2	B (for charity)	1

Question	Key idea	Accept	Reject	Mark
12.1	police station	police office / department / centre / workplace	police tc police force / community / place	1

Question	Key idea	Accept	Reject	Mark
12.2	adventure(s)		actions adventurous	1

Question	Key idea	Accept	Reject	Mark
12.3	a second (series / season)	another / new / one more series / season two series / seasons a season two new / more episodes	lots of people to watch it tc it to be popular more series (no reference to second) two more series	1

Question	Accept	Mark
13	N (negative)	1

Question	Accept	Mark
14	P+N/P&N/PN (positive and negative)	1

Question	Accept	Mark
15	P (positive)	1

Question	Accept	Mark
16	P+N/P&N/PN (positive and negative)	1

Question	Accept	Mark
17	N (negative)	1

Question	Key idea	Accept	Reject	Mark
18	1. (He/Ibrahim) uses/takes <u>Aïcha's/her</u> (exercise) book / notes to do his (home/school)work = 1	(He/Ibrahim) copies <u>Aïcha's/her</u> homework/answers/(school)work	wrong name He/Ibrahim uses Aïcha's/her (exercise) book / notes / things tc He does not do his homework tc He/Ibrahim uses/makes Aïcha to do his homework He/Ibrahim copies Aïcha / her tc (too vague)	2
	2. (He/Ibrahim) tells the/his teacher/says (it's) Aïcha (who) copies (him/his homework) (not him) / (He/Ibrahim) says she copies = 1	(He/Ibrahim) accuses / blames Aïcha of / for copying (He/Ibrahim) lies to the teacher (about who is copying)	(He/Ibrahim) gets her in trouble with the teacher (for copying)	

Question	Key idea	Accept	Reject	Mark
19	1. (he) went out with / dated a girl when his girlfriend was abroad/away/went out with two girls at the same time = 1	He cheated on his girlfriend	(He) is talking to other girls He is an idiot He has lots of girlfriends	2
	2. (He) has done it before/it's not the first time (he has done that / he's cheated) = 1	It's happened before He cheated on his girlfriend before = 2		

Question	Accept	Mark
20	Item: A (Book) Special offer: 4 (Three for the price of two)	2

Question	Accept	Mark
21	Item: B (Calculator) Special offer: 2 (Get a free gift with your purchase)	2

Question	Accept	Mark
22	A (célébrités)	1

Question	Accept	Mark
23	A (chambre)	1

Question	Accept	Mark
24	A (les jeux vidéo)	1

Question	Accept	Mark
25	C (sports)	1

Question	Accept	Mark
26	C F A D (in any order) C (La destination) F (Les repas) A (Les activités) D (Le logement)	4

Total marks = 40

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

F

Foundation Tier Paper 1 Listening

Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

You will need no other materials.

The pauses are pre-recorded for this test.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Do not open this book until you are told to do so.**

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **French**.
- You must answer **all** the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Write neatly and put down **all** the information you are asked to give.
- Ask any questions now. You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- The test starts now.**

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 40.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).

For Examiner's Use	
Question	Mark
1–4	
5–8	
9–10	
11	
12	
13–17	
18–19	
20–21	
22–25	
26	
TOTAL	



Section AQuestions and answers in **English**.Answer **all** questions in the spaces provided.**Voice messages**

Your Moroccan penfriend has sent you voice messages on WhatsApp.

What is each message about? Write the correct letter in the box.

A	Her appearance
B	Her family
C	Her friend
D	Her job
E	Her personality
F	Her studies

0 1

[1 mark]

0 2

[1 mark]

0 3

[1 mark]

0 4

[1 mark]

4



Conversation in a restaurant

You hear this conversation in a restaurant in Switzerland.

Write the answers to the questions in **English**.

Answer both parts of question 5.

0 5 . 1

At what time is the table reservation?

[1 mark]

0 5 . 2

How many people is it for?

[1 mark]

0 6

What does the customer ask for? Mention **two** things.

[2 marks]

1 _____

2 _____

0 7

What does the waiter recommend?

[1 mark]

0 8

What is free on the children's menu?

[1 mark]

6

Turn over ►



School life

In a café in France, you hear these young people talking about their school life.

A	Buildings
B	Classmates
C	Rules
D	School day
E	Teachers
F	Trips

For each person, what is one **positive** and one **negative** aspect of their school life? Write the correct letters in the boxes.

0	9

Positive aspect

Negative aspect

[2 marks]

1	0

Positive aspect

Negative aspect

[2 marks]

4



1 1

At a fitness club

You hear this conversation at a fitness club in Belgium.

Write **A** (if only A is correct)

B (if only B is correct)

A+B (if both A and B are correct).

Write the correct letter(s) in the box.

Answer both parts of question 11.

1 1 . 1

40 euros a month gives you unlimited access to...

A	the swimming pool.
B	the fitness classes.

[1 mark]

1 1 . 2

The club opens...

A	later at the weekend.
B	every day of the year.

[1 mark]

2

Turn over for the next question

Turn over ►



1 2

French exchange

On the last day of the French exchange, your host family reminds you of things to do.

What must you remember to do for each member of your family?

Complete the sentences in **English**.

Answer all three parts of question 12.

You will hear the example as part of question 12. It is **not** recorded separately.

Example:

For your **grandmother**, remember to...

take photos.

1 2

. 1

For your **sister**, remember to...

[1 mark]

_____ .

1 2

. 2

For your **mother**, remember to...

[1 mark]

_____ .

1 2

. 3

For your **father**, remember to...

[1 mark]

_____ .

3



Charity events

On the radio in Montreal, you hear these students talking about school fundraising events.

What is their opinion of each event?

For a positive opinion, write **P**.

For a negative opinion, write **N**.

For a positive and negative opinion, write **P+N**.

1	3

A car wash

[1 mark]

1	4

A quiz

[1 mark]

1	5

A football match

[1 mark]

1	6

A night hike

[1 mark]

1	7

A raffle

[1 mark]

5

Turn over ►



Gap year

On the Internet, you hear this podcast about taking a gap year.

Answer the questions in **English**.

1	8

According to Jessica, what does a gap year allow you to do? Give **two** details.

[2 marks]

1 _____

2 _____

1	9

Why is a gap year **not** a good idea, according to Éric? Mention **two** reasons.

[2 marks]

1 _____

2 _____

4



Special occasions

These people from Quebec are talking about which gift they enjoy getting for various special occasions.

For each person, write the correct letter of the gift and the number of the special occasion in the boxes.

Gift	
A	Book
B	Handbag
C	Jewellery
D	Make-up

Special occasion	
1	Birthday
2	Christmas
3	Mother's Day
4	Valentine's Day

2	0

Gift

Special occasion

[2 marks]

2	1

Gift

Special occasion

[2 marks]

4

Turn over for Section B**Turn over ►**

Section BQuestions and answers in **French**.Answer **all** questions in the spaces provided.**Un vlog**

Sur Internet, vous trouvez ce vlog sur la vie d'une personne suisse.

Choisissez la bonne réponse. Ecrivez la bonne lettre dans la case.

2 2

En ce moment, il est ...

A	médecin.
B	au chômage.
C	pianiste professionnel.

[1 mark]**2 3**

Dans sa région, il voudrait avoir plus de ...

A	transports en commun.
B	zones piétonnes.
C	pistes cyclables.

[1 mark]**2 4**

L'aspect négatif de son nouvel ordinateur, c'est ...

A	la souris.
B	le clavier.
C	l'écran.

[1 mark]

2 5

Il achète ses vêtements ...

A	dans les boutiques de mode.
B	dans les supermarchés.
C	sur Internet.

☐**[1 mark]**

4**Turn over for the next question****Turn over ►**

2 6**La santé**

Vous entendez cette Française parler de sa santé.

Elle mentionne quels aspects de santé ? Ecrivez les bonnes lettres dans les cases.

A	L'alcool
B	La dépression
C	La nourriture
D	La relaxation
E	Le sommeil
F	Le sport
G	Le stress
H	Le tabac

[4 marks]**4****END OF QUESTIONS**

There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



*Do not write
outside the
box*

[illegible]



GCSE
FRENCH
8658/LF

Paper 1 Listening Foundation Tier

Mark scheme

June 2021

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 © 2021 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	B (Her family)	1

Question	Accept	Mark
02	A (Her appearance)	1

Question	Accept	Mark
03	C (Her friend)	1

Question	Accept	Mark
04	F (Her studies)	1

Question	Key idea	Accept	Reject	Mark
05.1	19h	7pm/7 o'clock/7	7 a.m.	1

Question	Key idea	Accept	Reject	Mark
05.2	5/five			1

Question	Key idea	Accept	Reject	Mark
06	(the) menu =1 (a bottle of mineral) water = 1		a card/a map	2

Question	Key idea	Accept	Reject	Mark
07	(the roast) chicken		a vegetarian dish meat (too vague) a roast tc	1

Question	Key idea	Accept	Reject	Mark
08	(a) drink			1

Question	Accept	Mark
09	Positive aspect: B (Classmates) Negative aspect: D (School day)	2

Question	Accept	Mark
10	Positive aspect: F (Trips) Negative aspect: E (Teachers)	2

Question	Accept	Mark
11.1	A+B/AB/A&B (both A and B are correct)	1

Question	Accept	Mark
11.2	B (every day of the year)	1

Question	Key idea	Accept	Reject	Mark
12.1	send (a) (post)card	write/post a (post)card	(a) postcard tc inappropriate verb (eg give)	1

Question	Key idea	Accept	Reject	Mark
12.2	choose (a box of) chocolates	pick/buy/get chocolate	chocolate / box tc inappropriate verb (eg drink)	1

Question	Key idea	Accept	Reject	Mark
12.3	find a gift/present	get/buy a gift/present	(a) present tc inappropriate verb (eg sell)	1

