

**GCSE
FRENCH
8658/RH**

Paper 3 Reading Higher 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	Nabil	1

Question	Accept	Mark
01.2	Afifa	1

Question	Accept	Mark
01.3	Timéo	1

Question	Accept	Mark
01.4	Lucas	1

Question	Accept	Mark
01.5	Manon	1

Question	Accept	Mark
02	B D F G (in any order)	4

Question	Accept	Mark
03.1	F	1

Question	Accept	Mark
03.2	T	1

Question	Accept	Mark
03.3	NM	1

Question	Accept	Mark
03.4	F	1

Question	Key idea	Accept	Reject	Mark
04.1	she found out he had a bigger audience than the (TV) news = 1 she thought she could do as well/the same = 1	she thought she could do as well		2

Question	Key idea	Accept	Reject	Mark
04.2	her parent(s) had to read the contract = 1 (and) her parent(s) had to give permission = 1		she had to sign a contract etc	2

Question	Key idea	Accept	Reject	Mark
04.3	she compared software = 1 she remade musical videos = 1	compared two things must have idea of recreating music videos parodies		2

Question	Accept	Mark
05.1	P	1

Question	Accept	Mark
05.2	N	1

Question	Accept	Mark
05.3	N	1

Question	Accept	Mark
05.4	P+N	1

Question	Accept	Mark
05.5	P	1

Question	Accept	Mark
06.1	M	1

Question	Accept	Mark
06.2	M	1

Question	Accept	Mark
06.3	A	1

Question	Accept	Mark
06.4	A+M	1

Question	Accept	Mark
06.5	A	1

Question	Accept	Mark
06.6	M	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
08.1	A	1

Question	Accept	Mark
08.2	C	1

Question	Accept	Mark
08.3	B	1

Question	Accept	Mark
08.4	B	1

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

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

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

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

Question	Accept	Mark
10.1	F	1

Question	Accept	Mark
10.2	V	1

Question	Accept	Mark
10.3	V	1

Question	Accept	Mark
10.4	PM	1

Question	Accept	Mark
10.5	F	1

Question	Accept	Mark
11	C F G E B (in this order)	5

Question		Accept	Reject	Mark
12	Je me dispute avec mes parents	I argue/quarrel/fight with my parents	dispute with	1
	à cause de mes copains	because of my friends	singular	1
	qui, selon mon père, ont une mauvaise influence sur moi.	who, according to my father/dad/in my father's opinion, have a bad influence on me.		1
	Samedi, il n'était pas content	(On) Saturday, he was not happy	wrong tense	1
	car j'ai participé à une manifestation contre la pollution.	since/as/because I took part/participated in a demonstration/march/protest against pollution.	wrong tense manifestation	1
	Je lui ai dit que	I told/said to him (that)	wrong tense	1
	je ferais de mon mieux	I would do my best	wrong tense	1
	pour protéger la planète,	to protect the planet,		1
	ce qui me semble plus important que mes études.	which seems to me/I think that is more important than my studies/studying.		1

Total marks = 60

GCSE
FRENCH
8658/RH

Paper 3 Reading Higher 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	P	1

Question	Accept	Mark
01.2	N	1

Question	Accept	Mark
01.3	P+N	1

Question	Accept	Mark
01.4	N	1

Question	Key idea	Accept	Reject	Mark
02.1	<u>watch/see</u> <u>horse</u> races	watch horses run	take part in race/see horses watch horse-riding/ horse-riding tc	1

Question	Key idea	Accept	Reject	Mark
02.2	(because of) the war	there's a war on/fighting/conflict/ Civil war	violence in the North/revolution	1

Question	Key idea	Accept	Reject	Mark
02.3	the price of hotels/rooms	accommodation (too) dear	any reference to abuse/ bad manners from staff/guests prices have gone up ie no reference to hotels	1

Question	Accept			Mark
03.1	F			1

Question	Accept			Mark
03.2	T			1

Question	Accept			Mark
03.3	NM			1

Question	Accept			Mark
03.4	T			1

Question	Accept			Mark
03.5	F			1

Question	Accept	Mark
03.6	T	1

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

Question	Accept	Mark
05.1	Catherine	1

Question	Accept	Mark
05.2	Alice	1

Question	Accept	Mark
05.3	Bruno	1

Question	Accept	Mark
05.4	Bruno	1

Question	Accept	Mark
06.1	B	1

Question	Accept	Mark
06.2	A	1

Question	Accept	Mark
06.3	C	1

Question	Accept	Mark
06.4	A	1

Question	Accept	Mark
06.5	C	1

Question	Key idea	Accept	Reject	Mark
07.1	Advantages she didn't have to travel she could do the subject she wanted	she lived two hours away <u>from</u> <u>school</u> / she now lives close(r) to school she had more choice of subjects/ options/ studies she wanted to do (plastic) arts / (fine) art answers in present tense	subjects other than art-related	2

Question	Key idea	Accept	Reject	Mark
07.2	Disadvantages the rooms were not individual/ private/ single she didn't know anyone else	she had to share a room/lack of privacy frightened of living with people she didn't know / strangers accept past/present tenses	living with people she didn't get on with didn't know a lot about her room- mate(s)	2

Question	Accept	Mark
08.1	A	1

Question	Accept	Mark
----------	--------	------

08.2	B	1
-------------	---	----------

Question	Accept	Mark
08.3	A	1

Question	Accept	Mark
08.4	C	1

Question	Key idea	Accept	Reject	Mark
09.1	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
09.2	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
09.3	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
----------	----------	--------	--------	------

09.4	deviendra (encore) pire	sera pire	ne s'est pas améliorée Anything that doesn't convey the future	1
-------------	-------------------------	-----------	---	----------

Question	Accept	Mark
10.1	V	1

Question	Accept	Mark
10.2	PM	1

Question	Accept	Mark
10.3	V	1

Question	Accept	Mark
10.4	F	1

Question	Accept	Mark
10.5	PM	1

Question	Accept	Mark
10.6	V	1

Question	Accept	Mark
11	A F E C (in this order)	4

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

Question		Accept	Reject	Mark
13	Je voudrais sortir plus	I'd like/I would like to go/get out more (often)	wrong tense eg I want to go out	1
	mais il n'y a rien à faire dans ma ville.	but there's nothing/ there isn't anything to do in my town/ city.	not a lot to do reject village	1
	C'était une région industrielle	It was/used to be an industrial region/area	wrong tense	1
	qui est toujours polluée.	which/that is still/always polluted.	who is	1
	On rencontre souvent des sans-abris dans les rues.	You/one/we often meet/come across/can often meet/one often meets (the) homeless people in the street(s)/on the street(s)	road(s)	1
	J'ai décidé de partir	I (have) decided to leave/to depart	wrong tense	1
	après avoir fini mes études.	after finishing/having finished my studies.	after leaving school after finishing studying	1
	Il me faudra trouver un boulot	I'll have/it will be necessary for me/I'll need to find a job/work	wrong tense	1
	car je pense voyager à l'étranger.	because/since/for/as I'm thinking of/ I'm considering travelling abroad.	I want to travel	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

H

Higher Tier Paper 3 Reading

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.
- 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	



Section A

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

0 1

Parental control software

Read this blog written by young people about a new piece of parental control software.

Gabriel

L'installation n'est pas très simple et le logiciel pourrait être utilisé par des parents qui désirent contrôler leurs enfants plutôt que de les aider.

Ibrahim

Le logiciel permet aux parents de nous protéger de l'intimidation ou d'autres menaces en ligne. Alors, quel est le problème ?

Louise

Oui, ce logiciel peut rassurer les parents, c'est vrai. Cela dit, je pense que certains ados vont considérer l'utilisation de ce logiciel comme une insulte.

Yasmine

Je suis anxieuse. Ce logiciel permet aux parents de savoir avec qui nous parlons en ligne. C'est inadmissible. Chaque enfant a droit au respect de sa vie privée.

What do these people think about the software?

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

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

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

0 1 . 1

Gabriel

[1 mark]

0 1 . 2

Ibrahim

[1 mark]

0 1 . 3

Louise

[1 mark]

0 1 . 4

Yasmine

[1 mark]

4



0 2

Stress

You see a Swiss website which talks about stress.

Une conséquence majeure du stress, c'est le manque de sommeil. Quand on est stressé, on dort mal.

Alors, comment combattre le stress ?

De nombreuses études ont prouvé les bénéfices de la lecture, qui aident à se détendre et à réduire le stress. En plus, évitez d'allumer la télé sur la chaîne infos, au risque de vous stresser davantage.

Cependant, le stress n'est pas toujours une mauvaise chose. Des sportifs disent souvent que le stress les aide à triompher pendant une compétition. Les personnes présentant un niveau modéré de stress avant de supporter une opération chirurgicale récupèrent plus vite.

Answer the questions in **English**.

0 2

. 1

According to the website, what is a major result of being stressed?

[1 mark]

0 2

. 2

What **two** ways of avoiding stress are mentioned?

[2 marks]

1 _____

2 _____

0 2

. 3

What **two** advantages of stress are given?

[2 marks]

1 _____

2 _____

5

Turn over ►



0 3**A soap opera plot**

In a French TV magazine, you read this summary of a plot of a soap opera.

Depuis qu'il a perdu son emploi, Patrick a honte. Il se sent humilié et embarrassé. Manon, sa nouvelle femme, se rend compte que tout ne va pas bien. Elle essaie de découvrir le secret de Patrick mais il refuse de lui en parler. Manon se sent malheureuse.

Malgré la tristesse de Manon, Patrick continue à mentir à sa femme et quitte la maison tous les matins comme s'il avait toujours un travail. La situation laisse Manon perplexe. Elle ne comprend pas le silence de son mari. Quand elle essaie de lui poser des questions, il se met tout de suite en colère.

Puis, Patrick décide de se confier à Solange, son ancienne femme. Solange, envieuse de Manon, dit à Patrick qu'il doit parler à sa femme et lui admettre qu'il est au chômage. Après avoir réfléchi, Patrick refuse.

Enfin, Manon, désespérée, appelle Solange qui lui révèle le secret de Patrick pour la vexer ...

Identify the correct person.

For Patrick, write **P**.

For Manon, write **M**.

For Solange, write **S**.

Which person is ...

0 3 . 1

ashamed?

[1 mark]**0 3 . 2**

dishonest?

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

confused?

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

angry?

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

jealous?

[1 mark]**0 3 . 6**

spiteful?

[1 mark]**6**

0 4

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 4 . 1

Dinner was served late.

[1 mark]

0 4 . 2

There were more men than women at the meal.

[1 mark]

0 4 . 3

The men and women sat at different tables.

[1 mark]

0 4 . 4

All the women had put their gloves in their glasses.

[1 mark]

0 4 . 5

Emma did not speak to her neighbour.

[1 mark]

0 4 . 6

Emma was hungry.

[1 mark]

0 4 . 7

It was the first time Emma had eaten pineapple.

[1 mark]**7****Turn over ►**

0 5

Flexible working

In a French newspaper, you see this article about flexible jobs.

Le marché du travail est aujourd'hui plus flexible. 80 % des 16–34 ans déclarent être intéressés par le travail flexible. Pourquoi ? Ces salariés ont souvent la possibilité de travailler dans l'endroit de leur choix, ce qui est en meilleure harmonie avec la vie privée.

Mais cette flexibilité a ses inconvénients. Il y a un volume considérable (2,8 millions en France) de travailleurs indépendants. Certains travailleurs se plaignent souvent des heures de travail plus longues, pour des récompenses qui ne correspondent pas toujours au temps passé au travail.

Answer the questions in **English**.

0 5

1

Why are young people interested in flexible working? Give **two** reasons.

[2 marks]

1 _____

2 _____

0 5

2

What are **two** possible disadvantages of flexible working?

[2 marks]

1 _____

2 _____

4



0 6

School in Senegal

You see this online forum in which students from Senegal give their opinions about their schools.

Ariba

Je vais à une école en ville qui se trouve loin de mon village. Les conditions d'enseignement n'y sont pas parfaites : il y a des trous dans le toit et il n'y a plus de cantine. Il manque énormément de matériel scolaire. Malgré cela, notre désir d'apprendre n'a pas diminué.

Binta

J'ai de la chance car j'habite tout près de mon école. Les locaux sont nouveaux, c'est bien. Au réfectoire, je prends mon seul repas de la journée. Par contre, il n'y a pas assez de livres et l'équipement (armoires, chaises) ne suffit pas.

Who gives these opinions about their school?

For **Ariba**, write **A**.

For **Binta**, write **B**.

For **Ariba** and **Binta**, write **A+B**.

0 6 . 1

Who lives a long way from school?

[1 mark]

0 6 . 2

Who thinks that the school needs better equipment?

[1 mark]

0 6 . 3

Who eats at school?

[1 mark]

0 6 . 4

Who thinks the students are motivated?

[1 mark]

4

Turn over ►



0 7

Festivals in Mali

In an online forum, a young student from Mali, talks about festivals.

A	On vient de lancer ce festival qui accueillera la plus grande exposition d'art du Mali. On veut promouvoir le travail des jeunes artistes auprès des collectionneurs, des critiques et du grand public.
B	La journée de l'Afrique a pour objectif de « rapprocher les peuples africains et populariser l'idéal d'union du continent ». De nombreuses activités sont organisées chaque année à travers le continent.
C	Généralement organisée le 22 septembre, cette fête commémore l'indépendance du Mali vis-à-vis de la France en 1960. On y participe à des danses également.
D	La Fête de la Jeunesse et de la Famille est aujourd'hui donnée en l'honneur des défavorisés et des personnes en besoin qui reçoivent de nombreux cadeaux, offerts par des gens plus aisés.
E	Tabaski est une fête musulmane importante. Les festivités peuvent durer plusieurs jours. Remarquez les magnifiques vêtements neufs que portent les personnes croyantes ces jours-là.

Which festival is being described? Write the correct letter in the box.

Which festival...

0 7 . 1

helps the poor?

[1 mark]

0 7 . 2

is a religious festival?

[1 mark]

0 7 . 3

has started recently?

[1 mark]

3



Turn over for Section B

*Do not write
outside the
box*

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

Turn over ►



Section BQuestions and answers in **French**.Answer **all** questions in the spaces provided.**0 8****Une apprentie en pâtisserie**

Lisez ce blog écrit par Lola, une apprentie en pâtisserie.

Complétez le texte suivant avec les mots de la liste ci-dessous.

Ecrivez la bonne lettre dans chaque case.

Moi, je n'aimais pas du tout le collège. J'ai voulu commencer un métier tout de suite.

Mon grand-père avait une pâtisserie au centre-ville où j'ai travaillé pendant les vacances scolaires. Cela m'a parce que j'ai toujours adoré les sucreries !

En ce moment, je prépare un certificat en un an. Juste avant, j'ai fait un stage de neuf mois de pâtisserie. Si je n'avais pas fait ce stage, il aurait que je prépare le certificat en deux ans.