Question	Accept	Mark
13	N (negative)	1

Question	Accept	Mark
14	P/N, PN, P+N (in any order) (positive and negative)	1

Question	Accept	Mark
15	P (positive)	1

Question	Accept	Mark
16	P/N, PN, P+N (in any order) (positive and negative)	1

Question	Accept	Mark
17	N (negative)	1

Question	Key idea	Accept	Reject	Mark
18	1. work = 1 2. save (money) = 1	have a job put money aside economise (for the future)	 make money tc	2

Question	Key idea	Accept	Reject	Mark
19	1. (you are going to) forget what you (have) learnt = 1 2. (the) pupils/students (in your class) are young(er) = 1	 you are older than the pupils (in your class)	forget tc you're old	2

Question	Accept	Mark
20	Gift: B (Handbag) Special occasion: 2 (Christmas)	2

Question	Accept	Mark
21	Gift: C (Jewellery) Special occasion: 1 (Birthday)	2

Question	Accept	Mark
22	B (au chômage)	1

Question	Accept	Mark
23	C (pistes cyclables)	1

Question	Accept	Mark
24	B (le clavier)	1

Question	Accept	Mark
25	A (dans les boutiques de mode)	1

Question	Accept	Mark
26	F D E C (in any order) F (Le sport) D (La relaxation) E (Le sommeil) C (La nourriture)	4

Total marks = 40

GCSE
FRENCH
8658/LF

Paper 1 Listening Foundation Tier

Mark scheme

June 2020

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 © 2020 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	C	1

Question	Accept	Mark
02	F	1

Question	Accept	Mark
03	A	1

Question	Accept	Mark
04	D	1

Question	Key idea	Accept	Reject	Mark
05	art	drawing art and design	design tc	1

Question	Key idea	Accept	Reject	Mark
06	(they) talk/chat	speak		1

Question	Key idea	Accept	Reject	Mark
07	(he is) funny	(he has a) sense of humour		1

Question	Key idea	Accept	Reject	Mark
08	(her/the) (colour of her) <u>uniform</u>		the colour tc	1

Question	Key idea	Accept	Reject	Mark
09	(from time to time/sometimes) difficult (=1) (can be) useful (=1)	hard	always difficult	2

Question	Accept	Mark
10	Positive aspect: D Negative aspect: A	2

Question	Accept	Mark
11	Positive aspect: C Negative aspect: F	2

Question	Accept	Mark
12.1	A	1

Question	Accept	Mark
12.2	B	1

Question	Key idea	Accept	Reject	Mark
13.1	(cardboard) box	carton	box/bag - see General principles 1(b)	1

Question	Key idea	Accept	Reject	Mark
13.2	(sun)glasses	spectacles/specs		1

Question	Key idea	Accept	Reject	Mark
13.3	money	cash		1

Question	Accept	Mark
14	P/N, PN, P+N	1

Question	Accept	Mark
15	N	1

Question	Accept	Mark

16	P	1
Question	Accept	Mark
17	P/N, PN, P+N	1

Question	Accept	Mark
18	P	1

Question	Key idea	Accept	Reject	Mark
19	1. too much glass in the bin(s) = 1	too much/a lot of glass thrown away/in rubbish/not enough glass recycled	too much glass tc glass is not recycled throwing glass in the bin (no reference to quantity)	2
	2. not enough recycling centres = 1	a lack of/too few/very few recycling centres	no recycling centres not enough recycling bins	

Question	Key idea	Accept	Reject	Mark
20	1. (old) shoes = 1		bicycle tyres	2
	2. bikes/bicycles = 1			

Question	Accept	Mark
21	Activity: B Place: 3	2

Question	Accept	Mark
22	Activity: A Place: 2	2

Question	Accept	Mark
23	B	1

Question	Accept	Mark
24	C	1

Question	Accept	Mark
25	B	1

Question	Accept	Mark
26	A	1

Question	Accept	Mark
27	C A (in any order)	2

Question	Accept	Mark
28	B C (in any order)	2

Total marks = 40

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

F

Foundation Tier Paper 1 Listening

Tuesday 12 May 2020 Morning Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

You will need no other materials.

The pauses are pre-recorded for this test.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- **Do not open this book until you are told to do so.**

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **French**.
- You must answer **all** the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Write neatly and put down **all** the information you are asked to give.
- Ask any questions now. **You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- **The test starts now.**

Information

- The marks for questions are shown in brackets. The maximum mark for this paper is 40.
- You must **not** use a dictionary.

For Examiner's Use	
Question	Mark
1–4	
5–9	
10–11	
12	
13	
14–18	
19–20	
21–22	
23–26	
27–28	
TOTAL	



J U N 2 0 8 6 5 8 L F 0 1

Section AQuestions and answers in **English**.**Hobbies**

On French TV, you hear these people talking about their hobbies.

What hobby does each person enjoy? Write the correct letter in the box.

A	Baking
B	Blogging
C	Music
D	Sports
E	Travelling
F	Watching TV

0 1

[1 mark]

0 2

[1 mark]

0 3

[1 mark]

0 4

[1 mark]

4



Life at school

On Swiss radio, you hear this interview about life at school.

Write the answers to the questions in **English**.

0 5

What is this person's favourite subject?

[1 mark]

0 6

What does she do with her friend at break time?

[1 mark]

0 7

What does she think of her English teacher?

[1 mark]

0 8

What does she **not** like about her school?

[1 mark]

0 9

What does she say about homework? Mention **two** things.

[2 marks]

1

2

6

Turn over ►



Town

On French radio, you hear these people talking about their local area.

A	House prices
B	Job opportunities
C	Local people
D	Shopping facilities
E	Transport
F	Weather

For each person, what is **one positive** and **one negative** aspect of their local area?

Write the correct letters in the boxes.

1	0

Positive aspect

Negative aspect

[2 marks]

1	1

Positive aspect

Negative aspect

[2 marks]

4



1 2

At a hotel

You hear this conversation at a hotel reception in Belgium.

Write **A** (if only A is correct)

B (if only B is correct)

A+B (if both A and B are correct)

Write the correct letter(s) in the box.

Answer both parts of question 12.

1 2

1

The booking...

A	was made by phone.
B	includes breakfast.

[1 mark]

1 2

2

The room is...

A	to the right of the lift.
B	on the top floor.

[1 mark]

2

Turn over for the next question

Turn over ►



1 3

Advert for a charity

On Belgian radio, you hear this advert for a charity.

Complete the sentences in **English**.

Answer all three parts of question 13.

1 3

. 1

If you want to help this charity, use a big...

[1 mark]

_____ .

1 3

. 2

You can donate warm clothes, beauty products, school supplies and even...

[1 mark]

_____ .

1 3

. 3

However, it is forbidden to give...

[1 mark]

_____ .

3



A wedding ceremony

On French TV, you hear this person talking about a wedding she attended.

What is her opinion of the following aspects of the wedding?

For a positive opinion, write **P**.

For a negative opinion, write **N**.

For a positive and negative opinion, write **P+N**.

1	4

The venue

[1 mark]

1	5

The dress

[1 mark]

1	6

The meal

[1 mark]

1	7

The party afterwards

[1 mark]

1	8

The other guests

[1 mark]

5

Turn over for the next question

Turn over ►



An environmental organisation

On the Internet, you hear this podcast from an environmental organisation in Switzerland.

Answer the questions in **English**.

1	9

What exactly are the **two** major problems according to this organisation?

[2 marks]

1 _____

2 _____

2	0

What **two** items do they recycle?

[2 marks]

1 _____

2 _____

4



Tablets

Some French friends are talking about how they use their tablets and where.

For each person, write the correct letter of the activity and the number of the place in the boxes.

Activity	
A	Playing games
B	Reading
C	Sending emails
D	Watching videos

Place	
1	At school
2	In the bedroom
3	In the car
4	On the bus

2	1

Activity

Place

[2 marks]

2	2

Activity

Place

[2 marks]

4

Turn over for Section B

Turn over ►



Section BQuestions and answers in **French**.**Célébrations**

Vos amis français parlent de célébrations.

Choisissez la bonne réponse. Ecrivez la bonne lettre dans la case.

2 **3**

Cette personne préfère célébrer son anniversaire...

A	avec sa copine.
B	en famille.
C	seule.

[1 mark]**2** **4**

Pour son anniversaire cette année, cette personne va au...

A	cinéma.
B	parc d'attractions.
C	restaurant.

[1 mark]**2** **5**

Un cadeau idéal pour cette personne en ce moment, c'est...

A	un bracelet.
B	un ordinateur.
C	un portable.

[1 mark]

2 6

Après la fin des examens, cette personne va en vacances...

A	à la campagne.
B	à la montagne.
C	au bord de la mer.

☐**[1 mark]****4****Turn over for the next question****Turn over ►**

Aspects négatifs du travail

Vous entendez ces personnes parler du travail.

Quels sont **deux** aspects négatifs de leur job ? Ecrivez les bonnes lettres dans les cases.

2	7

A	Activités au travail
B	Clients
C	Employeur
D	Uniforme

[2 marks]

2	8

A	Collègues
B	Heures de travail
C	Salaire
D	Vacances

[2 marks]

4

END OF QUESTIONS**Copyright information**

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third-party copyright material are published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from www.aqa.org.uk after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.

Copyright © 2020 AQA and its licensors. All rights reserved.



1 2



2 0 6 G 8 6 5 8 / L F

**GCSE
FRENCH
8658/LF**

Paper 1 Listening Foundation

Mark scheme

June 2019

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

For confidentiality purposes acknowledgements of third-party material are published in a separate booklet which is available for free download from www.aqa.org.uk after the live examination series.

Copyright © 2019 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.

Question	Accept	Mark
01	A	1

Question	Accept	Mark
02	E	1

Question	Accept	Mark
03	F	1

Question	Accept	Mark
04	C	1

Question	Key idea	Accept	Reject	Mark
05	(in any order) Meat = 1 Fish = 1	2 / Two fish = 1	Reject specific types of meat and fish	2

Question	Key idea	Accept	Reject	Mark
06	Swimming / (she) swims (goes) to the (swimming) <u>pool</u>	Any activity at the pool (e.g. sitting by the pool)	Swimming + wrong place (e.g beach) sport	1

Question	Key idea	Accept	Reject	Mark
07	smoking/tobacco	cigarettes (she) smokes vaping		1

Question	Key idea	Accept	Reject	Mark
08	(she) watches TV (late at night)	watches TV before bed / she sleeps / all night ignore specific types of programme (e.g watches sport on the TV) ignore mention of specific person (e.g. with her sister)	TV tc TV is on / loud / noisy Wrong time (e.g after school / in the morning)	1

Question	Key idea	Accept	Reject	Mark
09	to put on weight / a few kilos / to be a (little) bigger / fatter	to be less thin / skinny ignore specific number of kilos (e.g. put on a kilo)	to be thin / skinny / fat to get fitter / stronger to gain muscle	1

Question	Accept	Mark
10	B C E (in any order)	3

Question	Accept	Mark
11	P	1

Question	Accept	Mark
12	N	1

Question	Accept	Mark
13	P	1

Question	Accept	Mark
14	P+N / P/N / PN	1

Question	Accept	Mark
15	P+N / P/N / PN	1

Question	Key idea	Accept	Reject	Mark
16	Advantage: (see) lots of / many / different concerts / singers = 1 Disadvantage: (it's) expensive / dear = 1	artists / acts / performers / singers are different the (ticket) price / the cost	different tc different / lots of music singer (singular) a good occasion see concerts/singers tc (no reference to different or lots of) it's expensive and loud (question asks for one disadvantage)	2

Question	Key idea	Accept	Reject	Mark
17	Advantage: Camping = 1 Disadvantage: difficult to / can't <u>eat healthily</u> = 1	staying on a campsite camping is nice unhealthy eating / food	campsite tc the campsite is nice (no reference to the activity of camping) the food tc unhealthy tc difficult to be healthy eat well / properly / proper food	2

Question	Key idea	Accept	Reject	Mark
18	Advantage: Nice weather/rarely rains = 1 Disadvantage: The noise / it's noisy / (very / too) loud (music) = 1	(festivals often) in the summer nice and hot (implies weather)	beautiful weather and atmosphere (question asks for one advantage) beautiful tc beautiful place / festival (no reference to weather) weather tc hot tc (not an advantage of a music festival) music tc reference to the quality of music (e.g bad music) strong music	2

Question	Accept	Mark
19	D	1

Question	Accept	Mark
20	B	1

Question	Accept	Mark
21	C	1

Question	Key idea	Accept	Reject	Mark
22.1	grew / planted / cultivated (all sorts of) vegetables	grow (ignore wrong tense) made a veg patch ignore any extra item which does not negate (e.g. plants / fruit and vegetables)	sorted vegetables picked / harvested vegetables grew + specific type of vegetables (e.g lettuce / onions)	1

Question	Key idea	Accept	Reject	Mark
22.2	(re)use the same plate	use one plate keep the same plate / dish tolerate reference to cutlery if plate is also mentioned	Reference to cutlery tc Recyclable / paper plates	1

Question	Key idea	Accept	Reject	Mark
22.3	(will) close / shut the windows	Ignore wrong tense (e.g. closed the windows) tolerate reference to curtains if windows is also mentioned	blinds / curtains tc	1

Question	Accept	Mark
23	B	1

Question	Accept	Mark
24	B	1

Question	Accept	Mark
25	C	1

Question	Accept	Mark
26	A	1

Question	Accept	Mark
27	B	1

Question	Accept	Mark
28	A	1

Question	Accept	Mark
29	A	1

Question	Accept	Mark
30	F	1

Question	Accept	Mark
31	E	1

Question	Accept	Mark
32	B	1

Total marks = 40

STUDY MIND GCSE FRENCH 1-1 TUTORS



**Delivered by expert GCSE French tutors
personalised 1:1 approach tailored to your
needs**



**Lessons supported by comprehensive
topic-by-topic tutorial slides, past
papers, and revision notes**



**100% Money Back Guarantee for first
lesson**

**[https://studymind.co.uk/gcse-
french-tutors/](https://studymind.co.uk/gcse-french-tutors/)**



Book your FREE consultation now



**GCSE
FRENCH
8658/WF**

Paper 4 Writing Foundation

Mark scheme

June 2020

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 © 2020 AQA and its licensors. All rights reserved.

Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria.

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is not in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is clearly false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg 'There are 2 people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year old may be different from your perception of 'old'). He's a father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*.)
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but there is no need for equal coverage of the bullets.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria:

Marks	Response
9–10	A full coverage of the required information. Communication is clear.
7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding a mark for Content.

- A minimum number of bullet points must be covered for the award of marks for Content, as follows:
 - 9–10 marks: 4 bullet points
 - 5–8 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point
- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.

- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in 3–4 band is more appropriate than the 5–6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 25 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 5 ticks and you have awarded a mark of 3 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 2, rather than 3, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.
- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4/Higher Question 1

10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria.

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

Marks	Response
9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

- 7–10 marks: 4 bullet points
- 5–6 marks: 3 bullet points
- 3–4 marks: 2 bullet points
- 1–2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum mark** will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I bought some clothes and went to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The band refers to the amount of information that is conveyed, as follows:

- 9–10: a lot
- 7–8: quite a lot
- 5–6: some
- 3–4: little
- 1–2: very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

- 7–10: two opinions
- 3–6: one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.

3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5–6 band, there **must** be reference to all three time frames (past, present and future). For the 3–4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are attempted. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.
- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of language and Range of language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *je préfère* and *j'apprécie* rather than just *j'aime*, *on peut trouver/voir/visiter* rather than just *il y a*, *chouette*, *génial*, *passionnant*, etc, rather than *super* etc.
- different persons of the verb.
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*avant de*, *pour*), adjectives (*il est important/nécessaire de*), nouns (*j'ai l'intention de*) and after verbs (*je préfère aller*, *j'aime étudier* and the modal verbs *devoir*, *pouvoir*, *vouloir*)
- use of object pronouns
- use of disjunctive pronouns (*avec lui/elle*, *pour moi*, etc)
- use of indefinite pronouns/adjectives such as *quelque chose*, *quelqu'un*, *tout(e)(s)*, etc
- use of connectives such as *non seulement ... mais aussi ...*, *d'une part ... d'autre part ...*, *à part*, *malgré*.
- use of adverbs and adverbial phrases such as *cependant*, *c'est pourquoi*, *par conséquent*, *par exemple*, *par contre*, *heureusement*, *malheureusement*.
- use of negatives (*ne...rien/personne/jamais*, *ni*, *non plus*, etc)
- use of *depuis* constructions and constructions such as *je viens de..*
- use of comparative expressions (*plus/moins/aussi...que*)
- use of demonstrative adjectives and pronouns (*ce*, *cette*, *ces*, *ce qui/que* etc)
- use of possessive pronouns (*à moi*, *le mien*, etc)
- use of *le* + superlative adjective (*le mieux*, *le plus important*, etc)
- use of complex sentences and a range of tenses

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *quand*, *où*, *parce que*, *alors que*, *puisque*, *étant donné que*, etc
- use of relative clauses introduced by *qui*, *que*, *dont*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion and after *pour que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *donc*, *ensuite*, *ou*, *puis*, *mais*, *alors*.

Use of time frames/tenses

- The criteria for Quality of language in Foundation Question 4/Higher Question 1 include ‘references to two/three time frames’. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Je vais régulièrement au cinéma une fois par mois* (present); *Je vais à la piscine samedi prochain* (future); *Je viens d’arriver au centre commercial* (past).
- The criteria for Accuracy in Higher Question 2 refer to ‘tense formations’. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2

A glossary of terms used in the Writing assessment criteria

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy
linking words	Words such as <i>parce que</i> , <i>mais</i> , used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>car</i> , <i>mais</i> .
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Le week-end prochain je vais au cinéma</i> (future time frame); <i>J'apprends le français depuis cinq ans</i> (past time frame).
variety	Use of different verbs, nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2020 series

	2 marks	1 mark	0 marks	
0.1	Il y a/c'est/je vois/voici neuf/9 personnes. Il y a un garçon/une fille/un homme/une femme/une famille etc. Il y a/c'est/je vois/voici + shopping items	neuf personnes	neuf Inappropriate verb + personnes e.g. j'aime 9 personnes	[2 marks]
	Ils portent/je porte un t-shirt. Ils regardent/je regarde/on regarde + shopping items	Ils porter un t-shirt. Ils regarder + shopping items	Porte/porter/regarde	[2 marks]
	Les pommes etc. sont sur la table.	Les pommes etc. sur la table.	pommes	[2 marks]
	La fille a les cheveux longs. Ils sont contents/heureux	La fille cheveux longs Ils contents/heureux	longs contents	[2 marks]

NB The whole sentence should be considered when awarding marks.

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Bullet	Comments
• la musique	No direct reference to 'musique' necessary. E.g J'écoute des CD/je joue du piano. Accept one statement Accept verbs that express likes e.g. j'aime Ed Sheeran Accept past/future tense.
• le cinéma	No direct reference to 'cinéma' necessary. E.g Je regarde les films d'horreur. Accept one statement Accept verbs that express likes e.g. j'aime les films de Disney. Accept past/future tense.
• le shopping	Accept one statement This could be a statement/opinions about shops or shopping. Accept references to brand names. E.g j'aime Zara. Accept past/future tense.
• les médias sociaux	Accept one statement Accept references to specific platforms. E.g j'aime TikTok Accept past/future tense.

The following indicative content is an example of the response that students may also give to this question.

Pendant mon temps libre, j'écoute de la musique pop sur mon portable tous les jours. Je vais au cinéma de temps en temps avec mes amis. J'aime faire les magasins en ville le week-end. J'utilise les médias sociaux avec mes amis. (41 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As a general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick. Do not accept the use of an infinitive for a conjugated verb.