Je souhaite monter mon commerce, pour devenir employeur, c'est mon grand objectif. J'ai toujours eu de pouvoir faire ce que je veux. Ça ne me dit pas de travailler tous les jours dans un supermarché.

J'ai l'intention d'aller à l'étranger d'ici quelques années, pour savoir comment ils travaillent là-bas, pour parler avec eux et pour d'autres méthodes. Par exemple, j'ai souvent entendu dire qu'au Canada, la pâtisserie française bien, très bien même. Vivement demain !

[6 marks]**6**

A	aimé
B	découvrir
C	envie
D	fallu
E	marche
F	plu
G	propre
H	vu

Turn over for the next question

Turn over ►



0 9

Les soucis des jeunes électeurs

Lisez cet article d'un journal qui parle de ce qui inquiète les jeunes.

Les jeunes ont peur de devenir victimes de vols. A cause de l'insécurité, ceux qui habitent dans les banlieues demandent plus de vidéosurveillance.

Un autre sujet sensible qui inquiète les jeunes, c'est l'injustice. Selon eux, trop de Français jugent les autres par la couleur de leur peau.

En plus, les jeunes pensent que les opportunités qui leur sont offertes sont insuffisantes. Ils ont du mal à jouer un rôle dans la société car les postes vacants sont peu nombreux.

Enfin, ils croient que les politiciens devraient faire plus d'efforts pour investir dans les énergies renouvelables. C'est notre avenir qui se joue ici, disent-ils.

Quels **quatre** sujets sont mentionnés dans l'article ?

Ecrivez les bonnes lettres dans les cases.

A	Le crime
B	L'éducation
C	L'emploi
D	L'environnement
E	Le racisme
F	Les sans-abris
G	La santé
H	Le sexisme

--	--	--	--

[4 marks]

4



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

Turn over for the next question

Turn over ►



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


Translation into **English**.

Your father has seen this problem page letter in a magazine and asks you to translate it into **English** for him.

[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**



*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 © 2021 AQA and its licensors. All rights reserved.



20



216G8658/RH

IB/H/Jun21/8658/RH

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

H

Higher Tier Paper 3 Reading

Tuesday 12 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.
- 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**.
- 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 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	
TOTAL	



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

Section A

Questions and answers in **English**.

0 1

Charity work

You see this online forum in which French students talk about ways of raising money for charity.

Afifa :

A une fête locale, mes amis et moi avons vendu des boissons et des crêpes.

Lucas :

Récemment, j'ai nettoyé des véhicules dans un garage.

Manon :

J'ai récolté plus de 200 euros en faisant une course à pied.

Nabil :

J'ai aidé à organiser une collecte de vêtements en ligne.

Odile :

J'ai organisé un concert. On a chanté et on a fait des tours de magie.

Rose :

J'ai fait 4 kilomètres à vélo et 200 mètres à la nage.

Timéo :

J'ai demandé aux commerçants d'offrir des prix pour une tombola.

Which student has been raising money in the following way? Write the name of the correct student in each box.

0 1 . 1

Who has used the Internet?

[1 mark]

0 1 . 2

Who has provided refreshments?

[1 mark]

0 1 . 3

Who has asked for prizes as donations?

[1 mark]

0 1 . 4

Who has washed cars?

[1 mark]

0 1 . 5

Who has been running?

[1 mark]

5



0 2

Cinema

While on holiday in Paris, you read a report about French cinema.

Un rapport sur les femmes dans l'industrie du cinéma est inquiétant.

Cette année, 63 films ont été réalisés par des femmes, 232 par des hommes. C'est une augmentation par rapport à l'année dernière mais le budget d'un film réalisé par une femme est moins important que pour un film réalisé par un homme.

D'ailleurs, les réalisatrices gagnent moins que les cinéastes masculins.

En 2010, on proposait la création d'une obligation de donner 50% des rôles à des femmes. Ce n'est toujours pas le cas. Le rapport révèle que les femmes continuent souvent à jouer des amoureuses, dépendantes d'un homme.

Un bon signe est que les techniciennes sont plus présentes derrière la caméra. Les écoles de cinéma françaises viennent d'annoncer que cette année elles ont accueilli 53% d'étudiants de sexe féminin.

Which **four** statements are true? Write the correct letters in the boxes.

A	The report about the role of women in French cinema is reassuring.
B	This year, more French films were made by women directors than in the past.
C	There is no difference in the budgets of films made by men and women.
D	Women directors do not receive equal pay.
E	Half of all roles now go to women.
F	Women are still portrayed in a sexist manner.
G	More women are involved in the technical side of film-making.
H	Women are now less likely to train to be directors.

[4 marks]

4

Turn over ►

0 3

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 3 . 1

François saw that the dog was in a good condition.

[1 mark]

0 3 . 2

François felt sad for the dog.

[1 mark]

0 3 . 3

François gave the dog some bread.

[1 mark]

0 3 . 4

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

[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 4

Social media

Read this blog by a student, Lily, in which she talks about making videos.

Pourquoi des vidéos ? J'ai vu une vidéo d'un garçon sur un sofa en train de manger des chips. Puis, j'ai lu qu'il avait obtenu un meilleur score d'audience que le journal télévisé ! Moi, je croyais que je pourrais faire la même chose.

J'avais moins de 18 ans, alors je devais confirmer que l'un de mes parents avait lu le contrat et qu'il m'avait donné l'autorisation de créer des vidéos. Pour ma première vidéo, j'ai comparé deux logiciels différents. Plus tard, je suis devenue plus ambitieuse en recréant des clips musicaux amusants qui ont connu un grand succès.

Answer the questions in **English**.

0 4

. 1

After seeing the video of the boy, why did Lily decide to make her own videos? Give **two** reasons.

[2 marks]

1

2

0 4

. 2

What had to happen before she made any videos? Give **two** details.

[2 marks]

1

2



0	4	.	3
---	---	---	---

What **two** kinds of video has Lily made?**[2 marks]**

1 _____

2 _____

6

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

0 5

Teachers

Read this magazine article about French students' views on teachers.

Axel :

Nos professeurs sont critiqués à tort. A mon avis, ils font un travail difficile et ils ne sont pas toujours appréciés.

Eva :

Mes professeurs disent que leurs cours traditionnels sont essentiels. Ils n'ont pas raison. A quoi bon obliger un enfant à rester des heures en classe avec des professeurs ennuyeux ?

Louane :

Pour tous mes profs, leur matière est toujours la plus importante, ce qui est faux, bien sûr. Et comme résultat, ils nous donnent une quantité excessive de travail et ils ne nous écoutent pas.

Maëlys :

Un bon enseignant doit trouver le temps d'aider ses élèves de manière personnalisée, pour rattraper leur retard. J'ai des profs comme ça, mais d'autres ne semblent pas s'intéresser à leurs élèves, ce qui est dommage.

Nolan :

Mes profs font travailler les élèves jusqu'à ce qu'ils obtiennent de meilleurs résultats. Ils prennent le temps de répondre à nos questions et ils vérifient que nous avons bien compris.

What is the attitude of these young people to their teachers?

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

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

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

0 5 . 1

Axel

[1 mark]

0 5 . 2

Eva

[1 mark]

0 5 . 3

Louane

[1 mark]

0 5 . 4

Maëlys

[1 mark]

0 5 . 5

Nolan

[1 mark]

5



0 6

Education post-16

While researching post-16 studies in Europe, you see this article on a French website.

_
□
✕

Alice :
J'ai pris la décision de partir à l'étranger et surtout en Grande-Bretagne parce que cette destination m'avait toujours fait rêver. Malgré mes notes plus qu'acceptables, je voulais enrichir mon vocabulaire en anglais. A 16 ans, je suis partie faire un séjour dans une famille à Londres. Une fois arrivée, je n'ai eu aucun souci. C'était une expérience qui a changé ma vie.

Marc :
Mes résultats scolaires étaient à peine suffisants. On m'a donc proposé d'aller passer un an en Grande-Bretagne. Je n'avais jamais pensé à y aller, mais mes parents m'ont dit qu'il fallait améliorer mon niveau d'anglais. Est-ce que je recommanderais des études à l'étranger ? Je m'entendais assez bien avec mes hôtes et leurs deux enfants mais, en réalité, je n'avais qu'une envie : partir pour rejoindre ma famille.

Identify the correct person.

For Alice, write **A**.

For Marc, write **M**.

For both Alice **and** Marc, write **A+M**.

- | | | | |
|----------------|--|---|-----------------|
| 0 6 . 1 | Who had to be persuaded to study abroad? | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> | [1 mark] |
| 0 6 . 2 | Who was having difficulties at school? | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> | [1 mark] |
| 0 6 . 3 | Who had always wanted to go to Britain? | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> | [1 mark] |
| 0 6 . 4 | Who stayed with a family? | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> | [1 mark] |
| 0 6 . 5 | Who is likely to recommend this type of visit? | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> | [1 mark] |
| 0 6 . 6 | Who was homesick? | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> | [1 mark] |

6

Turn over ►



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 Section B

*Do not write
outside the
box*

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

Turn over ►



Section B

Questions and answers in **French**.

0 8

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.

0 8

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]

0 8

2

A Kodzé, il y a...

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

[1 mark]

0 8 . 3

La plupart des habitants parlent...

A	français.
B	la langue locale.
C	anglais.

☐

[1 mark]

0 8 . 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 ►



0 9**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**.

0 9 . 1

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

[1 mark]

0 9 . 2

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

[1 mark]

0 9 . 3

Pourquoi ?

[1 mark]

0 9 . 4

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

[1 mark]

4

1 0**La légende de Hayna**

Lisez cet extrait d'un conte traditionnel marocain.

Dans un village marocain, près d'une forêt, vivait Hayna. Elle était belle et amoureuse d'Adil. Adil partageait ses sentiments. Lorsqu'Adil a dû partir dans un village lointain pour apprendre le Coran, il a promis d'épouser Hayna dès son retour.

Un jour, les filles du village voulaient ramasser du bois dans la forêt. La mère de Hayna a refusé de laisser sa fille sortir avant le retour de son fiancé. Les filles ont insisté et, voyant Hayna en larmes, sa mère a accepté de la laisser sortir.

Dans la journée personne n'avait peur de la forêt. Alors que les filles ramassaient du bois, l'une d'entre elles a trouvé un collier. Une deuxième a trouvé un bracelet. A quatre heures, les filles se préparaient à retourner au village. Mais soudain, le ciel est devenu noir. Un orage allait éclater. Toutes les filles sont parties en criant mais Hayna est tombée. Elle était seule dans la forêt.

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

1 0 . 1

Adil n'était pas amoureux de Hayna.

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

D'abord, la mère de Hayna ne lui a pas permis d'accompagner les autres filles.

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

Deux filles ont trouvé des bijoux dans la forêt.

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

Les filles ont passé deux heures dans la forêt.

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

Les filles n'avaient pas peur de l'orage.

[1 mark]**5****Turn over ►**

1 1

La pollution plastique

Lisez cet article sur la pollution plastique en France.

Complétez le texte suivant avec les mots de la liste ci-dessous.

Ecrivez la bonne lettre dans chaque case.

[5 marks]

En France, la production de déchets plastiques s'élevait à 4 millions de tonnes en 2019. Néanmoins, seules 900 000 tonnes ont été recyclées, ce qui place la France en 25^e position sur 30 pays européens !

Bonne nouvelle : on veut complètement les assiettes en plastique qui ne sont pas recyclables.

A du 1er janvier 2020, pour profiter d'un pique-nique, il faut des assiettes en matière biodégradable.

Mauvaise nouvelle : 400 tonnes – c'est la quantité de brosses à dents en plastique jetées par an en France.

Ces brosses à dents sont composées de plastique non-recyclable. Donc on doit les à la poubelle.

Elles vont finir dans nos océans où elles vont notre environnement.

5

A	embellir
B	empoisonner
C	interdire
D	manger
E	mettre
F	partir
G	utiliser



Translation into **English**.

Your sister has seen this problem page letter and asks you to translate it for her into **English**.

[9 marks]

[illegible]

END OF QUESTIONS

C



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

--

GCSE FRENCH

H

Higher Tier Paper 3 Reading

Tuesday 14 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.
- 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 H R 0 1

IB/H/Jun19/E4

8658/RHR

Section A

Questions and answers in **English**

0 1

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 1 . 1

Le Bistro des Enfants

[1 mark]

0 1 . 2

Le Balcon

[1 mark]

0 1 . 3

Chez Antoine

[1 mark]

0 1 . 4

Les Agapes

[1 mark]

4



0 2

A festival in Mali, Africa

Read this article about a cultural festival which takes place in Mali.

Le Festival au désert est une manifestation culturelle musicale qui se déroule chaque année au mois de janvier à Essakane au Mali.

Le festival a été créé en janvier 2000 en s'inspirant des grandes fêtes traditionnelles. Pendant quatre jours, il permet aux visiteurs d'écouter des musiciens africains et de regarder des courses de chevaux.

En 2018, le festival a reçu 9 000 festivaliers malgré les recommandations de certains pays occidentaux de ne pas se rendre dans cette région malienne en raison de la guerre qui fait rage au nord du pays. En plus, pendant le festival, le prix des chambres a tendance à augmenter de manière souvent abusive.

0 2 . 1

What else can visitors do at the festival, apart from listening to musicians?

[1 mark]

0 2 . 2

Why do some countries recommend **not** visiting this area of Mali?

[1 mark]

0 2 . 3

What other disadvantage is faced by visitors?

[1 mark]

3

Turn over ►



0 3

Description of a town

Read this extract from the novel '*Eugénie Grandet*' by Honoré de Balzac.

A Saumur, il y a une petite rue étroite qui monte au château. Cette rue est toujours propre et paisible. Dans cette rue, il n'y a pas de secrets. Si une femme achète un poulet, les voisins demanderont au mari s'il est cuit à point. Si une jeune fille est à sa fenêtre, tous les autres la verront. La vie est presque toujours en plein air : chaque famille s'assied devant la maison, y déjeune et y dîne.

Et dans cette rue se trouve la maison de Monsieur Grandet, maire de Saumur, un homme très riche. Sa fille, Eugénie, mène une vie ennuyeuse entre un père strict et avare et une mère gentille et passive. Beaucoup de jeunes hommes voudraient épouser Eugénie car ils croient qu'elle vient d'une famille aisée ...

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

0 3 . 1

The street is noisy.

[1 mark]

0 3 . 2

The inhabitants do **not** have much privacy.

[1 mark]

0 3 . 3

Many young women live here.

[1 mark]

0 3 . 4

Eating outdoors is popular.

[1 mark]

0 3 . 5

Eugénie's parents are very similar.

[1 mark]

0 3 . 6

Eugénie is seen as a suitable future wife.

[1 mark]



0 4

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 5

Travel and tourism

You see this online forum in which French students give their impressions about their excursion to a volcano on the island of Réunion.