	Message	Accept	Reject
1	English is fun.	L'anglais est amusant/rigolo/marrant.	drôle
2	I go	Je vais/je pars	Wrong tense
3	on holiday by train.	en vacances en/par le train.	
4	I talk with my friends	Je parle/bavarde avec mes copains/copines/ami(e)s	Wrong tense
5	in the park	dans le/au parc/jardin public/park	
6	after school.	après le collège/l'école/les cours/classes.	
7	It is important	Il/C'est important	
8	to recycle paper.	(de) recycler le papier.	
9	Last Saturday	Samedi dernier	
10	I celebrated	j'ai célébré/fêté	Wrong tense
11	my birthday	mon anniversaire	
12	at a good restaurant.	à un/dans un bon restaurant.	

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

- the use of an infinitive in place of a finite verb is acceptable for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

Question 04.1 Content

Bullet	Comments
votre petit job	Accept one statement Accept household tasks
votre opinion du travail	Accept one statement Reject statements that do not express an opinion
vos activités récemment au travail	Accept one statement Accept any past time marker No reference to work is necessary Accept any activity that could be undertaken at work
votre préférence pour le travail à l'avenir	Accept one statement No direct reference to 'à l'avenir' is necessary Accept any future reference

Question 04.2 Content

Bullet	Comments
ce que vous mangez	Accept one statement
votre opinion du sport	Accept one statement Reject statements that do not express an opinion
une activité sportive le week-end dernier	Accept one statement Accept any past time marker Accept any activity that could be considered a sport
votre style de vie à l'avenir	Accept one statement No direct reference to 'à l'avenir' is necessary Accept any future reference

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either	Question 04.1	This is a possible response (indicative content): J'ai un petit job dans un magasin de mode tous les samedis de neuf heures jusqu'à quatre heures. D'habitude il faut servir les clients, ranger les vêtements et travailler à la caisse. J'adore mon boulot car c'est bien payé mais à la fin de la journée, je suis toujours très fatiguée. Hier, j'ai aidé une jeune femme à choisir un pantalon assez cher, alors mon patron était vraiment content. A l'avenir, je voudrais faire un travail utile donc j'espère être médecin. Je sais que je dois faire plus d'efforts si je veux réussir. (93 words) [16 marks]
or	Question 04.2	This is a possible response (indicative content): D'habitude je mange sainement, mais quelquefois j'aime choisir un hamburger et des frites quand je vais au fast-food. J'essaie de consommer beaucoup de fruits et de légumes parce qu'ils sont bons pour la santé. Je crois que l'exercice est nécessaire donc je fais de la natation deux fois par semaine. Le week-end dernier je suis allé au centre de loisirs pour jouer au tennis avec mes copains. Je me suis bien amusé mais c'était fatigant. Le tabac est dangereux, donc je ne vais jamais fumer car ça peut causer des maladies. (91 words) [16 marks]

**GCSE
FRENCH
8658/WFR**

Paper 4 Writing Foundation

Mark scheme

June 2019

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

For confidentiality purposes acknowledgements of third-party material are published in a separate booklet which is available for free download from www.aqa.org.uk after the live examination series.

Copyright © 2019 AQA and its licensors. All rights reserved.

Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria.

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is not in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is clearly false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg 'There are 2 people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year old may be different from your perception of 'old'). He's a father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because of the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*.)
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but there is no need for equal coverage of the bullets.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria:

Marks	Response
9–10	A full coverage of the required information. Communication is clear.
7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding a mark for Content.

- A minimum number of bullet points must be covered for the award of marks for Content, as follows:
 - 9–10 marks: 4 bullet points
 - 5–8 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point
- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.

- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in 3–4 band is more appropriate than the 5–6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 25 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 5 ticks and you have awarded a mark of 3 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 2, rather than 3, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.
- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4/Higher Question 1

10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria.

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

Marks	Response
9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

- 7–10 marks: 4 bullet points
- 5–6 marks: 3 bullet points
- 3–4 marks: 2 bullet points
- 1–2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum mark** will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I bought some clothes and went to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The band refers to the amount of information that is conveyed, as follows:

- 9–10: a lot
- 7–8: quite a lot
- 5–6: some
- 3–4: little
- 1–2: very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

- 7–10: two opinions
- 3–6: one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.

3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a ‘best fit’ approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5–6 band, there **must** be reference to all three time frames (past, present and future). For the 3–4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: ‘I’m going to the concert next week’.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are attempted. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions. This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.
- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of language and Range of language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *je préfère* and *j'apprécie* rather than just *j'aime*, *on peut trouver/voir/visiter* rather than just *il y a*, *chouette*, *génial*, *passionnant*, etc, rather than *super* etc.
- different persons of the verb.
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*avant de*, *pour*), adjectives (*il est important/nécessaire de*), nouns (*j'ai l'intention de*) and after verbs (*je préfère aller*, *j'aime étudier* and the modal verbs *devoir*, *pouvoir*, *vouloir*)
- use of object pronouns
- use of disjunctive pronouns (*avec lui/elle*, *pour moi*, etc)
- use of indefinite pronouns/adjectives such as *quelque chose*, *quelqu'un*, *tout(e)(s)*, etc
- use of connectives such as *non seulement ... mais aussi ...*, *d'une part ... d'autre part ...*, *à part*, *malgré*.
- use of adverbs and adverbial phrases such as *cependant*, *c'est pourquoi*, *par conséquent*, *par exemple*, *par contre*, *heureusement*, *malheureusement*.
- use of negatives (*ne...rien/personne/jamais*, *ni*, *non plus*, etc)
- use of *depuis* constructions and constructions such as *je viens de..*
- use of comparative expressions (*plus/moins/aussi...que*)
- use of demonstrative adjectives and pronouns (*ce*, *cette*, *ces*, *ce qui/que* etc)
- use of possessive pronouns (*à moi*, *le mien*, etc)
- use of *le* + superlative adjective (*le mieux*, *le plus important*, etc)
- use of complex sentences and a range of tenses

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *quand*, *où*, *parce que*, *alors que*, *puisque*, *étant donné que*, etc
- use of relative clauses introduced by *qui*, *que*, *dont*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion and after *pour que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *donc*, *ensuite*, *ou*, *puis*, *mais*, *alors*.

Use of time frames/tenses

- The criteria for Quality of language in Foundation Question 4/Higher Question 1 include ‘references to two/three time frames’. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Je vais régulièrement au cinéma une fois par mois* (present); *Je vais à la piscine samedi prochain* (future); *Je viens d’arriver au centre commercial* (past).
- The criteria for Accuracy in Higher Question 2 refer to ‘tense formations’. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2

A glossary of terms used in the Writing assessment criteria

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy
linking words	Words such as <i>parce que</i> , <i>mais</i> , used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>car</i> , <i>mais</i> .
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Le week-end prochain je vais au cinéma</i> (future time frame); <i>J'apprends le français depuis cinq ans</i> (past time frame).
variety	Use of different verbs' nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2019 series

	2 marks	1 mark	0 marks	
0.1	Il y a/c'est/je vois/voici huit/8 personnes. Il y a un garçon/une fille/un homme/une femme/une famille etc.	Huit personnes	huit Inappropriate verb + personnes e.g. j'aime 8 personnes	[2 marks]
	Ils mangent. Je mange Ils portent/je porte un t-shirt.	Manger un pique-nique etc. Ils porter un t-shirt.	Mange/manger	[2 marks]
	On fait/ils font/je fais du camping. C'est un camping Il y a/c'est/je vois/voici une tente.	Faire du camping. Une tente t.c. Un camping t.c.	Inappropriate verb + camping/tente e.g. je voudrais le camping/la tente.	[2 marks]
	Il fait beau/chaud	Faire beau/chaud Il faut beau/chaud Beau temps C'est beau/chaud etc	beau. La photo est noire et blanche Use of negative statement	[2 marks]

N.B. The whole sentence should be considered when awarding marks.

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Bullet	Comments
• votre petit déjeuner typique	No direct reference to breakfast necessary. E.g Je mange des céréales Accept one statement Accept verbs that express likes e.g. j'aime les céréales Accept reference to time only e.g. je mange à 8h. Accept past tense. Accept food items that would not normally be eaten at breakfast e.g. les hamburgers
• une activité physique que vous aimez	Accept one opinion relating to a physical activity. E.g je joue au foot et au tennis. C'est super. J'aime le tennis etc. Reject references that do not include an opinion. E.g. je joue au foot et au tennis t.c. unless an opinion follows
• le fast-food	Accept one statement This could be an opinion about fast food or something they eat. Accept references to brand names. E.g j'aime McDonalds. Accept past/future tense.
• les cigarettes.	Accept one statement/opinion. Accept past/future tense.

The following indicative content is an example of the response that students may also give to this question.

Le matin je prends des céréales parce que c'est sain. J'aime faire de la natation deux fois par semaine en ville. Je mange des hamburgers et des frites quelquefois. Je déteste fumer des cigarettes car c'est mauvais pour la santé. [40 words]

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As a general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick. Do not accept the use of an infinitive for a conjugated verb.

	Message	Accept	Reject
1	My father	Mon père/papa	
2	is a doctor.	est médecin/docteur/doctor.	médecine
3	It rains	Il pleut	Il pleure Wrong tense
4	a lot in March.	beaucoup en/au mois de mars.	très Wrong month
5	I like to listen	J'aime écouter J'aime écoute/écouté	J'écoute
6	to the radio in the kitchen.	la radio dans/à la cuisine.	
7	Tomorrow	Demain	
8	I am going to help	je vais aider j'aiderai J'aide (as long as demain precedes)	J'aider assister
9	at the museum.	au musée.	muséum Museum
10	Last weekend	Le week-end dernier/passé	
11	I bought	j'ai acheté/j'ai achete/j'ai acheter/j'acheté	J'acheter
12	a mobile phone.	un (téléphone) portable/mobile/smartphone/iphone	

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

- the use of an infinitive in place of a finite verb is acceptable for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

Question 04.1 Content

Bullet	Comments
• votre opinion du collège	Accept one statement Reject statements that do not express an opinion. E.g mon college est grand t.c.
• vos devoirs	Accept one statement Accept any reference to homework Accept statements such as 'le soir, j'ai une heure d'anglais'
• vos activités hier au collège	Accept one statement No reference to 'hier' is necessary No reference to school is necessary Accept any activity that could be undertaken in school
• vos projets scolaires futurs.	Accept one statement No direct reference to future is necessary Accept any activity that could be undertaken in school

Question 04.2 Content

Bullet	Comments
• votre fête préférée	Accept one opinion Accept references to birthday
• vos célébrations l'année dernière	Accept one activity No reference to celebration or last year is necessary Accept any activity
• vos projets pour votre prochain anniversaire	Accept one statement No reference to birthday is necessary Accept any activity
• votre opinion des festivals de musique.	Accept one opinion Accept references to concerts Accept reference to one festival/concert Reject references to music in general as fulfilling the task with no mention of festival/concert.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either	Question 04.1	This is a possible response (indicative content): J'adore mon collègue parce que les cours sont intéressants et j'ai beaucoup d'amis. Pourtant quelquefois c'est ennuyeux surtout pendant la pause déjeuner. Je n'aime pas les devoirs puisque je trouve qu'ils sont assez difficiles. Hier j'ai étudié cinq matières. Malheureusement j'ai eu un cours de géographie que je déteste. Pendant la récréation j'ai parlé avec mes copains. L'année prochaine je voudrais continuer mes études au lycée. Je pense que je vais étudier l'anglais, le français et l'histoire car ce sont mes matières préférées. Après ça, je voudrais aller à l'université. (90 words) [16 marks]
or	Question 04.2	This is a possible response (indicative content): Ma fête préférée est Noël parce que toute la famille est ensemble et j'adore donner et recevoir des cadeaux. L'année dernière mes grands-parents sont venus nous voir. J'ai reçu une nouvelle tablette et de l'argent. Après avoir mangé le grand repas de Noël, on a regardé un film comique dans le salon. L'année prochaine pour mon anniversaire je crois que nous allons manger dans un restaurant italien avec mon oncle et ma tante. Je pense que les festivals de musique sont fantastiques car on peut voir beaucoup de groupes différents. (90 words) [16 marks]

STUDY MIND GCSE FRENCH 1-1 TUTORS



**Delivered by expert GCSE French tutors
personalised 1:1 approach tailored to your
needs**



**Lessons supported by comprehensive
topic-by-topic tutorial slides, past
papers, and revision notes**



**100% Money Back Guarantee for first
lesson**

**[https://studymind.co.uk/gcse-
french-tutors/](https://studymind.co.uk/gcse-french-tutors/)**



Book your FREE consultation now



Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

F

Foundation Tier Paper 4 Writing

Time allowed: 1 hour 5 minutes

Materials

You will need no other materials.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer **four** questions.
- You must answer Question 1, Question 2 and Question 3.
- You must answer **either** Question 4.1 **or** Question 4.2 **or** Question 4.3.
Only answer **one** of these questions.
- Answer **all** questions in **French**.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
TOTAL	

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 50.
- In order to score the highest marks for Question 4.1/Question 4.2/Question 4.3, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.



J U N 2 1 8 6 5 8 W F 0 1

Answer the questions in the spaces provided.

0 1

Vous postez une photo sur Instagram.



Qu'est-ce qu'il y a sur la photo ?

Ecrivez **quatre** phrases en **français**.

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]



[illegible]

16

0	3

Translate the following sentences into **French**.

I am small and kind.

I don't like science.

There is a lot of pollution in the river.

Normally we do sport at the youth club.

Last week I went to a match with my uncle.

10

[10 marks]



Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



You must **only** answer **one** of these questions.

0	4	.	1	Theme 1 – Identity and culture

Décrivez :

- Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

[16 marks]

[illegible]

[illegible]

0	4	.	2

[illegible]

[illegible]

0	4	.	3

Vous écrivez un article sur votre vie au collège pour un site web.

- votre routine au collège
- votre opinion de l'uniforme
- la pause-déjeuner hier
- un voyage scolaire à l'avenir.

Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

[16 marks]

[illegible]

[illegible]

16



There are no questions printed on this page

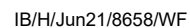
*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



[illegible]

Copyright © 2021 AQA and its licensors. All rights reserved.



Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

F

Foundation Tier Paper 4 Writing

Friday 15 May 2020

Morning

Time allowed: 1 hour

Materials

You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer **four** questions.
- You must answer Question 1, Question 2 and Question 3.
- You must answer **either** Question 4.1 **or** Question 4.2. Do **not** answer both of these questions.
- Answer all questions in **French**.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 50.
- You must **not** use a dictionary during this test.
- In order to score the highest marks for Question 4.1/Question 4.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
TOTAL	



J U N 2 0 8 6 5 8 W F 0 1

Answer the questions in the spaces provided.

0 1

Vous envoyez une photo WhatsApp à votre ami(e) français(e).



Qu'est-ce qu'il y a sur la photo ? Ecrivez **quatre** phrases en **français**.

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]



[illegible]

IB/H/Jun20/8658/WF

0 3

Translate the following sentences into **French**.

English is fun.

I go on holiday by train.

I talk with my friends in the park after school.

It is important to recycle paper.

Last Saturday, I celebrated my birthday at a good restaurant.

[10 marks]

10



Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



You must **not** answer **both** of these questions.

0 4 . 1 Vous emaillez votre correspondant(e) sur votre petit job.

- votre petit job
- votre opinion du travail
- vos activités récemment au travail
- votre préférence pour le travail à l'avenir.

Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

[16 marks]

[illegible]

[illegible]

Turn over ►



0	4	.	2

Décrivez :

- Ecrivez environ **90 mots en français**. Répondez à chaque aspect de la question.

[16 marks]

[illegible]

[illegible]

16



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



*Do not write
outside the
box*

[illegible]



Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE FRENCH

F

Foundation Tier Paper 4 Writing

Friday 17 May 2019

Morning

Time allowed: 1 hour

Materials

- You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer **four** questions.
- You must answer Question 1, Question 2 and Question 3.
- You must answer **either** Question 4.1 **or** Question 4.2. Do not answer both of these questions.
- Answer all questions in **French**.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
TOTAL	

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 50.
- You must **not** use a dictionary during this test.
- In order to score the highest marks for Question 4.1/Question 4.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.



J U N 1 9 8 6 5 8 W F R 0 1

IB/H/Jun19/E2

8658/WFR

Answer the questions in the spaces provided.

0 1

Vous postez une photo sur Facebook.



Qu'est-ce qu'il y a sur la photo ? Ecrivez **quatre** phrases en **français**.

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]



[illegible]

0 3

Translate the following sentences into **French**.

My father is a doctor.

It rains a lot in March.

I like to listen to the radio in the kitchen.

Tomorrow I am going to help at the museum.

Last weekend I bought a mobile phone.

[10 marks]

10



Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 5

You must **not** answer **both** of these questions.

0 4 . 1 Vous emailiez votre correspondant(e) belge sur votre collège et vos projets futurs.

- votre opinion du collège
- vos devoirs
- vos activités hier au collège
- vos projets scolaires futurs.

[16 marks]

[illegible]

[illegible]

Turn over ►



0	4	.	2

Décrivez :

- Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

[illegible]

[illegible]

16



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Copyright information

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third-party copyright material are published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from www.aqa.org.uk after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.

Copyright © 2019 AQA and its licensors. All rights reserved.



1 2



1 9 6 G 8 6 5 8 / W F R

IB/H/Jun19/8658/WFR

STUDY MIND GCSE FRENCH 1-1 TUTORS



**Delivered by expert GCSE French tutors
personalised 1:1 approach tailored to your
needs**



**Lessons supported by comprehensive
topic-by-topic tutorial slides, past
papers, and revision notes**



**100% Money Back Guarantee for first
lesson**

**[https://studymind.co.uk/gcse-
french-tutors/](https://studymind.co.uk/gcse-french-tutors/)**



Book your FREE consultation now



GCSE
FRENCH
8658/WF

Paper 4 Writing Foundation

Mark scheme

June 2021

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 © 2021 AQA and its licensors. All rights reserved.

Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria.

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is not in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is clearly false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg 'There are 2 people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year old may be different from your perception of 'old'). He's a father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*.)
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but there is no need for equal coverage of the bullets.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria:

Marks	Response
9–10	A full coverage of the required information. Communication is clear.
7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding a mark for Content.

- A minimum number of bullet points must be covered for the award of marks for Content, as follows:
 - 9–10 marks: 4 bullet points
 - 5–8 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point
- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.

- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in the 3–4 band is more appropriate than the 5–6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 35 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 5 ticks and you have awarded a mark of 3 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 2, rather than 3, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.
- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4/Higher Question 1

10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria.

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

Marks	Response
9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

- 7–10 marks: 4 bullet points
- 5–6 marks: 3 bullet points
- 3–4 marks: 2 bullet points
- 1–2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum mark** will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned. Equally, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. However, if the candidate were to use an incorrect verb form, for example the infinitive or an incorrect tense, but the **correct person** of that tense, then a mention of 'last weekend' or 'last Saturday/Sunday' would be needed in order to demonstrate that the bullet point had been addressed. Unsuccessful references to time frames would then be considered under Quality of Language.