Alice

Sur l'île de la Réunion, j'ai découvert le volcan impressionnant du Piton de la Fournaise au lever du soleil. Ça valait la peine de me lever de bonne heure. Un guide nous a montré beaucoup d'autres sites. Malheureusement, j'avais du mal à le comprendre. Le déjeuner gratuit à l'Observatoire volcanologique m'a fait plaisir.

Bruno

On m'a dit que le volcan est actif et qu'il y a une activité constante. Je n'ai rien vu de remarquable et nous avons quitté l'hôtel trop tôt mais le pique-nique était correct.

Catherine

Notre guide, Fred, nous a fait découvrir de différents paysages pendant notre longue balade. C'était une promenade, avec un guide qui partageait et faisait découvrir son île. Cependant, quant au déjeuner, pas de commentaire !

Write the name of the correct person (**Alice**, **Bruno** or **Catherine**) in each box.

0 5 . 1

Who did **not** enjoy the food?

[1 mark]

0 5 . 2

Who struggled to understand the guide?

[1 mark]

0 5 . 3

Who did **not** enjoy visiting the volcano?

[1 mark]

0 5 . 4

Who did **not** like getting up early?

[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 6**Finding a career**

While on holiday in Canada, you find an article in which a girl talks about finding a career.

Voici le témoignage de Christelle

Nous passons tellement de temps au travail ... il vaut mieux aimer ce que l'on fait ! Ça, c'est l'essentiel. D'ailleurs, il faut choisir des emplois qui aident à diminuer le risque du chômage. A mon avis, l'indépendance financière est moins indispensable, la promotion n'est pas importante et le contact avec les autres n'est pas suffisant.

Mes parents tenaient un magasin mais ce n'était pas pour moi. Donc, j'ai participé à un programme *Option Femmes Emploi*. Cela m'a permis de mieux me connaître et, après le programme, j'ai renoncé à travailler comme infirmière et j'ai cherché un emploi dans le domaine de l'alimentation. Maintenant, me sentant encore plus confiante, j'apprends à conduire un véhicule lourd. Une fois le stage terminé, je chercherai un emploi. Mes parents, qui n'étaient pas contents au début, sont fiers de moi et ils ne se soucient plus de mon choix.

Write the correct letter in the box.

0 6 . 1

What does Christelle feel is the most important factor in choosing a job?

A	Money
B	Job satisfaction
C	Meeting others

[1 mark]**0 6 . 2**

What else does she consider important?

A	Job security
B	The possibility of promotion
C	Independence

[1 mark]

0 6 . 3

What was her choice of job **before** taking part in the *Option Femmes Emploi* programme?

A	To work in a shop
B	To work in the food industry
C	To work in the health service

☐

[1 mark]

0 6 . 4

What is Christelle doing at the moment?

A	Taking a course
B	Working as a lorry driver
C	Looking for a job

☐

[1 mark]

0 6 . 5

What is the reaction of Christelle's parents?

A	They are unhappy
B	They are worried about her
C	They are proud of her

☐

[1 mark]

5

Turn over ►



0 7

Life at school

In an online forum, a girl talks about boarding at her school.

L'internat est une section d'une école qui offre la possibilité de loger et nourrir les élèves. Beaucoup de jeunes Français sont des internes. Ça a été le cas de Léa :

« J'ai été à l'internat de la seconde à la terminale. J'habitais à deux heures de mon lycée parce que j'avais choisi de faire arts plastiques et, à la campagne, il est presque impossible de faire cette option. Tout n'était pas rose. Les chambres n'étaient pas individuelles. Et, pour commencer, j'avais un peu peur de vivre au quotidien avec des personnes que je ne connaissais pas bien. »

According to Léa, what are the advantages and disadvantages of boarding at school?

Complete the boxes in **English**.

0 7 . 1

	Advantage 1	Advantage 2
Advantages		

[2 marks]

0 7 . 2

	Disadvantage 1	Disadvantage 2
Disadvantages		

[2 marks]

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 8**Poverty**

While on holiday in France, you see a blog on people's attitude to poverty.

Pourquoi est-ce que certaines personnes vivent dans la rue ?

Quel parent ne s'est jamais senti gêné et mal à l'aise face aux questions de son enfant sur la pauvreté ? Il est évident que la pauvreté rend les enfants anxieux.

Comment combattre les idées fausses des enfants ? Par exemple, on entend souvent « les SDF n'ont pas bien travaillé à l'école en dépit de leur talent. » Plein de gens (pas la majorité mais un nombre important, quand même) nourrissent au moins une idée fausse sur la pauvreté comme « les aides monétaires découragent les gens de travailler. »

Il faut expliquer aux enfants les vraies causes de la pauvreté, telles que le divorce, les effets de l'usage de l'alcool et des drogues et, en première ligne, la dépression et les troubles de la personnalité.

Write the correct letter in the box.

0 8**1**

How do parents often feel when children ask about poverty?

A	Uncomfortable
B	Worried
C	At ease

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

What do children often think is the cause of homelessness?

A	Lack of a job
B	Lack of effort at school
C	Lack of talent

[1 mark]

0 8 . 3

How many people have false ideas about poverty?

A	Many people
B	Most people
C	A small number of people

☐
[1 mark]

0 8 . 4

What is the main cause of poverty?

A	Divorce
B	Drug addiction
C	Mental health issues

☐
[1 mark]

4

Turn over for the next Section**Turn over ►**

Section BQuestions and answers in **French****0 9****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**.

0 9**. 1**

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

[1 mark]

0 9**. 2**

Récemment, un bug a ouvert...

[1 mark]

0 9**. 3**

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

[1 mark]

0 9**. 4**

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

[1 mark]



1 0**Le parrainage**

Lisez cet article d'un magazine français.

Le parrainage* international : aidez un enfant démuni à construire son avenir

Le parrainage est une aide financière offerte par des Français à des parents africains qui sont trop pauvres pour payer la scolarité de leurs enfants. Bernadette, une jeune fille de 16 ans, est lycéenne au Bénin. Voici son témoignage :

Grâce à mon parrain, j'ai eu de la chance d'aller à l'école car je ne savais pas lire avant. Mes parents n'avaient pas les moyens financiers pour payer mes frais de scolarité et encore moins pour payer mon hébergement dans un foyer de jeunes filles. C'était pourtant la seule solution pour que je puisse aller au lycée. Mes parents vivent dans un village où il n'y a pas d'école. Les élèves doivent donc aller dans une autre ville pour passer leurs examens. C'est pour cette raison qu'au futur, je ferai tout mon possible pour réussir afin que l'effort de mon parrain soit récompensé.

* le parrainage = sponsorship

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

1 0 . 1

Le parrainage offre de l'argent aux parents qui n'ont pas les moyens d'envoyer leurs enfants à l'école.

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

Bernadette est fille unique.

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

Bernadette était illettrée avant son parrainage.

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

Elle habite chez ses parents quand elle est au lycée.

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

Selon ses professeurs, Bernadette est douée pour le travail scolaire.

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

Elle est reconnaissante envers son parrain.

[1 mark]**6****Turn over ►**

1 1

Critique d'un concert

Lisez ce blog sur un concert.

Complétez le texte suivant avec les mots de la liste ci-dessous.
Ecrivez la bonne lettre dans chaque case.

Bienvenue sur Concerts-Review, le blog des critiques de concerts.

Ce jeudi 29 novembre la salle des concerts du Mans a une superstar du rock, Monsieur Tony Broteau en personne.

Tony a à ses fans de longue date en chantant des chansons de son dernier album.

En même temps, il a aussi le cœur des nouveaux adeptes.

Quand le concert s'est terminé, les gens ont vers la scène pour lui demander des autographes. Un vrai régal !

A	accueilli
B	allé
C	couru
D	fini
E	gagné
F	plu

[4 marks]



1 2

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 ►

Translation into **English**

Your sister has seen this comment on an online forum and asks you to translate it for her into **English**.

[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



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.



2 0



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

IB/H/Jun19/8658/RHR

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

H

Higher Tier Paper 3 Reading

Tuesday 23 May 2023

Morning

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.
- 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 H R 0 1

IB/H/Jun23/E8

8658/RHR

Section A

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

0 1

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 1

. 1

François' parents are both teachers.

[1 mark]

0 1

. 2

The station was opposite the house where François lived.

[1 mark]

0 1

. 3

The house had two floors.

[1 mark]

0 1

. 4

The children in the garden made François' mother angry.

[1 mark]

0 1

. 5

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

[1 mark]



0 1 . 6

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

[1 mark]

0 1 . 7

François' mother sent him to have a wash.

[1 mark]

7

Turn over for the next question

Turn over ►



0 2

A reality TV show

You see some reactions to a new reality TV programme. The reactions are online.

Salma

Dix candidats sont envoyés dans une villa en Afrique pour trouver l'amour. Le programme est interactif, ce qui est génial. Comme beaucoup, j'ai un peu peur que ces émissions exploitent les participants.

Ilyan

Il est difficile de résister aux endroits ensoleillés et aux paysages exotiques.

Jeanne

J'ai lu que l'émission sera diffusée tous les jours pendant un mois. J'en ai marre de ce genre de choses.

Clément

Comme de nombreuses émissions anglaises, cette émission est assez vulgaire. Cela ne m'arrête pas d'attendre avec impatience de voir quel candidat va partir en rendez-vous avec une autre personne.

What do these people think about the programme?

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

N for a **negative** opinion.

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

0 2 . 1

Salma

[1 mark]

0 2 . 2

Ilyan

[1 mark]

0 2 . 3

Jeanne

[1 mark]

0 2 . 4

Clément

[1 mark]

4



0 3**Homelessness**

You read an article in a French newspaper.

The article is about a new campaign for the homeless.

Il y a 20 ans, on était très choqué de voir des jeunes dormir dans la rue. Aujourd'hui, on ne fait plus attention à eux car le nombre d'adolescents sans domicile fixe ne cesse d'augmenter. La raison ? Ces jeunes ont souffert d'une maladie ou ils n'ont pas pu éviter des conflits dans la famille.
« Offrons un avenir aux sans-abris » déclare la Fondation Abbé-Pierre dans sa nouvelle campagne.
Cette campagne a deux buts : signaler que tout le monde pourrait un jour tomber dans la pauvreté et encourager le public à ne pas s'habituer à cette situation.

Answer the questions in **English**.

0 3**1**

According to the article, what has changed over the last 20 years? Give **two** details.

[2 marks]

1 _____

2 _____

0 3**2**

Why have young people become homeless? Give **two** reasons.

[2 marks]

1 _____

2 _____

0 3**3**

What are the **two** aims of the new campaign?

[2 marks]

1 _____

2 _____



0 4

The environment and children

You read an article in a French magazine.

The article is about how to encourage children to look after the planet.

Moussa, 35 ans

Tout le monde veut protéger notre planète, même les enfants. Des promenades dans la nature fatiguaient mes enfants. Ma solution ? Cultiver des fines herbes ou des légumes est un moyen de favoriser l'attachement de mes enfants à la nature.

Amélie, 36 ans

Je refuse de parler de l'environnement à mon fils. Un enfant qui est anxieux peut avoir des problèmes de sommeil, être agité ou agressif. Mon fils est trop jeune pour porter sur ses épaules le poids de sauver la planète.

Murielle, 43 ans

Je ne parle pas à ma fille des problèmes environnementaux. Il vaut mieux lui indiquer des gestes quotidiens. J'espère que ma fille fera des efforts pour protéger la planète. Par exemple, à l'épicerie, j'explique à ma fille que je choisis un certain produit parce qu'il a moins d'emballage.

Choose the correct answer and write the letter in the box.

0 4 . 1

Moussa's children enjoy...

A	cooking.
B	gardening.
C	walking.

[1 mark]

0 4 . 2

Amélie is concerned about her son's...

A	aggressive nature.
B	mental health.
C	weight.

[1 mark]



0 4 . 3

To protect the planet, Murielle encourages her daughter to...

A	adopt good habits.
B	make more effort now.
C	talk about environmental problems.

☐
[1 mark]

3

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

0 5

Buddy the robot

You see an online article about a robot.

« C'est un morceau de plastique avec des moteurs. Mais les gens ne voient pas de la technologie, ils voient un personnage sympa » dit Olivier Gaudin, l'inventeur de Buddy, le robot.

« Je vous donne un exemple de sa sociabilité. En avril, les malades dans un hôpital dans les Yvelines ont réagi avec plaisir à la présence de Buddy car cela leur a permis d'oublier leurs inquiétudes. »

Olivier donne deux avantages de Buddy. Il peut aider les personnes âgées dans leurs tâches de tous les jours mais Buddy a aussi une autre fonction. Olivier explique : « Quand les grands-parents ont un robot chez eux ils peuvent l'utiliser pour rassurer leur famille qu'ils vont bien. »

Les robots vont-ils entrer dans notre vie ? Oui, et dans quelques années. Cela s'explique non seulement par les avancées numériques rapides mais aussi parce que les gens vivent plus longtemps.

Answer the questions in **English**.

0 5

. 1

How did the hospital patients react to Buddy and why?

[2 marks]

0 5

. 2

How does Buddy help elderly people and their families? Give **two** details.

[2 marks]

1

2

0 5

. 3

According to Olivier, why will robots become part of our daily lives? Give **two** reasons.

[2 marks]

1

2



0 6

Life at university

Two students write about their experiences of university life.

Claire

Je ne suis pas le genre de personne à sortir. Je me couche tôt et je me lève en même temps que le soleil. Le matin, je prépare un plat que je prendrai le soir. Ça m'aide à m'organiser en avance, je décide au début de la semaine combien d'heures je passerai à la bibliothèque. J'aime la liberté car mes parents sont stricts.

Khalid

J'ai besoin d'avoir mes amis autour de moi. Je sors souvent avec eux car ma famille me manque. Préparer mes repas tous les jours, ça prend du temps mais j'ai horreur de manger à la cantine. Je note mon emploi du temps de la semaine chaque dimanche. Je veux savoir exactement ce que je dois faire pendant la semaine.

Identify the correct student.

Write **C** for **Claire**.

K for **Khalid**.

C + K for **Claire** and **Khalid**.

0 6 . 1

Who misses their family?

[1 mark]

0 6 . 2

Who makes their own meals?

[1 mark]

0 6 . 3

Who gets up early?

[1 mark]

0 6 . 4

Who enjoys socialising?

[1 mark]

4

Turn over ►



0 7

School rules

Your French penfriend shows you the rules at her school.

Téléphones et Internet à l'école

Le téléphone n'est pas permis pendant la journée scolaire. Lors de sorties, seul le professeur responsable doit garder son téléphone portable allumé en cas d'appels urgents.

Pour toute autre communication, son utilisation n'est pas permise. Les élèves ne peuvent ni apporter ni utiliser de téléphone portable à l'école.

L'utilisation d'Internet par les élèves s'effectue dans la salle informatique uniquement, surveillée par un professeur. Seuls les sites web utiles aux recherches sont autorisés.

L'usage des réseaux sociaux, par les professeurs, ainsi que par les élèves, n'est pas autorisé à l'école.

* autorise = authorised

Choose the correct answer for each question and write the letter in the box.