The band refers to the amount of information that is conveyed, as follows:

- 9–10: a lot
- 7–8: quite a lot
- 5–6: some
- 3–4: little
- 1–2: very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

- 7–10: two opinions
- 3–6: one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5–6 band, there **must** be reference to all three time frames (past, present and future). For the 3–4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are attempted. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of language and Range of language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *je préfère* and *j'apprécie* rather than just *j'aime*, *on peut trouver/voir/visiter* rather than just *il y a*, *chouette*, *génial*, *passionnant*, etc, rather than *super* etc.
- different persons of the verb.
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*avant de*, *pour*), adjectives (*il est important/nécessaire de*), nouns (*j'ai l'intention de*) and after verbs (*je préfère aller*, *j'aime étudier* and the modal verbs *devoir*, *pouvoir*, *vouloir*)
- use of object pronouns
- use of disjunctive pronouns (*avec lui/elle*, *pour moi*, etc)
- use of indefinite pronouns/adjectives such as *quelque chose*, *quelqu'un*, *tout(e)(s)*, etc
- use of connectives such as *non seulement ... mais aussi ...*, *d'une part ... d'autre part ...*, *à part*, *malgré*.
- use of adverbs and adverbial phrases such as *cependant*, *c'est pourquoi*, *par conséquent*, *par exemple*, *par contre*, *heureusement*, *malheureusement*.
- use of negatives (*ne...rien/personne/jamais*, *ni*, *non plus*, etc)
- use of *depuis* constructions and constructions such as *je viens de..*
- use of comparative expressions (*plus/moins/aussi...que*)
- use of demonstrative adjectives and pronouns (*ce*, *cette*, *ces*, *ce qui/que* etc)
- use of possessive pronouns (*à moi*, *le mien*, etc)
- use of *le* + superlative adjective (*le mieux*, *le plus important*, etc)
- use of complex sentences and a range of tenses

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *quand*, *où*, *parce que*, *alors que*, *puisque*, *étant donné que*, etc
- use of relative clauses introduced by *qui*, *que*, *dont*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion and after *pour que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *donc*, *ensuite*, *ou*, *puis*, *mais*, *alors*.

Use of time frames/tenses

- The criteria for Quality of language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Je vais régulièrement au cinéma une fois par mois* (present); *Je vais à la piscine samedi prochain* (future); *Je viens d'arriver au centre commercial* (past).
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2**A glossary of terms used in the Writing assessment criteria**

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy
linking words	Words such as <i>parce que</i> , <i>mais</i> , used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>car</i> , <i>mais</i> .
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Le week-end prochain je vais au cinéma</i> (future time frame); <i>J'apprends le français depuis cinq ans</i> (past time frame).
variety	Use of different verbs, nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2021 series**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Response
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
0.1	C'est/Il y a un café/un restaurant.	Un café	café Inappropriate verb + un café e.g. je voudrais..	[2 marks]
	Les tasses sont sur la table.	Tasses sur la table	tasses	[2 marks]
	Il y a/c'est/je vois/voici cinq personnes. Il y a un garçon/une fille/un homme/une femme/une serveuse	5 personnes	cinq Inappropriate verb + personnes e.g. j'aime 5 personnes	[2 marks]
	La serveuse arrive. Ils mangent/boivent/bavardent.	La serveuse Ils manger/boire/bavarder	serveuse manger/boire/bavarder	[2 marks]

NB The whole sentence should be considered when awarding marks.

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Bullet	Comments
• votre destination de vacances	Accept one statement/opinion Accept verbs that express likes eg j'aime Blackpool
• le camping	Accept one statement/opinion about either the campsite or camping in general Accept verbs that express likes eg j'aime le camping
• le climat	Accept one statement/opinion Accept verbs that express likes eg j'aime le climat
• un après-midi en vacances.	Accept one statement/opinion Accept any activity that could be done in afternoon No direct reference to afternoon or holiday necessary Accept verbs that express likes eg j'aime jouer au football

The following indicative content is an example of the response that students may also give to this question.

Je suis en France pour une semaine. Je reste dans un grand camping près de La Rochelle. Il y a une piscine et un bon restaurant. Il fait très beau tous les jours. Je vais à la piscine, c'est super. (40 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As a general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick. Do not accept the use of an infinitive for a conjugated verb.

	Message	Accept	Reject
1	I am	Je suis	
2	small and kind.	petit(e) et sympa/gentil(le).	
3	I don't like science.	Je n'aime pas/je déteste les sciences/la science.	
4	There is	Il y a/on trouve	
5	a lot of pollution	beaucoup de pollution	
6	in the river.	dans la rivière.	
7	Normally	Normalement/Généralement/D'habitude	
8	we do sport	nous faisons/on fait du sport Accept 'on joue au sport' but consider under Application	
9	at the youth club.	au/à un club de/des jeunes/de jeunesse/à la maison des/de jeunes	
10	Last week	La semaine dernière	
11	I went to a match	je suis allé(e) à un/au match	
12	with my uncle.	avec mon oncle.	

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

Question 04.1 Content

Bullet	Comments
• votre musique préférée	Accept one opinion Accept names of artists Reject statements that do not express an opinion
• quand vous écoutez la musique	Accept one statement
• une visite récente au cinéma	Accept one statement Accept any past time reference No direct reference to cinema is necessary. E.g samedi dernier, j'ai vu un film avec mes amis
• un samedi parfait à l'avenir	Accept one statement Accept any future time reference Accept any plans that could be linked to a Saturday No direct reference to 'parfait' is necessary

Question 04.2 Content

Bullet	Comments
• votre opinion de votre ville	Accept one opinion Reject statements that do not express an opinion
• les attractions touristiques dans votre région	Accept one statement No reference to region is necessary
• vos activités récentes dans la région	Accept one statement Accept any past time reference Accept any activity that could be undertaken in the region No reference to region is necessary
• où vous voulez habiter à l'avenir	Accept one statement Accept any future time reference

Question 04.3 Content

Bullet	Comments
• votre routine au collège	Accept one statement Accept any activity that could be undertaken in school No reference to a specific time is necessary e.g. j'ai un cours de maths le matin.
• votre opinion de l'uniforme	Accept one opinion Reject statements that do not express an opinion
• la pause-déjeuner hier	Accept one statement Accept any past time reference No reference to 'la pause-déjeuner' is necessary No reference to 'hier' is necessary Accept any activity relating to lunch break
• un voyage scolaire à l'avenir	Accept one statement No direct reference to future is necessary Accept any future time reference

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either or	Question 04.1	This is a possible response (indicative content): Je préfère la musique pop parce que c'est génial mais je n'aime pas la musique classique car c'est trop ennuyeux. D'habitude, je télécharge la musique sur mon portable et je l'écoute avec mes écouteurs tous les matins quand je vais au collège. Récemment, je suis allé au cinéma avec ma famille pour voir le dernier film de James Bond. A mon avis, c'était un film impressionnant et assez effrayant. Pendant un samedi parfait, je voudrais aller au centre commercial avec mes amis pour acheter des vêtements et manger au restaurant. (90 words) [16 marks]
	Question 04.2	This is a possible response (indicative content): J'aime habiter à York parce que c'est une jolie ville historique mais de temps en temps c'est bruyant à cause du tourisme. Il y a beaucoup de choses à faire pour les touristes dans la région. On peut visiter des musées intéressants ou de belles plages. Le week-end dernier, je suis allé au bord de la mer avec mes copains pour faire du surf et après ça, on a mangé une glace. A l'avenir, je voudrais habiter à Londres car c'est vraiment animé et je pourrai trouver du travail facilement. (90 words) [16 marks]

or	Question 04.3	This is a possible response (indicative content): Les cours commencent à neuf heures et finissent à trois heures. Nous avons six leçons par jour et une récréation quand je parle à mes amis. Je pense que mon uniforme scolaire est très élégant parce que j'aime beaucoup le style. Hier, j'ai mangé un sandwich à la cantine. Après, j'ai joué au football car c'est mon sport préféré. Au mois de juin, avec mon collègue, je vais partir en France où on va visiter les monuments de Paris. On va passer cinq nuits dans un hôtel. Ce sera super. (90 words) [16 marks]

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met.

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

F

Foundation Tier

Paper 4 Writing

Monday 5 June 2023

Afternoon

Time allowed: 1 hour

Materials

You will need no other materials.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer **four** questions.
- You must answer Question 1, Question 2 and Question 3.
- You must answer **either** Question 4.1 **or** Question 4.2. Do **not** answer both of these questions.
- Answer **all** questions in **French**.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 50.
- In order to score the highest marks for Question 4.1/Question 4.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
TOTAL	



J U N 2 3 8 6 5 8 W F 0 1

Answer the questions in the spaces provided.

0 1

Vous postez une photo sur Instagram.



Qu'est-ce qu'il y a sur la photo ? Ecrivez **quatre** phrases en **français**.

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]



[illegible]

0	3

Translate the following sentences into **French**.

My sister plays football.

I like geography because it is interesting.

There is a small table in the bedroom.

Every day I go to the park by bus.

Last week I lost my mobile phone at the market.

[10 marks]

10



Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



You must **not** answer **both** of these questions.

0	4

 .

1

 Vous écrivez un article sur la vie des jeunes.

- la musique que vous écoutez en ce moment
- votre film favori
- un samedi récent avec vos ami(e)s
- vos futurs projets pour une célébration.

[16 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Turn over ►



0	4	.	2

Décrivez :

- Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

[illegible]

[illegible]

16



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



Question number	Additional page, if required. Write the question numbers in the left-hand margin.
	Copyright information For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk. Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team. Copyright © 2023 AQA and its licensors. All rights reserved.



Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

F

Foundation Tier Paper 4 Writing

Time allowed: 1 hour 5 minutes

Materials

You will need no other materials.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer **four** questions.
- You must answer Question 1, Question 2 and Question 3.
- You must answer **either** Question 4.1 **or** Question 4.2 **or** Question 4.3.
Only answer **one** of these questions.
- Answer **all** questions in **French**.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 50.
- In order to score the highest marks for Question 4.1/Question 4.2/Question 4.3, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
TOTAL	



J U N 2 2 8 6 5 8 W F 0 1

1B/H/Jun22/E4

8658/WF

Answer the questions in the spaces provided.

0 1

Vous envoyez une photo à votre correspondant(e) français(e).



Qu'est-ce qu'il y a sur la photo ? Ecrivez **quatre** phrases en **français**.

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]

8



[illegible]

0 3

Translate the following sentences into **French**.

I do my homework in the kitchen.

At school there is a big sports ground.

My aunt has a job in a café every Monday.

Usually I find the Internet useful.

Today I ate a lot of vegetables.

[10 marks]

10



Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



You must **only** answer **one** of these questions.