0 7

1

When does the school allow students to use their phones?

A	Never
B	Only on school visits
C	Only outside the classroom

[1 mark]

0 7

2

Where are students allowed to use the Internet?

A	In classrooms with adult supervision
B	Supervised in the IT room only
C	Unsupervised in the IT room only

[1 mark]

0 7

3

Who is allowed to use social media?

A	Students and teachers
B	No one
C	Teachers only

[1 mark]

3



Section B

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

0 8

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 8 . 1

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

[1 mark]

0 8 . 2

Pourquoi est-ce que Léo veut faire un apprentissage ?

[1 mark]

0 8 . 3

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

[1 mark]

0 8 . 4

Quelle est l'ambition de Fatima ?

[1 mark]

4

Turn over ►



0 9

Le premier mai

Voici un article sur la fête du travail (le premier mai) en France.

Complétez le texte en utilisant les mots dans la grille.

Écrivez la bonne lettre dans chaque case.

Quand on pense à la France, on pense à la tour Eiffel, aux Champs Élysées mais aussi à la grève ! Vous l'avez observé : les Français n'hésitent jamais à protester quand quelque chose ne leur pas. Quand ils sont en désaccord avec le gouvernement, les travailleurs ont le droit de faire grève pour prouver qu'ils sont . Cette tradition date du dix-neuvième siècle.

L'origine de la fête du travail est américaine. À l'époque, les travailleurs partout dans le monde commençaient à s'organiser et à demander des , comme une journée de travail de 8 heures.

Cependant, il y a une autre tradition en France. En ville, le 1er mai, vous verrez des petits stands au coin des rues d'étranges petits bouquets de fleurs blanches. Dans les pays francophones d'Europe, la tradition est d'offrir ces fleurs pour porter .

A	acheter
B	bonheur
C	droits
D	fâchés
E	heureux
F	plaît
G	vendant

[5 marks]**5**

1 0**Emplois de vacances**

Vous lisez un forum sur les jobs d'été en France.

Alice

J'ai demandé à mon voisin, qui est architecte. Il a tout de suite accepté de me donner un job. Cela s'est bien passé. Tous les jours, je suis arrivée de bonne heure et je suis partie tard. À la fin de la semaine, j'ai remercié l'architecte pour ses mots gentils dans son évaluation. Il m'a conseillé de chercher un emploi dans une autre entreprise pour connaître des différentes manières de travailler. Quelle bonne idée ! Je vais essayer de trouver un autre poste l'année prochaine.

Baptiste

J'ai cherché des entreprises dans le journal et c'est comme ça que j'ai trouvé mon job. Le premier jour, je suis resté seul car je ne suis pas venu à l'heure prévue et je ne me sentais pas courageux. Mais ensuite j'ai décidé de poser des questions pour sembler plus motivé et tout s'est mieux passé. J'ai aimé servir les clients. Dans son évaluation, la patronne m'a félicité de mon travail et de ma motivation. J'avais envie de découvrir le métier de diététicien alors j'espère trouver un poste comme ça à l'avenir.

Identifiez la personne correcte.

Écrivez **A** pour **Alice**.

B pour **Baptiste**.

A + B pour **Alice** et **Baptiste**.

1 0 . 1

Qui est arrivé en retard ?

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

Qui a l'intention de trouver un autre emploi ?

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

Qui était un peu timide au début de son emploi ?

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

Qui connaissait déjà son patron ?

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

Qui a reçu une évaluation positive ?

[1 mark]**5****Turn over ►**

1 1

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 1 . 1

Jérôme était au chômage.

[1 mark]

1 1 . 2

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

[1 mark]

1 1 . 3

Le bébé n'était pas content.

[1 mark]

1 1 . 4

Jérôme a hésité avant d'aller à la police.

[1 mark]

4



Translation into **English**

You see this problem page letter in a French magazine. Your friend has asked you to translate the letter into **English**.

Je voudrais faire du bénévolat à l'étranger avant de continuer mes études. Cependant, mes parents m'ont interdit de le faire. Ils disent que je suis trop jeune pour voyager. Mais j'ai toujours pensé qu'il ne faut pas être égoïste. Pouvez-vous répondre en me donnant des conseils pour les persuader de changer d'avis ?

[9 marks]

[illegible]

END OF QUESTIONS

C



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, 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.



2 0



2 3 6 G 8 6 5 8 / R H R

IB/H/Jun23/8658/RHR

GCSE
FRENCH
8658/RH

Paper 3 Reading Higher 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	N (negative)	1

Question	Accept	Mark
01.2	P (positive)	1

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

Question	Accept	Mark
01.4	N (negative)	1

Question	Key idea	Accept	Reject	Mark
02.1	lack of sleep	you sleep badly you can't/don't sleep	sleep tc	1

Question	Key idea	Accept	Reject	Mark
02.2	read = 1 don't watch the (TV) news = 1		don't watch TV	2

Question	Key idea	Accept	Reject	Mark
02.3	helps sport performance/helps with sport = 1 helps recovery after an operation = 1	helps you win/do well in sporting events/competitions you recover more quickly after surgery		2

Question	Accept	Mark
03.1	P (Patrick)	1

Question	Accept	Mark
03.2	P (Patrick)	1

Question	Accept	Mark
03.3	M (Manon)	1

Question	Accept	Mark
03.4	P (Patrick)	1

Question	Accept	Mark
03.5	S (Solange)	1

Question	Accept	Mark
03.6	S (Solange)	1

Question	Accept	Mark
04.1	F (false)	1

Question	Accept	Mark
04.2	NM (not mentioned)	1

Question	Accept	Mark
04.3	T (true)	1

Question	Accept	Mark
04.4	F (false)	1

Question	Accept	Mark
04.5	F (false)	1

Question	Accept	Mark
04.6	T (true)	1

Question	Accept	Mark
04.7	T (true)	1

Question	Key idea	Accept	Reject	Mark
05.1	work where they want = 1 better for private life = 1	you can choose where you work/work at home = 1 better work/life balance = 1		2

Question	Key idea	Accept	Reject	Mark
05.2	longer days/hours = 1 for less money = 1	your pay does not match the hours spent at work = 2		2

Question	Accept	Mark
06.1	A (Ariba)	1

Question	Accept	Mark
06.2	A+B (Ariba and Binta)	1

Question	Accept	Mark
06.3	B (Binta)	1

Question	Accept	Mark
06.4	A (Ariba)	1

Question	Accept	Mark
07.1	D (La Fête de la Jeunesse et de la Famille est aujourd'hui donnée en l'honneur des défavorisés et des personnes en besoin qui reçoivent de nombreux cadeaux, offerts par des gens plus aisés.)	1

Question	Accept	Mark
07.2	E (Tabaski est une fête musulmane importante. Les festivités peuvent durer plusieurs jours. Remarquez les magnifiques vêtements neufs que portent les personnes croyantes ces jours-là.)	1

Question	Accept	Mark
07.3	A (On vient de lancer ce festival qui accueillera la plus grande exposition d'art du Mali. On veut promouvoir le travail des jeunes artistes auprès des collectionneurs, des critiques et du grand public.)	1

Question	Accept	Mark
08	F D G C B E (must be in this order) F (plu) D (fallu) G (propre) C (envie) B (découvrir) E (marche)	6

Question	Accept	Mark
09	A C D E (in any order) A (Le crime) C (L'emploi) D (L'environnement) E (Le racisme)	4

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	Reject	Mark
12	Je m'ennuie beaucoup au lycée.	I get very bored/I'm bored a lot at school/sixth form college/with school		1
	J'adore aider les gens	I love/adore helping people		1
	et j'ai dit à mes parents	and I told my parents/said to my parents	singular	1
	que je voulais abandonner mes études	that I wanted to give up my studies/leave school	wrong tense	1
	pour faire du travail bénévole.	(in order) to do voluntary /charity work/work as a volunteer.		1
	Ils ont refusé d'en parler	They refused to talk <u>about it</u> /discuss <u>it</u>	wrong tense	1
	et ils se sont moqués de moi.	and they mocked me/made fun of me/laughed at me.	wrong tense	1
	Maintenant je pleure avant de m'endormir	Now I cry before going to sleep/falling asleep/I go to sleep	going to bed	1
	et je ne sais pas ce que je ferai.	and I don't know what I will do/I'm going to do.	wrong tense/what to do	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

H

Higher Tier Paper 3 Reading

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.
- 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	



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

James had permission to climb the tower.

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

He had to change his original plan.

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

Climbing the tower took more than an hour.

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

He will go back to the tower soon.

[1 mark]**4**

0 2

Tourist guide

You see a Swiss blog which talks about becoming a guide.

Le premier avantage d'être guide touristique est de mieux connaître l'histoire. Par ailleurs, un guide n'aura aucune occasion d'être en mauvaise compagnie, car les personnes en vacances sont toujours de bonne humeur. Et il est facile de trouver un emploi temporaire en dehors de la saison de tourisme, vu que ce métier demande une connaissance en plusieurs langues vivantes.

Il faut noter que ce métier n'est pas sans inconvénient. En effet, il est nécessaire d'être toujours prêt à travailler durant l'été. Certains guides doivent même travailler sept jours sur sept.

Answer the questions in **English**.

0 2 . 1

What are **three** advantages of becoming a guide?

[3 marks]

- 1 _____
- 2 _____
- 3 _____

0 2 . 2

What **two** disadvantages are mentioned?

[2 marks]

- 1 _____
- 2 _____

5

Turn over for the next question

Turn over ►



0 3

Film reviews

On a French cinema website, you read these reviews of a recent film, *Adolescentes*.

What do these reviewers think about the film?

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

N for a **negative** opinion.

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

A	Un bon film qu'il faut aller voir à tout prix.
B	Avec une grande délicatesse, le cinéaste s'approche tout près d'Emma et d'Anaïs, partage leurs secrets et leurs peurs. Remarquable !
C	A travers ces deux jeunes filles, on comprend leur monde. Quelques séquences sont un peu longues.
D	La vie est trop courte pour voir un film aussi peu intéressant. En plus, le documentaire n'est pas subtil.
E	Le réalisateur a suivi pendant cinq ans deux jeunes adolescentes. Franchement, il a gaspillé son temps et son argent.

0 3 . 1

Reviewer A

[1 mark]

0 3 . 2

Reviewer B

[1 mark]

0 3 . 3

Reviewer C

[1 mark]

0 3 . 4

Reviewer D

[1 mark]

0 3 . 5

Reviewer E

[1 mark]

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 4

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 4 . 1

Poem 1

[1 mark]

0 4 . 2

Poem 2

[1 mark]

0 4 . 3

Poem 3

[1 mark]

3

Turn over for the next question

Turn over ►



0 5

Allergies

In an online article, doctors are giving advice on managing allergies.

Which kind of allergy are they describing?

Write the correct letter in each box.

A	Cette allergie se manifeste par une éruption de petits boutons rouges. Les conseils : Être à l'ombre, bien se couvrir.
B	Une personne qui est en contact avec l'allergène pleure. Il est recommandé de ne pas trop sortir au printemps quand les arbres sont en fleurs.
C	Les allergènes sont principalement dans les poils, l'urine et la salive de certaines bêtes (notamment oiseaux, chevaux). Évitez donc de les caresser.
D	Gardez la maison propre et utilisez un tissu humide pour réduire l'accumulation de l'allergène.
E	Pour ceux qui sont allergiques aux insectes, ces petits animaux peuvent rendre nos vacances désagréables. Emmenez vos médicaments d'urgence.
F	Les réactions allergiques peuvent survenir rapidement après avoir déjeuné. Consultez avec attention les paquets des plats préparés. Les noix sont particulièrement dangereuses.

0 5 . 1

Food

[1 mark]

0 5 . 2

Dust

[1 mark]

0 5 . 3

Pollen

[1 mark]

0 5 . 4

Sunlight

[1 mark]

4



0 6

Environmental problems

In a French newspaper, you see this article about the environment on Reunion Island.

Les problèmes environnementaux à La Réunion

La Réunion offre une grande variété de paysages. Mais, la vie n'y est pas toujours rose. A cause des sécheresses répétées, dans certaines parties du pays l'insécurité alimentaire s'est aggravée. En conséquence, beaucoup de familles ne prennent pas de repas réguliers. D'ailleurs, des habitants doivent abandonner leurs maisons car la saison estivale est toujours marquée par de nombreux incendies.

L'augmentation continue de la population complique la gestion des ordures domestiques. Les trois centres de traitement des déchets ouverts en 2020 sont déjà insuffisants. Les décharges sauvages provoquent la pollution visuelle aux paysages et les déchets plastiques finissent souvent dans la mer.

Pour éviter la surconsommation énergétique, il est vivement recommandé aux touristes de couper la climatisation systématiquement lorsqu'ils ne sont pas présents dans leur chambre. En faisant une promenade, ils ne doivent pas sortir des chemins touristiques indiqués. Et on leur demande de renoncer à cueillir* les plantes rares, pour protéger des écosystèmes fragiles.

*cueillir = to pick

Answer the questions in **English**.

0 6

1

What is the result of the droughts?

[1 mark]

0 6

2

What is the result of the fires?

[1 mark]

0 6

3

What are **two** consequences of the inadequate recycling centres?

[2 marks]

1 _____

2 _____

0 6

4

What can tourists do to help? Give **three** details.

[3 marks]

1 _____

2 _____

3 _____

7

Turn over ►



0 7

Apprenticeships

You see this online forum in which students give their opinions about their apprenticeships.

Who makes the following statements?

Write **A** for **Arthur**.

B for **Basma**.

A + B for **Arthur** and **Basma**.

Arthur

Depuis que je suis petit, je m'intéresse à un apprentissage dans le secteur de la beauté. J'ai également suivi des cours qui me permettront plus tard de posséder ma propre entreprise dans une autre ville. La vie coûte cher ici, donc je n'ai pas suffisamment d'argent. Les cours étaient fascinants et ça valait vraiment la peine.

Basma

Je n'avais pas en tête l'apprentissage. Mais depuis 3 ans, je suis en alternance, un mois à l'école, un mois dans l'entreprise. On acquiert une maturité et j'ai même pu économiser beaucoup d'argent. On m'a proposé un poste ici mais j'ai refusé. Je veux voir comment ça se passe ailleurs en France. Il ne faut pas hésiter à se lancer !

0 7 . 1

I'm hoping to run my own business.

[1 mark]

0 7 . 2

I have **no** money worries.

[1 mark]

0 7 . 3

I have found my apprenticeship worthwhile.

[1 mark]

0 7 . 4

I always wanted to do an apprenticeship.

[1 mark]

0 7 . 5

I want to work somewhere else.

[1 mark]

5



Turn over for Section B

*Do not write
outside the
box*

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

Turn over ►



Section B

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

0 8

Un fantômeLisez cet extrait du roman *Le Fantôme de l'Opéra* de Gaston Leroux.

Complétez le texte suivant avec les mots de la liste.

Ecrivez la bonne lettre dans chaque case.

Ce soir-là, on donnait une soirée de gala. La Sorelli, la danseuse principale, se maquillait dans sa chambre. Soudain, les demoiselles du corps de ballet, qui remontaient de scène après avoir , sont entrées en courant dans une grande confusion, poussant des cris de terreur.

La Sorelli, mécontente, a ses camarades, s'inquiétant d'un aussi tumultueux désordre.

La petite Jammes a annoncé, d'une voix tremblante : « C'est le fantôme ! »

La chambre de la Sorelli paraissait un palais aux gamines du corps de ballet, qui étaient logées dans des salles communes, où elles leur temps à chanter, à battre les coiffeurs, à se payer des petits verres de bière et à se .

La Sorelli était superstitieuse. Elle a fermé la porte à clef.

En parler du fantôme, elle a frissonné et a dit :

« Vous l'avez vu ? »

« Comme je vous vois ! » a répondu la petite Jammes, qui, ne tenant plus sur ses jambes, est sur une chaise.

« Et il est bien laid ! »



A	asseoir
B	criant
C	dansé
D	disputer
E	entendant
F	passaient
G	réprimandé
H	tombée

[6 marks]

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

0 9

Le règlement scolaire

Lisez le règlement d'un collège suisse.

Choisissez un titre pour chaque paragraphe.

Ecrivez la bonne lettre dans la case.

Paragraphe 1 :

On est à l'école pour apprendre donc c'est normal de faire des erreurs. Si tu donnes une réponse qui n'est pas juste, ne te fais pas de soucis. Comme ça, tu peux faire des progrès.

Paragraphe 2 :

Tu dois prendre le plus grand soin des meubles appartenant à l'école. Tu peux en profiter comme tout le monde. Tout livre perdu sera remplacé par ta famille.

Paragraphe 3 :

Certains élèves ont parfois des difficultés car les lieux ne sont pas adaptés, par exemple pour les personnes à mobilité réduite. Montre-leur de la compréhension.

Paragraphe 4 :

Si tu as dépassé la limite, tu peux faire un geste envers tes camarades pour t'excuser. Cela ne supprime pas ta faute mais ça permet aux autres élèves de savoir que tu te rends compte des conséquences de tes actions.

Les titres

A	En cas d'absence ...
B	Malgré des erreurs, on peut toujours réussir.
C	N'oublie pas les droits des handicapés.
D	Respecte le matériel.
E	Sois poli envers les professeurs.
F	Quand tu as fait quelque chose de bête ...



0 9 . 1

Paragraphe 1

[1 mark]

0 9 . 2

Paragraphe 2

[1 mark]

0 9 . 3

Paragraphe 3

[1 mark]

0 9 . 4

Paragraphe 4

[1 mark]

4

Turn over for the next question

Turn over ►



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


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

Turn over ►



Translation into **English**

Your mother has seen this advertisement in a magazine and asks you to translate it into **English** for her.

Avez-vous décidé d'acheter un nouveau portable pour vos enfants avant la rentrée scolaire ? C'est la meilleure façon de rester en contact avec eux à la fin de la journée. Ils pourront aussi parler avec leurs copains en dehors de l'école. Dans notre magasin, nous vendons des produits qui leur plairont.

[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.

END OF QUESTIONS

C



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]

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 H

IB/H/Jun22/8658/RH

GCSE
FRENCH
8658/RH

Paper 3 Reading Higher 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	F (false)	1

Question	Accept	Mark
01.2	T (true)	1

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

Question	Accept	Mark
01.4	F (false)	1

Question	Key idea	Accept	Reject	Mark
02.1	<u>improve</u> knowledge of history = 1 be in good company = 1 easy to get a (temporary) job = 1	know <u>more</u> about history tourists are in a good mood/ holiday-makers are good- humoured/in good humour languages mean you can get another job (easily)/a job out of season	history tc learn/know about history must have reference to <u>mieux</u> a good company to work for/sense of humour (knowledge of) languages tc In the tourist season	3

Question	Key idea	Accept	Reject	Mark
02.2	you have to work in summer/you have to be available through/all summer = 1 you can end up working seven days a week = 1	it's mainly summer work you have to work every day you have to work every day in summer = 2 marks	you have to be available (no summer mentioned)	2

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
04.1	B (Going to war)	1

Question	Accept	Mark
04.2	C (Growing older)	1

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

Question	Accept	Mark
05.1	F (Les réactions allergiques peuvent survenir rapidement après avoir déjeuné. Consultez avec attention les paquets des plats préparés. Les noix sont particulièrement dangereuses.)	1

Question	Accept	Mark
05.2	D (Gardez la maison propre et utilisez un tissu humide pour réduire l'accumulation de l'allergène.)	1

Question	Accept	Mark
05.3	B (Une personne qui est en contact avec l'allergène pleure. Il est recommandé de ne pas trop sortir au printemps quand les arbres sont en fleurs.)	1

Question	Accept	Mark
05.4	A (Cette allergie se manifeste par une éruption de petits boutons rouges. Les conseils : Être à l'ombre, bien se couvrir.)	1

Question	Key idea	Accept	Reject	Mark
06.1	lack of food/regular meals	not enough to eat/food insecurity/food shortages	bad food	1

Question	Key idea	Accept	Reject	Mark
06.2	people leave their homes	people are left homeless		1

Question	Key idea	Accept	Reject	Mark
06.3	rubbish is left/dumped in the <u>countryside</u> = 1 plastic waste is left/dumped <u>in the sea</u> = 1	rubbish ruins the <u>landscape</u> /visual pollution spoils the <u>countryside</u> ocean		2

Question	Key idea	Accept	Reject	Mark
06.4	use the air conditioning less = 1 keep on (designated) paths = 1 don't pick (up) (rare) plants = 1	turn off air conditioning /climate control/climate system do not leave paths flowers for plants	heating go on paths plants tc	3

Question	Accept	Mark
07.1	A (Arthur)	1

Question	Accept	Mark
07.2	B (Basma)	1

Question	Accept	Mark
07.3	A+B (Arthur and Basma)	1

Question	Accept	Mark
07.4	A (Arthur)	1

Question	Accept	Mark
07.5	A+B (Arthur and Basma)	1

Question	Accept	Mark
08	C G F D E H (must be in this order) C (dansé) G (réprimandé) F (passaient) D (disputer) E (entendant) H (tombée)	6

Question	Accept	Mark
09.1	B (Malgré des erreurs, on peut toujours réussir.)	1

Question	Accept	Mark
09.2	D (Respecte le matériel.)	1

Question	Accept	Mark
09.3	C (N'oublie pas les droits des handicapés.)	1

Question	Accept	Mark
09.4	F (Quand tu as fait quelque chose de bête ...)	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	Reject	Mark
12	Avez-vous décidé d'acheter	Have you decided to buy/did you...	Wrong tense	1
	un nouveau portable pour vos enfants	a new (mobile) (smart) phone for your children	for the children/for your child laptop	1
	avant la rentrée scolaire ?	Before/in time for the new school year/before the start of the school year/before the schools go back/before the new term/before the term starts/before returning to school/before the re-opening of school/before they return to school?	re-entry/the opening/beginning/start of school (no idea of new school year)	1
	C'est la meilleure façon de rester en contact	It's the best way to stay in touch/contact	The best thing/a good way	1
	avec eux à la fin de la journée.	with them at the end of the/their (school)day.	journey	1
	Ils pourront aussi parler avec leurs copains	They will also be able to talk to/with their friends	Wrong tense friend singular	1
	en dehors de l'école.	Outside/out of school.	outside the school/after school	1
	Dans notre magasin, nous vendons des produits	In our shop, we sell products	we sell the products	1
	qui leur plairont.	which will please them/which they will like.	will make them happy/content Wrong tense	1

Total marks = 60

GCSE
FRENCH
8658/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2023

Version: 1.0 Final Post-Standardisation



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	T (true)	1

Question	Accept	Mark
01.2	F (false)	1

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

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

Question	Accept	Mark
01.5	F (false)	1

Question	Accept	Mark
01.6	T (true)	1

Question	Accept	Mark
01.7	T (true)	1

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

Question	Accept	Mark
02.2	P (positive)	1

Question	Accept	Mark
02.3	N (negative)	1

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

Question	Key idea	Accept	Reject	Mark
03.1	it used to be shocking to see <u>young</u> homeless people/we don't notice any more = 1 there has been an increase (nowadays) = 1	We are no longer shocked by/no longer notice/pay attention to <u>young</u> homeless people we saw very few young homeless people/adolescents/youths/children We were shocked by homeless people and there has been an increase in homelessness = 1 (no reference to young people anywhere in the answer) We don't notice the increase in the number of homeless young people = 2 (ie both key ideas - our awareness/perception and the increase)		2

Question	Key idea	Accept	Reject	Mark
03.2	they have had an illness = 1 arguments with family = 1	they have fallen ill/sick/unwell/poorly/have a disease/a malady conflicts within the family	French spelling maladie mental health trouble in the family	2

Question	Key idea	Accept	Reject	Mark
03.3	to show that it can happen to anyone = 1 to stop people becoming complacent = 1	anyone can become poor we must not get used to/accept/ignore homelessness/to the situation	make the public aware of the situation	2

Question	Accept	Mark
04.1	B (gardening.)	1

Question	Accept	Mark
04.2	B (mental health.)	1

Question	Accept	Mark
04.3	A (adopt good habits.)	1

Question	Key idea	Accept	Reject	Mark
05.1	patients were pleased (to see him) ie a positive reaction = 1 it made them less anxious = 1	he amused people who were ill/they reacted with pleasure/they were happy they forgot their problems/ worries/anxiety/concern/troubles/stress	they forgot their illness any specific concern eg worried about their job	2

Question	Key idea	Accept	Reject	Mark
05.2	(helping them) with (daily) tasks around the house = 1 reassuring families (that elderly relatives are OK) = 1	everyday tasks/tasks/chores around the house/help them around the house	tasks to stains specific tasks eg shopping	2

Question	Key idea	Accept	Reject	Mark
05.3	(rapid) digital progress = 1 the growing number of elderly people = 1	Digital/technological advances/progress the population is getting older/people are living longer	Numerical/reference to maths and numbers any suggestion of robots living longer	2

Question	Accept	Mark
06.1	K (Khalid)	1

Question	Accept	Mark
06.2	C + K (Claire and Khalid)	1

Question	Accept	Mark
06.3	C (Claire)	1

Question	Accept	Mark
06.4	K (Khalid)	1

Question	Accept	Mark
07.1	A (never)	1

Question	Accept	Mark
07.2	B (supervised in the IT room only)	1

Question	Accept	Mark
07.3	B (no-one)	1

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

Question	Key idea	Accept	Reject	Mark
08.2	(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
08.3	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
08.4	(devenir) prof	être/travailler comme prof (de physique) wrong subject provided prof /professeur is mentioned	devenir médecin/étudier la physique	1

Question	Accept	Mark
09	F D C G B (must be in this order) F (plaît) D (fâchés) C (droits) G (vendant) B (bonheur)	5

Question	Accept	Mark
10.1	B (Baptiste)	1

Question	Accept	Mark
10.2	A + B (Alice et Baptiste)	1

Question	Accept	Mark
10.3	B (Baptiste)	1

Question	Accept	Mark
10.4	A (Alice)	1

Question	Accept	Mark
10.5	A + B (Alice et Baptiste)	1

Question	Accept	Mark
11.1	F (fausse)	1

Question	Accept	Mark
11.2	V (vraie)	1

Question	Accept	Mark
11.3	PM (pas mentionnée)	1

Question	Accept	Mark
11.4	V (vraie)	1

Question	French	Key idea	Accept	Reject	Mark
12	Je voudrais faire du bénévolat à l'étranger	I'd like to do voluntary work/(some) volunteering/charity work/to volunteer abroad	in a foreign country	wrong tense eg I want to	1
	avant de continuer mes études.	before continuing my studies.	before I continue my studies	after	1
	Cependant, mes parents m'ont interdit de le faire.	However, my parents have forbidden <u>me</u> to do/from doing that/this/it/so.	banned	wrong tense	1
	Ils disent que je suis trop jeune pour voyager.	They <u>say</u> (that) I'm too young to travel.	to go/for travelling.		1
	Mais j'ai toujours pensé	But I have always thought		wrong tense	1
	qu'il ne faut pas être égoïste.	(that) we must/one must/you must not be selfish/self-centred/egotistic/egotistical.		one should..	1
	Pouvez-vous répondre	Can you reply/answer/respond (to me)	to me here does not negate	Could you...	1
	en me donnant des conseils	(by) giving me advice/guidance	accept omission of me here if it appears in previous section but me can be used twice		1
	pour les persuader de changer d'avis ?	to persuade/convince/for persuading <u>them</u> to change their mind?	change their opinion/view accept plural eg opinions		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

H

Higher Tier Paper 1 Listening

Tuesday 23 May 2023

Morning

Time allowed: 45 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 50.
- 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	
4–6	
7–9	
10–11	
12–13	
14–15	
16–19	
20–24	
25	
26–27	
28–29	
TOTAL	



J U N 2 3 8 6 5 8 L H 0 1

1B/H/Jun23/E7

8658/LH

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

You are visiting a Belgian town.

You hear the Mayor giving a speech on the environment.

What does the Mayor tell local residents to do?

Write the correct letters in the boxes.

A	Buy organic products
B	Car share
C	Recycle
D	Save energy
E	Travel by public transport
F	Use bikes

[3 marks]**3**

Food

You are listening to French radio.

You hear people talking about food.

What have these people **never** tried? What do these people **enjoy**?

Write the correct letters in the boxes.

A	Cooking their own food
B	Eating in fast-food restaurants
C	Fine dining in expensive restaurants
D	Going to cookery classes
E	Ordering takeaway meals online
F	Watching TV cooking shows

0	2
---	---

Never tried

Enjoys

[2 marks]

0	3
---	---

Never tried

Enjoys

[2 marks]

4

Turn over for the next question

Turn over ►



A charity

You watch a documentary on French TV.

The documentary is about a charity which provides assistance dogs.

Complete the sentences in **English**.

Answer both parts of question 4.

0 4 . 1

The charity places dogs with host families for...

[1 mark]

_____ .

0 4 . 2

Then the dogs go to a centre where they are...

[1 mark]

_____ .

Answer both parts of question 5.

0 5 . 1

The dogs learn to greet people and to...

[1 mark]

_____ .

0 5 . 2

The dogs must also listen carefully to...

[1 mark]

_____ .



Complete the sentences in **English**.

Answer both parts of question 6.

0 6 . 1

The dogs become more patient by being around...

[1 mark]

_____ .

0 6 . 2

When the dogs are finally ready, they go and live with someone who...

[1 mark]

_____ .

6

Turn over for the next question

Turn over ►



Marriage

You hear this news item in Belgium.

The news item is about marriage.

Write the correct letter in each box.

Answer both parts of question 7.

0 7 . 1 According to recent statistics, the total number of weddings in Belgium has...

A	gone down.
B	gone up.
C	stayed the same.