0	4	.	1	Theme 1 – Identity and culture

Décrivez :

- Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

[16 marks]

[illegible]

[illegible]

Turn over ►



0 4 . 2 Theme 2 – Local, national, international and global areas of interest

Décrivez :

- Ecrivez environ **90 mots en français**. Répondez à chaque aspect de la question.

[16 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

0	4	3	Theme 3 – Current and future study and employment

Décrivez :

- votre opinion du règlement scolaire
- votre club scolaire préféré
- une journée scolaire la semaine dernière
- la profession que vous voulez faire à l'avenir.

Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

[16 marks]

[illegible]

[illegible]

16



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



[illegible]



GCSE
FRENCH
8658/WF

Paper 4 Writing 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.

Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria.

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is **not** in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is clearly false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg 'There are **2** people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year old may be different from your perception of 'old'). He's a father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*).
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but **there is no need for equal coverage of the bullets**.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria:

Marks	Response
9–10	A full coverage of the required information. Communication is clear.
7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding a mark for Content.

- A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:
 - 9–10 marks: 4 bullet points
 - 5–8 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point
- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.

- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in 3–4 band is more appropriate than the 5–6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 35 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 5 ticks and you have awarded a mark of 3 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 2, rather than 3, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.
- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4/Higher Question 1

10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria.

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

Marks	Response
9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

- A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:
 - 7–10 marks: 4 bullet points
 - 5–6 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point

- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.
- You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.
- The bands refer to the amount of information that is conveyed, as follows:

9–10: a lot
7–8: quite a lot
5–6: some
3–4: little
1–2: very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

- The candidate must give opinions in order to have access to certain marks, as follows:

7–10: two opinions
3–6: one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a ‘best fit’ approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5–6 band, there **must** be reference to all three time frames (past, present and future). For the 3–4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: ‘I’m going to the concert next week’.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions. This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of language and Range of language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *je préfère* and *j'apprécie* rather than just *j'aime*, *on peut trouver/voir/visiter* rather than just *il y a*, *chouette*, *génial*, *passionnant*, etc, rather than *super* etc
- different persons of the verb
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*avant de*, *pour*), adjectives (*il est important/nécessaire de*), nouns (*j'ai l'intention de*) and after verbs (*je préfère aller*, *j'aime étudier* and the modal verbs *devoir*, *pouvoir*, *vouloir*)
- use of object pronouns
- use of disjunctive pronouns (*avec lui/elle*, *pour moi*, etc)
- use of indefinite pronouns/adjectives such as *quelque chose*, *quelqu'un*, *tout(e)(s)*, etc
- use of connectives such as *non seulement ... mais aussi ...*, *d'une part ... d'autre part ...*, *à part*, *malgré*
- use of adverbs and adverbial phrases such as *cependant*, *c'est pourquoi*, *par conséquent*, *par exemple*, *par contre*, *heureusement*, *malheureusement*
- use of negatives (*ne...rien/personne/jamais*, *ni*, *non plus*, etc)
- use of *depuis* constructions and constructions such as *je viens de...*
- use of comparative expressions (*plus/moins/aussi...que*)
- use of demonstrative adjectives and pronouns (*ce*, *cette*, *ces*, *ce qui/que* etc)
- use of possessive pronouns (*à moi*, *le mien*, etc)
- use of *le* + superlative adjective (*le mieux*, *le plus important*, etc)
- use of complex sentences and a range of tenses.

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *quand*, *où*, *parce que*, *alors que*, *puisque*, *étant donné que*, etc
- use of relative clauses introduced by *qui*, *que*, *dont*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion and after *pour que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *donc*, *ensuite*, *ou*, *puis*, *mais*, *alors*.

Use of time frames/tenses

- The criteria for Quality of language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Je vais régulièrement au cinéma une fois par mois* (present); *Je vais à la piscine samedi prochain* (future); *Je viens d'arriver au centre commercial* (past).
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2**A glossary of terms used in the Writing assessment criteria**

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy.
linking words	Words such as <i>parce que</i> , <i>mais</i> , used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>car</i> , <i>mais</i> .
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Le week-end prochain je vais au cinéma</i> (future time frame); <i>J'apprends le français depuis cinq ans</i> (past time frame).
variety	Use of different verbs, nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2023 series**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Response
2	The relevant message is clearly communicated .
1	The message is relevant but has some ambiguity and causes a delay in communication .
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01	Il y a quatre personnes Il y a un garçon/une fille/ un homme/une femme/ une famille etc Il y a/c'est/je vois/voici + (any appropriate noun)	quatre personnes Il y a un quatre personnes	quatre	[2 marks]
	Ils sont dans la cuisine/Ils sont dans la salle à manger	dans la cuisine/dans la salle à manger	cuisine/salle à manger	[2 marks]
	Le garçon boit (du thé, du café etc – accept any drink) L'homme mange une pomme L'homme mange un croissant.	Le garçon boire L'homme manger/mangé une pomme	boire pomme Inappropriate verb e.g. 'j'aime les pommes'	[2 marks]
	La fille a les cheveux longs La femme veut du pain	La fille cheveux longs du pain	longs pain	[2 marks]

NB The whole sentence should be considered when awarding marks.

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses .
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses .
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

A minimum number of bullet points must be covered for the award of marks for Content, as follows:

- 9-10 marks: 4 bullet points
- 5-8 marks: 3 bullet points
- 3-4 marks: 2 bullet points
- 1-2 marks: 1 bullet point

Quality of language

Level	Marks	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety . More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited , repetitive or inappropriate. There may be frequent errors .
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Bullet	Comments
• l'uniforme	No direct reference to uniform necessary eg je porte une chemise. Accept one statement. Accept verbs that express an opinion eg j'aime mon pantalon.
• votre professeur préféré(e)	Accept one statement/opinion relating to a teacher. Mon/ma prof de français est mon/ma prof préféré(e). No direct reference to 'favourite' necessary eg J'adore monsieur Smith. Mon prof est super. Accept objective/subjective descriptions eg Mon/ma prof de maths a les yeux bleus Mon/ma prof de sciences est génial(e). Reject incorrect possessive eg votre
• la pause-déjeuner	Accept one statement/opinion. Accept any activity that could happen at lunchtime. Accept past/future tense.
• les devoirs	Accept one statement/opinion.

The following indicative content is an example of the response that students may also give to this question.

Au collège je porte une chemise blanche avec une cravate bleue. Mon professeur de français est grand et sympa. Pendant la pause-déjeuner, j'aime jouer au foot avec mes amis car c'est amusant. Je déteste faire mes devoirs le week-end. (40 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate .
4	4	Good knowledge of vocabulary and structures; generally accurate .
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate .
2	2	Limited knowledge of vocabulary and structures; generally inaccurate .
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate .
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As a general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick. Do not accept the use of an infinitive for a conjugated verb.

	Message	Key message	Accept	Reject
1	My sister	Ma sœur		
2	plays football.	joue au foot(ball).		
3	I like geography	J'aime la géo(graphie)		
4	because it is interesting.	parce que c'est intéressant.	car c'est...	
5	There is a small table	Il y a une petite table	une table petite	
6	in the bedroom.	dans la chambre.		
7	Every day	Tous les jours	Chaque jour	
8	I go to the park	je vais au parc/jardin public	park	
9	by bus.	en (auto)bus.	en car.	
10	Last week	La semaine dernière	La semaine passée	
11	I lost	j'ai perdu	je perdu/j'ai perdre/	Je perdre
12	my mobile phone at the market.	mon (téléphone) portable au marché.	mon mobile/ smartphone /iphone...	

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses . Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses . Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down . Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

A minimum number of bullet points must be covered for the award of marks for Content, as follows:

- 7-10 marks: 4 bullet points
- 5-6 marks: 3 bullet points
- 3-4 marks: 2 bullet points
- 1-2 marks: 1 bullet point

Quality of language

Level	Marks	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted . There are references to three time frames , which are largely successful. Errors are mainly minor . Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences . There are references to at least two different time frames , although these may not always be successful. There may be some major errors, and more frequent minor errors , but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors . Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

- the use of a present tense or infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

Question 04.1 Content

Bullet	Comments
la musique que vous écoutez en ce moment	Accept one statement. Accept reference to names of bands/singers (eg J'écoute Little Mix).
votre film favori	Accept one opinion. No direct reference to 'favori' necessary. Accept reference to genres of films.
un samedi récent avec vos ami(e)s	Accept one statement/activity. Accept any past time reference. No direct reference to friends necessary. No direct reference to "Saturday" necessary. Accept any activity that could have been done recently/in the past. Accept any interpretations of recent (eg L'année dernière...).
vos futurs projets pour une célébration	Accept one statement/activity. Accept any future time reference. No direct reference to a specific celebration necessary: A l'avenir je vais aller au restaurant. Accept any activity that could happen during a celebration. Accept any celebration (eg birthdays, religious celebrations, weddings, end of exams...etc).

Question 04.2 Content

Bullet	Comments
une destination de vacances que vous aimez	Accept one opinion. Reject statements that do not express an opinion (eg Je vais souvent en France). Accept any possible holiday destination (eg J'adore aller en France/à Paris/au bord de la mer/à la campagne/chez mon cousin). Accept a preference for staying at home.
la météo typique de cette destination	Accept one statement. No direct reference to 'cette destination' necessary.
vos activités pendant les grandes vacances l'année dernière	Accept one statement/activity. Accept any past time reference. No direct reference to the summer holidays necessary. Accept any activities that could be undertaken during holiday time.
vos projets de vacances à l'avenir	Accept one statement/activity. Accept any future time reference. Accept any future plans that could be undertaken during holiday time.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either	Question 04.1	This is a possible response (indicative content): En ce moment, la musique rap est très populaire. Moi, je préfère la musique rock que j'écoute tous les jours sur mon ordinateur portable. Mon film préféré s'appelle Amélie. J'adore ce film parce que les acteurs sont bons et l'histoire est chouette. Le week-end dernier je suis allé au centre-ville avec mes amis pour acheter un nouveau tee-shirt. Après ça, nous avons mangé dans un restaurant italien et nous avons bavardé tout l'après-midi. C'était fantastique. Pour fêter mon prochain anniversaire, je voudrais manger un repas spécial avec ma famille. (90 words) [16 marks]
or	Question 04.2	This is a possible response (indicative content): J'adore aller en Ecosse où il y a de belles montagnes et les gens sont très aimables. J'aime beaucoup visiter le grand château à Edimbourg. Normalement, il fait assez froid en Ecosse et il pleut souvent donc il faut porter un manteau. Pendant les grandes vacances l'année dernière, j'ai passé beaucoup de temps avec mes meilleurs amis. Chaque week-end, nous sommes allés au centre sportif pour jouer au foot. A l'avenir, j'aimerais voyager en France car j'adore la cuisine française et je pense que Paris est une ville vraiment romantique. (90 words) [16 marks]

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met.