[1 mark]

0 7 . 2 The main reason a Belgian couple get married nowadays is...

A	because it's the tradition.
B	because they are older.
C	for the sake of their children.

[1 mark]



Answer both parts of question 8.

0 8 . 1 What part of Nina's wedding plans was a challenge?

A	Finding the right date in the calendar
B	Getting everything sorted in time
C	Paying for everything

☐
[1 mark]

0 8 . 2 What caused arguments between Nina and her future husband?

A	The guest list
B	The menu choice
C	The seating plan

☐
[1 mark]**Answer both parts of question 9.**

0 9 . 1 Some people get married...

A	in a theme park.
B	under water.
C	in a zoo.

☐
[1 mark]

0 9 . 2 On average, a couple go on honeymoon...

A	to a neighbouring country.
B	for longer than a fortnight.
C	immediately after the wedding.

☐
[1 mark]

6

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	0
---	---

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

[2 marks]

1 _____

2 _____

1	1
---	---

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

[2 marks]

1 _____

2 _____

4



Job interviews

You hear this podcast.

The podcast is about job interviews in Switzerland.

Complete the sentences in **English**.

Answer both parts of question 12.

1	2	.	1
---	---	---	---

First, remember to...

[1 mark]

_____ .

1	2	.	2
---	---	---	---

You can go online to...

[1 mark]

_____ .

Answer both parts of question 13.

1	3	.	1
---	---	---	---

Call the employer if you are concerned about...

[1 mark]

_____ .

1	3	.	2
---	---	---	---

Finally, check where to...

[1 mark]

_____ .

4

Turn over ►



Phone apps

You are in a café in Quebec.

You hear these young people talking about phone apps.

Which **two** types of apps do these young people use?

Write the correct letters in the boxes.

A	Dating
B	Gaming
C	Health
D	Navigation
E	Shopping
F	Sports
G	Weather

1	4
---	---

Édouard

--	--

[2 marks]

1	5
---	---

Charlotte

--	--

[2 marks]

4



School news

You are listening to French radio.

You hear these news items about local schools.

What is each item about?

Write the correct letter in each box.

A	A-level exams starting today
B	A fire
C	A new canteen opening
D	A teacher shortage
E	Record exam results
F	Return to school delayed
G	Teachers receiving threats
H	Vandalism

1	6
---	---

[1 mark]

1	7
---	---

[1 mark]

1	8
---	---

[1 mark]

1	9
---	---

[1 mark]

4

Turn over ►



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.

2	0
---	---

Neighbours

[1 mark]

2	1
---	---

Buses

[1 mark]

2	2
---	---

Restaurants

[1 mark]

2	3
---	---

City centre

[1 mark]

2	4
---	---

Area

[1 mark]

5



Turn over for Section B

*Do not write
outside the
box*

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

Turn over ►



Section BQuestions and answers in **French**Answer **all** questions in the spaces provided.**Un festival de musique**

Voici une publicité pour un festival de musique en France.

Ecrivez **A** (seulement si A est correct)**B** (seulement si B est correct)**A + B** (si A et B sont tous les deux corrects).

Ecrivez la/les lettre(s) dans la case.

Répondez aux deux parties de la question 25.

2 5 . 1 Ce festival a lieu ...

A	en semaine.
B	devant la mairie.

[1 mark]

2 5 . 2 Tous les musiciens du festival sont ...

A	étudiants.
B	français.

[1 mark]

2



2 6**Problèmes en vacances**

Sur *WhatsApp*, vous entendez ces messages de vos amis français.

Ils ont quels problèmes en vacances ?

Complétez les phrases suivantes en **français**.

Répondez aux deux parties de la question 26.

2 6 . 1

A l'aéroport, il y avait une ...

[1 mark]

_____ .

2 6 . 2

L'avion n'a pas pu ...

[1 mark]

_____ .

Répondez aux deux parties de la question 27.

2 7 . 1

A l'hôtel, il y a un problème avec la ...

[1 mark]

_____ .

2 7 . 2

Il est interdit de ...

[1 mark]

_____ .

4
--

Turn over ►

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 28.

28. 1

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

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

[1 mark]

28. 2

Le concert de Ludovic aide ...

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

[1 mark]**Répondez aux deux parties de la question 29.**

29. 1

Pour garder la forme, Ludovic ...

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

[1 mark]

29. 2

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

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

[1 mark]

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**





GCSE
FRENCH
8658/LH

Paper 1 Listening Higher 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	C E F (in any order) C (Recycle) E (Travel by public transport) F (Use bikes)	3

Question	Accept	Mark
02	Never tried: D (Going to cookery classes) Enjoy: C (Fine dining in expensive restaurants)	2

Question	Accept	Mark
03	Never tried: B (Eating in fast-food restaurants) Enjoy: A (Cooking their own food)	2

Question	Key idea	Accept	Reject	Mark
04.1	a year and a half/one and a half years	18 months		1

Question	Key idea	Accept	Reject	Mark
04.2	(being) trained / taught	(doing) training	formed / shaped reject any reference to being in shape (e.g., trained to be fit / in shape)	1

Question	Key idea	Accept	Reject	Mark
05.1	open (a) door(s)			1

Question	Key idea	Accept	Reject	Mark
05.2	what they are (being) asked/requested/ we ask/tell them (to do)	commands/orders/instructions	demands (of/on what to do) the owner (know) what to do (too vague)	1

Question	Key idea	Accept	Reject	Mark
06.1	(a) newborn(s)	babies	(young) children/infants	1

Question	Key idea	Accept	Reject	Mark
06.2	is depressed	lives with depression	disabled tc	1

Question	Accept			Mark
07.1	B (gone up.)			1

Question	Accept	Mark
07.2	C (for the sake of their children.)	1

Question	Accept	Mark
08.1	B (Getting everything sorted in time)	1

Question	Accept	Mark
08.2	C (The seating plan)	1

Question	Accept	Mark
09.1	B (under water.)	1

Question	Accept	Mark
09.2	C (immediately after the wedding.)	1

Question	Key idea	Accept	Reject	Mark
10	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
11	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	Key idea	Accept	Reject	Mark
12.1	reread your CV/résumé	read your CV/application again	read your CV tc	1

Question	Key idea	Accept	Reject	Mark
12.2	find information about the firm/ company/enterprise/business	do (some) research/find out about/look into the firm/company	find information/do some research tc find information about the job	1

Question	Key idea	Accept	Reject	Mark
13.1	the traffic (jams) (on the way/road)	being late/delayed/getting there late/not getting there on time (because of traffic jams/road problems)/traffic jams making you (get there) late	the road(s) / journey / route tc	1

Question	Key idea	Accept	Reject	Mark
13.2	park (your car)			1

Question	Accept	Mark
14	C G (in any order) C (Health) G (Weather)	2

Question	Accept	Mark
15	A D (in any order) A (Dating) D (Navigation)	2

Question	Accept	Mark
16	D (A teacher shortage)	1

Question	Accept	Mark
17	H (Vandalism)	1

Question	Accept	Mark
18	B (A fire)	1

Question	Accept	Mark
19	E (Record exam results)	1

Question	Accept	Mark
----------	--------	------

20	P+N/P&N/PN (positive and negative)	1
-----------	---	----------

Question	Accept	Mark
21	N (negative)	1

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

Question	Accept	Mark
23	P (positive)	1

Question	Accept	Mark
24	P (positive)	1

Question	Accept	Mark
25.1	A+B, A&B, A/B (en semaine./devant la mairie.)	1

Question	Accept	Mark
25.2	A (étudiants.)	1

Question	Key idea	Accept	Reject	Mark
26.1	tempête	tempette/tempete	2 words any spelling which does not start with TEMPE-	1

Question	Key idea	Accept	Reject	Mark
26.2	(être autorisé à) décoller	décoler/décollé voler / partir	2 words (eg de coller)/any spelling which does not start with DEC-/DÉC- aller / sortir	1

Question	Key idea	Accept	Reject	Mark
27.1	climatisation	climatization / climatasation	any spelling which does not start with CLIMAT- and does not end with -ION (except for the shortened form of the word 'clim')	1

Question	Key idea	Accept	Reject	Mark
27.2	(se) baigner (dans la rivière)	nager / aller dans la rivière	Any attempt at spelling 'baigner' which does not start with BAIN-/BEIGN-	1

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

Question	Accept	Mark
28.2	C (les SDF.)	1

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

Question	Accept	Mark
29.2	A (au cinéma.)	1

Total marks = 50

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

H

Higher Tier Paper 1 Listening

Time allowed: 45 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 50.
- 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	
4–6	
7–9	
10–11	
12–13	
14–15	
16–19	
20–24	
25–27	
28–31	
TOTAL	



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

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

While in France with your exchange partner, you hear a teacher giving advice about revision.

Which **three** pieces of advice are given?

Write the correct letters in the boxes.

A	Avoid distractions
B	Eat well
C	Revise alone
D	Revise in different ways
E	Sleep well
F	Take regular exercise

--	--	--

[3 marks]**3**

Music

In a café in Montreal, you hear these young people talking about music.

Which activity have they never experienced? Which activity do they enjoy?

Write the correct letters in the boxes.

A	Being part of a choir
B	Dancing
C	Going to concerts
D	Playing an instrument
E	Songwriting
F	Working as a DJ

0 2

Never experienced

Enjoy

[2 marks]

0 3

Never experienced

Enjoy

[2 marks]

4

Turn over for the next question

Turn over ►



A Swiss sports competition

While on holiday in the Swiss town of Lausanne, you hear the Mayor making a speech about a new sports competition.

Complete the sentences in **English**.

Answer both parts of question 4.

0 4 . 1

By organising this competition, the Mayor is hoping that...

[1 mark]

_____ .

0 4 . 2

He also wants some sports to be...

[1 mark]

_____ .

Answer both parts of question 5.

0 5 . 1

Outdoor competitions will be...

[1 mark]

_____ .

0 5 . 2

For indoor competitions, you will need to...

[1 mark]

_____ .



Answer the questions in **English**.

Answer both parts of question 6.

0 6 . 1

Where will the ice-skating competition take place?

[1 mark]

0 6 . 2

What will be a consequence of that?

[1 mark]

6

Turn over for the next question

Turn over ►



Holidaying in Guinea

On French television, you watch a travel documentary about holidaying in Guinea.

Write the correct letter in each box.

Answer both parts of question 7.

0 7 . 1 In Guinea, greetings...

A	can provoke anger.
B	change depending on who you meet.
C	should be brief.

[1 mark]

0 7 . 2 In public, it is unacceptable to...

A	smile at the elderly.
B	kiss someone.
C	hold hands.

[1 mark]

Answer both parts of question 8.

0 8 . 1 At meal times...

A	families never eat together.
B	the food portions are big.
C	it is polite to help yourself.

[1 mark]

0 8 . 2 When eating in a restaurant, always...

A	drink tap water during the meal.
B	say thank you before the meal.
C	leave a tip after the meal.

[1 mark]



Answer both parts of question 9.

0 9 . 1 You can take photos of...

A	landscapes.
B	public buildings.
C	people.

☐

[1 mark]

0 9 . 2 You will take better photos...

A	in the morning.
B	during the day.
C	in the evening.

☐

[1 mark]

6

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	0
---	---

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

[2 marks]

1 _____

2 _____

1	1
---	---

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

[2 marks]

1 _____

2 _____

4



A charity shop in a school

Your Canadian exchange partner has sent you this podcast about his school's new charity shop.

Complete the sentences in **English**.

Answer both parts of question 12.

1 2 . 1 The charity shop has been set up in the school's...

[1 mark]

_____ .

1 2 . 2 The shop will open after...

[1 mark]

_____ .

Answer both parts of question 13.

1 3 . 1 They will only sell clothes with no...

[1 mark]

_____ .

1 3 . 2 Soon, they will recruit someone who is good at...

[1 mark]

_____ .

4

Turn over for the next question

Turn over ►



Health issues

In a Swiss radio phone-in programme, you hear these people talking about their health issues.

Which **two** issues do they each mention?

Write the correct letters in the boxes.

A	An addiction
B	An eye infection
C	Headaches
D	Lack of physical activity
E	Lack of sleep
F	Stress
G	Weight loss

1	4
---	---

[2 marks]

1	5
---	---

[2 marks]

4



Radio travel news

As you travel through France, you hear these radio travel warnings.

What is each warning about?

Write the correct letter in each box.

A	A broken-down vehicle
B	A new speed limit
C	Animals on the road
D	A public transport emergency
E	A road traffic accident
F	Demonstrators on the road
G	Roadworks
H	Severe weather disruption

1	6
---	---

[1 mark]

1	7
---	---

[1 mark]

1	8
---	---

[1 mark]

1	9
---	---

[1 mark]

4

Turn over ►



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.

2	0
---	---

Farmer

[1 mark]

2	1
---	---

Teacher

[1 mark]

2	2
---	---

Police officer

[1 mark]

2	3
---	---

Hairdresser

[1 mark]

2	4
---	---

Lawyer

[1 mark]

5



Turn over for Section B

*Do not write
outside the
box*

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

Turn over ►



Section BQuestions and answers in **French**Answer **all** questions in the spaces provided.**Une école différente**

Voici un podcast sur une école française pour les enfants du cirque*.

Ecrivez **A** (seulement si A est correct)**B** (seulement si B est correct)**A+B** (si A et B sont tous les deux corrects).

Ecrivez la/les lettre(s) dans la case.

Répondez aux deux parties de la question 25.

*cirque = circus

2 5 . 1 Les enfants du cirque ...

A	vont à l'école en bus.
B	étudient tous ensemble.

[1 mark]**2 5 . 2** Cette école est bien pour ...

A	les enfants.
B	les parents.

[1 mark]**2 6** Mentionnez un aspect **positif** et un aspect **négatif** de l'école pour Alexis.Complétez la grille en **français**.

Aspect positif	Aspect négatif

[2 marks]

2	7
---	---

Répondez à la question en **français**.

Qu'est-ce qu'on voit sur les murs de la classe ? Mentionnez **deux** choses.

[2 marks]

1 _____

2 _____

6

Turn over for the next question

Turn over ►



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 **8**

Dans ses blogs, Léana parle de ...

A	célébrités.
B	films récents.
C	pâtisserie.

[1 mark]

2 **9**

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

A	chambre.
B	cuisine.
C	salle de bains.

[1 mark]

3 **0**

La carrière d'Aurélie a commencé dans ...

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

[1 mark]

3 **1**

Thibaud est expert en ...

A	nutrition.
B	relaxation.
C	sports.