GCSE
FRENCH
8658/WF

Paper 4 Writing Foundation Tier

Mark scheme

June 2022

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 © 2022 AQA and its licensors. All rights reserved.

Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria.

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is **not** in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is clearly false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg 'There are **2** people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year old may be different from your perception of 'old'). He's a father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*.)
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but **there is no need for equal coverage of the bullets**.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria:

Marks	Response
9–10	A full coverage of the required information. Communication is clear.
7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding a mark for Content.

- A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:
 - 9–10 marks: 4 bullet points
 - 5–8 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point
- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.

- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in 3–4 band is more appropriate than the 5–6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 35 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 5 ticks and you have awarded a mark of 3 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 2, rather than 3, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.
- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4/Higher Question 1

10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria.

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

Marks	Response
9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

- A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:
 - 7–10 marks: 4 bullet points
 - 5–6 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point

- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.
- You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.
- The bands refer to the amount of information that is conveyed, as follows:

9–10: a lot
7–8: quite a lot
5–6: some
3–4: little
1–2: very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

- The candidate must give opinions in order to have access to certain marks, as follows:

7–10: two opinions
3–6: one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a ‘best fit’ approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5–6 band, there **must** be reference to all three time frames (past, present and future). For the 3–4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: ‘I’m going to the concert next week’.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions. This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of language and Range of language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *je préfère* and *j'apprécie* rather than just *j'aime*, *on peut trouver/voir/visiter* rather than just *il y a*, *chouette*, *génial*, *passionnant*, etc, rather than *super* etc
- different persons of the verb
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*avant de*, *pour*), adjectives (*il est important/nécessaire de*), nouns (*j'ai l'intention de*) and after verbs (*je préfère aller*, *j'aime étudier* and the modal verbs *devoir*, *pouvoir*, *vouloir*)
- use of object pronouns
- use of disjunctive pronouns (*avec lui/elle*, *pour moi*, etc)
- use of indefinite pronouns/adjectives such as *quelque chose*, *quelqu'un*, *tout(e)(s)*, etc
- use of connectives such as *non seulement ... mais aussi ...*, *d'une part ... d'autre part ...*, *à part*, *malgré*
- use of adverbs and adverbial phrases such as *cependant*, *c'est pourquoi*, *par conséquent*, *par exemple*, *par contre*, *heureusement*, *malheureusement*
- use of negatives (*ne...rien/personne/jamais*, *ni*, *non plus*, etc)
- use of *depuis* constructions and constructions such as *je viens de...*
- use of comparative expressions (*plus/moins/aussi...que*)
- use of demonstrative adjectives and pronouns (*ce*, *cette*, *ces*, *ce qui/que* etc)
- use of possessive pronouns (*à moi*, *le mien*, etc)
- use of *le* + superlative adjective (*le mieux*, *le plus important*, etc)
- use of complex sentences and a range of tenses.

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *quand*, *où*, *parce que*, *alors que*, *puisque*, *étant donné que*, etc
- use of relative clauses introduced by *qui*, *que*, *dont*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion and after *pour que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *donc*, *ensuite*, *ou*, *puis*, *mais*, *alors*.

Use of time frames/tenses

- The criteria for Quality of language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Je vais régulièrement au cinéma une fois par mois* (present); *Je vais à la piscine samedi prochain* (future); *Je viens d'arriver au centre commercial* (past).
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2**A glossary of terms used in the Writing assessment criteria**

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy
linking words	Words such as <i>parce que</i> , <i>mais</i> , used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>car</i> , <i>mais</i> .
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Le week-end prochain je vais au cinéma</i> (future time frame); <i>J'apprends le français depuis cinq ans</i> (past time frame).
variety	Use of different verbs, nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2022 series**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Response
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	Il y a/voici des étudiants.	des étudiants	étudiants Inappropriate verb eg j'aime des étudiants.	[2 marks]
	Un garçon/Une fille porte des lunettes.	Un garçon/Une fille porter des lunettes.	porte/porter lunettes	[2 marks]
	Ils regardent l'ordinateur.	Ils regarder l'ordinateur.	ordinateur	[2 marks]
	Ils sont contents/heureux.	Ils contents/heureux.	contents/heureux	[2 marks]

NB The whole sentence should be considered when awarding marks.

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Bullet	Comments
• la musique	Accept one statement/opinion Accept verbs that express likes eg j'aime Accept names of artists Accept past/future tense Reject incorrect possessive eg votre
• la télévision	Accept one statement Accept verbs that express likes eg j'aime Accept names of TV programmes Accept past/future tense Reject incorrect possessive eg votre
• votre santé	Accept one statement/opinion Accept verbs that express likes eg j'aime Accept past/future tense Reject incorrect possessive eg votre
• votre dîner préféré	Accept one statement/opinion Accept verbs that express likes eg j'aime Accept references to McDonalds etc. Accept past/future tense Reject incorrect possessive eg votre

The following indicative content is an example of the response that students may also give to this question.

J'aime toutes sortes de musique. A la télévision, je regarde la télé réalité et les feuilletons. Je suis en bonne santé car je mange très bien. Mon dîner préféré est du poulet avec du riz parce que c'est vraiment délicieux. (40 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As a general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick. Do not accept the use of an infinitive for a conjugated verb.

	Message	Accept	Reject
1	I do my homework	Je fais mes devoirs/mon travail scolaire	
2	in the kitchen.	dans la cuisine.	
3	At school	Au collège/À l'école/Au lycée	
4	there is	il y a	
5	a big sports ground.	un grand terrain de sport.	
6	My aunt has a job	Ma tante a un emploi/travail/job/travaille	
7	in a café	dans un café	
8	every Monday.	tous les lundis/chaque lundi/le(s) lundi(s).	
9	Usually I find	D'habitude/En général/ Normalement, je trouve	
10	the Internet useful.	l'internet utile.	
11	Today I ate	Aujourd'hui j'ai mangé/pris	Wrong tense
12	a lot of vegetables.	beaucoup/plein de légumes.	Specific vegetables

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

Question 04.1 Content

Bullet	Comments
• vos rapports avec vos ami(e)s	Accept one statement Accept reference to one friend Reject statements that do not express an opinion
• votre réseau social préféré	Accept one statement Reject statements that do not express an opinion
• vos activités sur votre portable hier soir	Accept one statement/activity Accept any past time reference No explicit reference to mobile phone is necessary Accept any activities that could be linked to mobile phones
• vos projets avec vos ami(e)s le week-end prochain.	Accept one statement/activity Accept any future time reference

Question 04.2 Content

Bullet	Comments
• votre opinion du shopping	Accept one statement Reject statements that do not express an opinion
• votre transport préféré pour aller en ville	Accept one statement Reject statements that do not express an opinion No explicit reference to the word transport is necessary
• une visite aux magasins samedi dernier	Accept one statement Accept any past time reference No explicit reference to shops is necessary e.g. j'ai acheté...
• vos activités en ville le week-end prochain.	Accept one statement/activity Accept any future time reference Accept any activities that could be linked to town

Question 04.3 Content

Bullet	Comments
• votre opinion du règlement scolaire	Accept one statement Reject statements that do not express an opinion
• votre club scolaire préféré	Accept one statement Accept reference to any possible club Reject statements that do not express an opinion
• une journée scolaire la semaine dernière	Accept one statement Accept any past time reference
• la profession que vous voulez faire à l'avenir.	Accept one statement Accept any future time reference

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either	Question 04.1	This is a possible response (indicative content): Normalement, je m'entends très bien avec mes amis. C'est pourquoi nous faisons beaucoup de choses ensemble. En plus, je trouve qu'ils sont généreux et ils ont toujours un bon sens de l'humour. Mon réseau social favori c'est Instagram parce que j'adore partager des photos avec les autres et envoyer des messages positifs. Hier, j'ai utilisé mon portable pour tchatter avec mes copains et puis, j'ai surfé l'internet. C'était assez pratique. Ce week-end, je vais télécharger une nouvelle série française que je vais regarder avec mes amis. Ça va être génial. (90 words) [16 marks]
or	Question 04.2	This is a possible response (indicative content): J'adore faire les magasins avec mes amis le week-end parce que c'est relaxant, mais je n'ai pas beaucoup d'argent en ce moment. Je préfère prendre le bus pour aller en ville car ce n'est pas cher. Cependant le problème, c'est qu'il n'y a pas assez de bus. Samedi, je suis allé au centre commercial pour acheter un cadeau pour l'anniversaire de ma mère. J'ai choisi son parfum préféré. Le week-end prochain, je vais passer la journée en ville. Après avoir fait du shopping, on va voir un film au cinéma. (90 words) [16 marks]

or	Question 04.3	A mon avis, le règlement scolaire est nécessaire pour avoir une bonne discipline au collège et pour aider les élèves à réussir. Mon club préféré est le club des langues où je m’amuse car je parle français. C’est tous les mercredis à la fin des classes. Jeudi dernier était une journée mémorable parce que tout le monde a eu des cours sur l’environnement. C’était vraiment passionnant. A l’avenir, j’ai l’intention de devenir instituteur puisque je voudrais travailler avec des enfants. Je pense que ça va être formidable mais fatigant aussi. (90 words) [16 marks]

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met.