[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**





GCSE
FRENCH
8658/LH

Paper 1 Listening Higher 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	A B D (in any order) A (Avoid distractions) B (Eat well) D (Revise in different ways)	3

Question	Accept	Mark
02	Never experienced: A (Being part of a choir) Enjoy: E (Songwriting)	2

Question	Accept	Mark
03	Never experienced: B (Dancing) Enjoy: F (Working as a DJ)	2

Question	Key idea	Accept	Reject	Mark
04.1	more <u>young</u> people / children / teenagers (will) do / play / take up / try / take part in / get involved with sport / the number of young people doing sport will increase / rise / be higher	more <u>young</u> people will be active	lots of young people will do sport (no reference to increase in number) more young people will take part / participate / the number of people will increase (no reference to sport) More young people will enjoy / watch sport	1

Question	Key idea	Accept	Reject	Mark
04.2	discovered / (better / more well) known / less unknown	more popular / widely practised new / introduced to people	popular tc new tc	1

Question	Key idea	Accept	Reject	Mark
05.1	free (of charge / entry)	free to enter / watch / attend free viewing held for free	free to participate / compete open to spectators	1

Question	Key idea	Accept	Reject	Mark
05.2	win (free) tickets / a ticket	win a place	earn / have / buy / get / pay for / gain tickets a ticket tc win tc (no reference to ticket) buy or win a ticket (negating)	1

Question	Key idea	Accept	Reject	Mark
06.1	(on a frozen) lake		river / outdoors	1

Question	Key idea	Accept	Reject	Mark
06.2	(It will not be) not necessary to build / construct / make / find an (new) ice-rink / a rink	no need for a (new) ice-rink / rink	it will be good it will not be necessary to build a new one / no need to find a new place / venue (too vague – must have a reference to ice-rink)	1

Question	Accept	Mark
07.1	A (can provoke anger)	1

Question	Accept	Mark
07.2	B (kiss someone)	1

Question	Accept	Mark
08.1	B (the food portions are big)	1

Question	Accept	Mark
08.2	C (leave a tip after the meal)	1

Question	Accept	Mark
09.1	A (landscapes)	1

Question	Accept	Mark
09.2	A (in the morning)	1

Question	Key idea	Accept	Reject	Mark
10	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
11	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	Key idea	Accept	Reject	Mark
12.1	(empty/disused/former) office(s)		bureau / reception	1

Question	Key idea	Accept	Reject	Mark
12.2	cleaning	it has / they have been / being cleaned it's clean	tidied	1

Question	Key idea	Accept	Reject	Mark
13.1	hole(s)	tears/rips	damage marks / stains holes + incorrect answer (e.g. stains / marks)	1

Question	Key idea	Accept	Reject	Mark
13.2	sewing / doing the sewing	(doing) mending / repairs / repairing / stitching (clothes)	designing / making clothes tailoring / knitting fashion / couture	1

Question	Accept	Mark
14	E F (in any order) E (Lack of sleep) F (Stress)	2

Question	Accept	Mark
15	A D (in any order) A (An addiction) D (Lack of physical activity)	2

Question	Accept	Mark
16	H (Severe weather disruption)	1

Question	Accept	Mark
17	A (A broken-down vehicle)	1

Question	Accept	Mark
18	F (Demonstrators on the road)	1

Question	Accept	Mark
19	G (Roadworks)	1

Question	Accept	Mark
20	N (negative)	1

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

Question	Accept	Mark
22	P (positive)	1

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

Question	Accept	Mark
24	N (negative)	1

Question	Accept	Mark
25.1	B (étudiant tous ensemble)	1

Question	Accept	Mark
25.2	A+B, A&B, A/B (les enfants + les parents)	1

Question	Key idea	Accept	Reject	Mark
26	Aspect positif: il y a / toujours de l' / beaucoup d'aide / (une) institutrice / prof(esseur) (l') aide / disponible (pour l'aider)	quelqu'un / une personne aide(r) ils aident lui il reçoit de l'aide	aide tc institutrice / prof(esseur) tc disponible tc	1
	Aspect négatif: (l') absence / pas d'aire de jeux		absence de jeux aire de jeux tc (il a des) difficultés scolaires	1

Question	Key idea	Accept	Reject	Mark
----------	----------	--------	--------	------

27	(un) tableau(x) (blanc) = 1 (une) carte (de France) = 1	tablo / tableau (les) villes où le cirque est allé	table / tablet(tte) cart tc card les villes tc	2

Question	Accept	Mark
28	A (célébrités)	1

Question	Accept	Mark
29	A (chambre)	1

Question	Accept	Mark
30	A (les jeux vidéo)	1

Question	Accept	Mark
31	C (sports)	1

Total = 50 marks

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

H

Higher Tier Paper 1 Listening

Time allowed: 45 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 50.
- 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	
2–4	
5–7	
8–10	
11–12	
13–15	
16	
17–21	
22	
23–26	
27–28	
29–30	
TOTAL	



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

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

Your French friend is talking about films at the cinema.

What **three** types of films does she mention?

Write the correct letters in the boxes.

A	Comedies
B	Musicals
C	Romantic films
D	Science-fiction films
E	War films
F	Westerns

[3 marks]

3



Moving in

On the television in France, you hear these people talking about their new home.

What is one **positive** and one **negative** aspect of their new home?

Write the correct letters in the boxes.

A	The garden
B	The kitchen
C	The local restaurants
D	The neighbours
E	The number of bedrooms
F	The peacefulness
G	The rent
H	The size of the rooms

0 2

Positive aspect**Negative aspect****[2 marks]**

0 3

Positive aspect**Negative aspect****[2 marks]**

0 4

Positive aspect**Negative aspect****[2 marks]**

 6
Turn over ►

Living in Switzerland

On the Internet, you find this podcast about life in Switzerland.

Answer the questions in **English**.

0 5

Why did **this** person choose to live in Switzerland? Give **two** reasons.

[2 marks]

1 _____

2 _____

0 6

What contributes to the increase in poverty? Give **two** details.

[2 marks]

1 _____

2 _____

Answer both parts of question 7.

0 7 . 1

What do the Swiss do less now?

[1 mark]

0 7 . 2

What has improved as a result of this?

[1 mark]

6



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 ►



A carnival in Quebec

On the radio, you hear this advert for a carnival in Quebec.

Choose the correct answer and write the letter in the box.

Answer both parts of question 8.

0 8 . 1 This carnival...

A	only lasts one week.
B	is more than 100 years old.
C	took place even during World War Two.

[1 mark]

0 8 . 2 The events organised...

A	are all in the same part of town.
B	include outdoor concerts.
C	are all equally popular.

[1 mark]

Answer both parts of question 9.

0 9 . 1 Bonhomme, the mascot of the carnival...

A	wears a very colourful outfit.
B	lives in a hotel.
C	is good-tempered.

[1 mark]

0 9 . 2 During the opening ceremony, Bonhomme...

A	receives a gift from the Mayor.
B	sings a traditional song.
C	thanks the town.

[1 mark]



Answer both parts of question 10.

1 0 . 1 There is **no** charge to go to the...

A	ice-rink.
B	boat race.
C	ice sculpture show.

☐

[1 mark]

1 0 . 2 You can get an entry ticket from the...

A	festival box office.
B	tourist office web page.
C	shops.

☐

[1 mark]

6
--

Turn over for the next question

Turn over ►



Gap year

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

Answer the questions in **English**.

1	1
---	---

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

[2 marks]

1 _____

2 _____

1	2
---	---

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

[2 marks]

1 _____

2 _____

4



Student jobs

On the radio, you hear this report about student jobs in Belgium.

Complete the sentences in **English**.

Answer both parts of question 13.

1 3 . 1

To recruit students, they are given contracts which...

[1 mark]

_____ .

1 3 . 2

Many students have jobs in...

[1 mark]

_____ .

Answer both parts of question 14.

1 4 . 1

Christelle works in a theme park where she...

[1 mark]

_____ .

1 4 . 2

She finds the job...

[1 mark]

_____ .

Answer both parts of question 15.

1 5 . 1

Romain's job is to...

[1 mark]

_____ .

1 5 . 2

He logs onto an app when...

[1 mark]

_____ .

6

Turn over ►



1 6**Reality TV**

On French television, you hear the trailer for a new reality show on families.

Choose the correct description for each contestant.

Write the correct letter in the box.

This contestant is...

A	a new mum.
B	famous.
C	newly married.
D	pregnant.
E	separated.

Answer all three parts of question 16.

1 6 . 1**Cindy**

[1 mark]**1 6 . 2****Émilie**

[1 mark]**1 6 . 3****Luna**

[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	7
---	---

A car wash

[1 mark]

1	8
---	---

A quiz

[1 mark]

1	9
---	---

A football match

[1 mark]

2	0
---	---

A night hike

[1 mark]

2	1
---	---

A raffle

[1 mark]

5

Turn over ►



2	2
---	---

At the airport

At the airport in Paris, you hear this announcement.

Choose the correct answer and write the letter in the box.

This flight to Marrakesh is...

A	delayed.
B	leaving at one o'clock.
C	ready for boarding.

[1 mark]

1



Turn over for Section B

*Do not write
outside the
box*

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

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 **3**

En ce moment, il est ...

A	médecin.
B	au chômage.
C	pianiste professionnel.

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

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

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

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

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

A	la souris.
B	le clavier.
C	l'écran.

[1 mark]

2 6

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 ►**

Vie scolaire

Sur Skype, votre ami belge Youssef parle de sa vie scolaire.

Ecrivez **A** (seulement si A est correct)

B (seulement si B est correct)

A+B (si A et B sont tous les deux corrects).

Ecrivez la/les lettre(s) dans la case.

2	7
---	---

Dans le collège de Youssef, il y a un problème de ...

A	discipline dans les classes.
B	harcèlement.

[1 mark]

2	8
---	---

Le bulletin scolaire de Youssef n'est **pas** ...

A	bon.
B	important pour lui.

[1 mark]

2



Les réseaux sociaux

A la radio, vous entendez un reportage sur Fatima, une star des réseaux sociaux au Maroc.

Complétez les phrases suivantes en **français**.

Répondez aux deux aspects de la question 29.

2 9 . 1 Fatima a créé un compte sur YouTube il y a ...

[1 mark]

_____ .

2 9 . 2 Sur ce réseau social, elle donne des cours pour apprendre à ...

[1 mark]

_____ .

Répondez aux deux aspects de la question 30.

3 0 . 1 Sur Instagram, elle représentera les produits de beauté d'une ...

[1 mark]

_____ .

3 0 . 2 Elle voudrait faire carrière dans le secteur de ...

[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**



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 © 2021 AQA and its licensors. All rights reserved.



GCSE
FRENCH
8658/LH

Paper 1 Listening Higher 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	A C E (in any order) A (Comedies) C (Romantic films) E (War films)	3

Question	Accept	Mark
02	Positive: C (The local restaurants) Negative: A (The garden)	2

Question	Accept	Mark
03	Positive: E (The number of bedrooms) Negative: H (The size of the rooms)	2

Question	Accept	Mark
04	Positive: F (The peacefulness) Negative: G (The rent)	2

Question	Key idea	Accept	Reject	Mark
05	1. they speak several/many/lots of different languages = 1 2. chocolate is sold everywhere/they sell chocolate everywhere = 1	you can buy chocolate everywhere	any reference to quality of life the languages tc they speak languages it's a small country chocolate the Swiss eat/consume chocolate they sell chocolate/chocolate is sold tc	2

Question	Key idea	Accept	Reject	Mark
06	1. the increase in /rise of part-time work = 1	there are more part-time workers	part-time work tc	2
	2. <u>no</u> minimum wage/salary/income = 1	lack of minimum wage	minimum wage tc	

Question	Key idea	Accept	Reject	Mark
07.1	travel/go/holiday abroad/out of the country/beyond their borders	don't travel abroad	travel tc	1

Question	Key idea	Accept	Reject	Mark
07.2	the railway(s)/train(s)	travel by train		1

Question	Accept	Mark
08.1	B (is more than 100 years old)	1

Question	Accept	Mark
08.2	B (include outdoor concerts)	1

Question	Accept	Mark
09.1	C (is good-tempered)	1

Question	Accept	Mark
09.2	A (receives a gift from the Mayor)	1

Question	Accept	Mark
10.1	A (ice-rink)	1

Question	Accept	Mark
10.2	B (tourist office web page)	1

Question	Key idea	Accept	Reject	Mark
11	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
12	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	Key idea	Accept	Reject	Mark
13.1	are adapted to/fit in with/work with/are suited to their timetable(s)/schedule(s)		adapted tc	1

Question	Key idea	Accept	Reject	Mark
13.2	superstores/supermarkets/hypermarkets	a superstore large shops/stores	shop tc department/retail store/retail park/shopping centre/mall	1

Question	Key idea	Accept	Reject	Mark
14.1	informs visitors/gives information to visitors		helps visitors (too vague) greet/welcomes visitors gives directions/leaflets	1

Question	Key idea	Accept	Reject	Mark
14.2	tiring/exhausting			1

Question	Key idea	Accept	Reject	Mark
15.1	deliver meal(s)/takeaway /food (by bike)	fast-food delivery driver		1

Question	Key idea	Accept	Reject	Mark
15.2	he is free/ready/available (to work)/he can work		Free at work	1

Question	Accept	Mark
16.1	A (new mum)	1

Question	Accept	Mark
16.2	C (newly married)	1

Question	Accept	Mark
16.3	D (pregnant)	1

Question	Accept	Mark
17	N (negative)	1

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

Question	Accept	Mark
19	P (positive)	1

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

Question	Accept	Mark
21	N (negative)	1

Question	Accept	Mark
22	A (delayed)	1

Question	Accept	Mark
23	B (au chômage)	1

Question	Accept	Mark
24	C (pistes cyclables)	1

Question	Accept	Mark
25	B (le clavier)	1

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

Question	Accept	Mark
27	B (harcèlement)	1

Question	Accept	Mark
28	A/B, AB, A+B (in any order) (A et B sont tous les deux corrects)	1

Question	Key idea	Accept	Reject	Mark
29.1	1/un an	une an/année	1/un/an tc wrong number ane/âne/en/in/on	1

Question	Key idea	Accept	Reject	Mark
29.2	(bien) mettre du maquillage	se maquiller	maquillage tc maquillager	1

Question	Key idea	Accept	Reject	Mark
30.1	(grande) marque		marc mark	1

Question	Key idea	Accept	Reject	Mark
30.2	(la) publicité/pub		any spelling starting with POU- beauté	1

Total = 50 marks

GCSE
FRENCH
8658/LH

Paper 1 Listening Higher 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

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 © 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	E F C (in any order)	3

Question	Accept	Mark
02	Going to do: F Not going to do: E	2

Question	Accept	Mark
03	Going to do: H Not going to do: A	2

Question	Accept	Mark
04	Going to do: D Not going to do: B	2

Question	Accept	Mark
05.1	D	1

Question	Accept	Mark
05.2	B	1

Question	Accept	Mark
05.3	A	1

Question	Key idea	Accept	Reject	Mark
06	1. <u>too much</u> 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
07	1. (old) shoes = 1 2. bikes/bicycles = 1		bicycle tyres	2

Question	Key idea	Accept	Reject	Mark
08	(she) could/did not do/make (any online) shopping purchase(s)/no (online) shopping (she) could/did not buy anything/things (online) = 1 (she) saved money/euros = 1	(she) usually spends her time shopping (online) = 1 (she) economised/put money aside = 1 she saved money by not shopping (online) = 2	Reference to specific items e.g. clothes Reference to saving something other than money e.g. electricity/time	2

Question	Key idea	Accept	Reject	Mark
09	(she had) worked better/well at college/school = 1 (she had) no distraction/ (she) was not distracted (by her mobile) = 1	her (school) work was better = 1 her mobile was not a distraction (she) was more focused = 1	she worked at school tc she got better marks	2

Question	Accept	Mark
10	C	1

Question	Accept	Mark
11	A	1

Question	Accept	Mark
12	F	1

Question	Accept	Mark
13	D	1

Question	Accept	Mark
14	A+B, AB, A/B	1

Question	Key idea	Accept	Reject	Mark
15.1	sailing			1

Question	Key idea	Accept	Reject	Mark
15.2	(some had) never/not seen /been to the sea (before)			1

Question	Accept	Mark
16.1	E B (in any order)	2

Question	Accept	Mark
16.2	C I (in any order)	2

Question	Accept	Mark
17.1	G H (in any order)	2

Question	Accept	Mark
17.2	A J (in any order)	2

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

Question	Accept	Mark
19	N	1
Question	Accept	Mark
20	P	1

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

Question	Accept	Mark
22	P	1

Question	Accept	Mark
23	A	1

Question	Accept	Mark
24	B	1

Question	Key idea	Accept	Reject	Mark
25.1	directeur	proviseur/principal		1

Question	Key idea	Accept	Reject	Mark
25.2	<u>mauvaise</u> réputation		réputation tc	1

Question	Key idea	Accept	Reject	Mark
26.1	(les) règles	(le) règlement		1

Question	Key idea	Accept	Reject	Mark
26.2	inquiétant	(trop) grand/large		1

Question	Accept	Mark
27	B	1
Question	Accept	Mark
28	C	1

Question	Accept	Mark
29	B	1

Question	Accept	Mark
30	A	1

Total marks = 50

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

H

Higher Tier Paper 1 Listening

Tuesday 12 May 2020 Morning Time allowed: 45 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 50.
- You must **not** use a dictionary.

For Examiner's Use	
Question	Mark
1	
2–4	
5	
6–7	
8–9	
10–13	
14–15	
16–17	
18–22	
23–24	
25–26	
27–30	
TOTAL	



Section AQuestions and answers in **English**.**0 1****My best friend**

Your French penfriend is describing her best friend on Skype.

What are **three** of her best friend's qualities? Write the correct letters in the boxes.

A	Clever
B	Generous
C	Positive
D	Punctual
E	Talkative
F	Trustworthy

[3 marks]

3



Future plans

Your Swiss friends are telling you about their future plans.

What are they going to do? What are they **not** going to do? Write the correct letters in the boxes.

A	Do an apprenticeship
B	Give up their job
C	Go to university
D	Have children
E	Live abroad
F	Take a gap year
G	Travel
H	Work as a volunteer

0 2

Going to do

Not going to do

[2 marks]

0 3

Going to do

Not going to do

[2 marks]

0 4

Going to do

Not going to do

[2 marks]

6

Turn over ►



0 5

Social issues

On French radio, you hear these people talking about social issues in their area.

For each speaker, choose the problem that they mention. Write the correct letter in the box.

A	Crime
B	Discrimination in the workplace
C	Homelessness
D	Racism
E	Unemployment

Answer all three parts of question 5.

0 5 . 1

Jérémie

[1 mark]

0 5 . 2

Nathalie

[1 mark]

0 5 . 3

Ludivine

[1 mark]

3



An environmental organisation

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

Answer the questions in **English**.

0	6
---	---

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

[2 marks]

1 _____

2 _____

0	7
---	---

What **two** items do they recycle?

[2 marks]

1 _____

2 _____

4

Turn over for the next question

Turn over ►



Mobile phones

You hear these students talking about a day spent without their phones.

Answer the questions in **English**.

0	8
---	---

What does Lucie say about the day? Give **two** details.

[2 marks]

1 _____

2 _____

0	9
---	---

What does Agnès say about the day? Give **two** details.

[2 marks]

1 _____

2 _____

4



On the radio

On the radio in Quebec, you hear these items.

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

A	A competition
B	A film review
C	A public health message
D	Celebrity news
E	Sports results
F	Traffic news

1	0
---	---

[1 mark]

1	1
---	---

[1 mark]

1	2
---	---

[1 mark]

1	3
---	---

[1 mark]

4

Turn over for the next question

Turn over ►



Working for a charity

Your French friend is talking about his work for 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 the box.

1 4

He chose this charity because of...

A	his own personal experience.
B	the quality of work of its volunteers.

[1 mark]

Answer the questions in **English**.

Answer both parts of question 15.

1 5 . 1

What is the children's favourite activity?

[1 mark]

1 5 . 2

What is the reason?

[1 mark]

3



A visit to university

On the Internet, you hear these podcasts about a visit to a university.

What did each person like and dislike about the university? Write the correct letter in each box.

A	Class sizes
B	Courses
C	Entry requirement
D	Exam results
E	Facilities
F	Fees
G	Job prospects
H	Living arrangements
I	Location
J	Social life

Answer both parts of question 16.

1 6 . 1 She liked and [2 marks]

1 6 . 2 She disliked and [2 marks]

Answer both parts of question 17.

1 7 . 1 He liked and [2 marks]

1 7 . 2 He disliked and [2 marks]

8

Turn over ►



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	8
---	---

The venue

[1 mark]

1	9
---	---

The dress

[1 mark]

2	0
---	---

The meal

[1 mark]

2	1
---	---

The party afterwards

[1 mark]

2	2
---	---

The other guests

[1 mark]

5



Section BQuestions and answers in **French**.**La musique**

A la radio en France, vous entendez un artiste parler de son groupe.

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

2 3

Le groupe...

A	a quatre membres en ce moment.
B	chante en anglais.
C	est mixte.

[1 mark]**2 4**

A l'avenir, le groupe va...

A	donner des concerts.
B	faire un album.
C	se séparer.

[1 mark]

2
--

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

Au collège

Votre ami belge parle de son collège sur Skype.

Complétez les phrases suivantes en **français**.

Répondez aux deux aspects de la question 25.

2 5 . 1 Le collège a un nouveau...

[1 mark]

2 5 . 2 En ce moment, l'établissement a une...

[1 mark]

Répondez aux deux aspects de la question 26.

2 6 . 1 Il n'y a **pas** de respect pour...

[1 mark]

2 6 . 2 Pour les parents, le nombre d'élèves sans diplôme est...

[1 mark]

—
4



Célébrations

Vos amis français parlent de célébrations.

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

2 7

Cette personne préfère célébrer son anniversaire...

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

[1 mark]**2 8**

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

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

[1 mark]**2 9**

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

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

[1 mark]**3 0**

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

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**



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.



1 6



2 0 6 G 8 6 5 8 / L H

IB/H/Jun20/8658/LH

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

GCSE FRENCH

H

Higher Tier

Paper 1 Listening

Tuesday 15 May 2018 Morning

Time allowed: 45 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 50.
- You must **not** use a dictionary.

For Examiner's Use

Question	Mark
1–4	
5–8	
9–11	
12–15	
16	
17	
18–19	
20–23	
24	
25–27	
28–31	
32–33	
34–35	
36	
TOTAL	



J U N 1 8 8 6 5 8 L H O 1

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

You hear this news report on Belgian radio about a homeless teenage boy.

Choose the correct answer and write the letter in the box.

0	1
---	---

Hasan ...

A	moved house when he was 5 years old.
B	stayed at his uncle's for 10 months.
C	has been homeless for a few days.

[1 mark]

0	2
---	---

According to the news report, ...

A	Hasan feels lonely at school.
B	no other students in this school are homeless.
C	other students' parents are unemployed.

[1 mark]

0	3
---	---

Hasan's head teacher ...

A	refused to help.
B	called a newspaper.
C	wrote a newspaper article.

[1 mark]

0	4
---	---

Hasan ...

A	has passed his exams.
B	is unsure if he will be successful in his exams.
C	will give up his studies after his exams.

[1 mark]

4



Volunteering

You are doing some research about volunteering in Quebec and find this podcast.

Listen to the podcast and choose the correct answer to complete each sentence.

Write the correct letter in the box.

0 5

According to this report, students in Quebec ...

A	are not volunteering in such great numbers.
B	volunteer to help at home and abroad.
C	only help people they do not know.

[1 mark]**0 6**

The best way to create a good impression is to ...

A	fill in an online application.
B	go and visit the charity in person.
C	send an email to the charity.

[1 mark]**0 7**

Charities often ask students to ...

A	give out free food.
B	buy tickets to raise funds.
C	organise events.

[1 mark]**0 8**

Some students are put off volunteering because ...

A	the hours are fixed.
B	it is unpaid.
C	it takes up too much time.

[1 mark]**Turn over ►**

Family relationships

Whilst in a cafe in Switzerland, you overhear these teenagers talking about their relationships with their family.

Write the correct letter in the box.

Answer both parts of question 9.

0 9 . 1 Why is this girl unhappy with her mum?

A	Her mum buys the same outfits as her.	
B	Her mum criticises what she is wearing.	
C	Her mum says her clothes are too expensive.	

[1 mark]

0 9 . 2 Why did she argue with her mum last night?

A	She has a new piercing.	
B	She has dyed her hair.	
C	She has had a tattoo.	

[1 mark]

1 0 What does this boy say about his parents?

A	They do not allow him to meet up with his best friend.	
B	They read his text messages.	
C	They stop him going out at the weekend.	

[1 mark]

1 1 What does this boy say about his brother?

A	His brother never helps at home.	
B	His brother argues with his mum every day.	
C	His brother always gets punished.	

[1 mark]



The use of social media

Whilst browsing the internet, you find this French advertisement to promote the good use of social media.

Listen to the advertisement and answer the questions in **English**.

1	2
---	---

What should you avoid doing without your friends' permission?

[1 mark]

1	3
---	---

What **two** things should you **not** mention on your profile?

1 _____

2 _____

[2 marks]

1	4
---	---

When should you alert an adult?

[1 mark]

1	5
---	---

Why should you **not** be worried about your posts?

[1 mark]

5

Turn over ►



1 6

A job interview

Whilst in a restaurant in Réunion, you hear these people talking about a recent job interview.

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

A	The candidate spent a long time preparing for her interview.
B	The candidate did not sleep well the night before the interview.
C	The candidate feels pleased with her performance.
D	The candidate was offered the job.
E	The candidate is unsure if she will take the job.
F	The candidate is unhappy with an aspect of the job.

[3 marks]

3



1 7

Environmental problems

On French radio, you hear the mayor of a town talk about its environmental problems.

What was a problem in the past and what will be a problem in the future?

Fill in the boxes in **English**.

Past problem	Current problem	Future problem
	Noise caused by traffic	

[2 marks]

2

Education in Mali

You hear this news item about schools in Mali.

Complete the sentences in **English**.

1 8

One remaining problem for schools in Mali is that ...

[1 mark]

1 9

The quality of lessons will **not** improve if ...

[1 mark]

2

Turn over ►



Exam results day

Whilst on the French exchange, you hear this news report about results day on the radio.

Complete the sentences in **English**.

Answer both parts of question 20.

2 0 . 1

Sophie's best friend thought that it would be a good idea to ...

_____ .
[1 mark]

2 0 . 2

To avoid being in the same situation, you can ...

_____ .
[1 mark]

Answer both parts of question 21.

2 1 . 1

On results day Caroline was _____ .

[1 mark]

2 1 . 2

This was because her mum thought that

_____ .
[1 mark]



Answer both parts of question 22.

2	2
---	---

 .

1

 Patrice thought his father would be _____.

[1 mark]

2	2
---	---

 .

2

 His father thought his results _____.

[1 mark]

2	3
---	---

 According to the journalist, you must always _____.

[1 mark]

7

Turn over for the next question

Turn over ►



2 4

The 14th July in France

You hear this French person being interviewed as part of a street survey about the 14th July national celebrations.

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

A	He likes partying.
B	He often stays up until morning.
C	He enjoys the entertainment in the street.
D	He used to like watching fireworks.
E	He thinks that every year is different.
F	He thinks that the cost is too high.

[3 marks]

3



Announcements in a department store

You hear these announcements in a department store in Paris.

Complete the sentences in **English**.

2	5
---	---

Customers are reminded that tomorrow is _____

and that the shop will open _____.

[2 marks]

2	6
---	---

Customers who feel _____

should go to the top floor to _____.

[2 marks]

2	7
---	---

On your shopping receipt you will see how many ...

_____.

You can get special offers when buying _____.

[2 marks]

6

Turn over ►



Section BQuestions and answers in **French**.**Le groupe de rock *BB Brunes***

Vous entendez votre ami français parler du groupe *BB Brunes* avec ses amis.

Qu'est-ce qu'ils pensent de l'album de ce groupe ?

Pour une opinion négative, écrivez **N**.

Pour une opinion positive, écrivez **P**.

Pour une opinion positive et négative, écrivez **P+N**.

2	8
---	---

[1 mark]

2	9
---	---

[1 mark]

3	0
---	---

[1 mark]

3	1
---	---

[1 mark]

4
--



Le mariage

Vous entendez cette personne à la radio suisse parler du mariage.

Complétez les phrases en **français**.

Répondez aux deux aspects de la question 32.

3	2
---	---

 .

1

 Après le mariage de sa tante, elle voulait se _____ .
[1 mark]

3	2
---	---

 .

2

 Pour elle, l'essentiel dans un couple c'est _____ .
[1 mark]

3	3
---	---

 Pour rencontrer son partenaire, le mieux c'est de _____ .
[1 mark]

3

Une publicité sur la santé

Vous écoutez une émission de radio suisse. Gaëlle parle d'une publicité pour un problème de santé.

Complétez les phrases en **français**.

3	4
---	---

 Après avoir vu la publicité, Gaëlle était _____ .
[1 mark]

3	5
---	---

 Grâce à cette publicité, Gaëlle est _____ .
[1 mark]

2

Turn over ►



3	6
---	---

Compétition à la radio

Vous entendez cette compétition à la radio belge.

Qu'est-ce qu'on gagne **cette semaine** ?

Ecrivez la bonne lettre dans la case.

A	Des billets de cinéma.
B	Des vacances.
C	Des vêtements.

[1 mark]

1

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 will be 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 © 2018 AQA and its licensors. All rights reserved.



GCSE French

8658/LH-Paper 1 Listening Higher
Mark scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

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	C	1

Question	Accept	Mark
02	C	1

Question	Accept	Mark
03	B	1

Question	Accept	Mark
04	B	1

Question	Accept	Mark
05	B	1

Question	Accept	Mark
06	B	1

Question	Accept	Mark
07	C	1

Question	Accept	Mark
08	B	1

Question	Accept	Mark
09.1	A	1

Question	Accept	Mark
09.2	A	1

Question	Accept	Mark
10	B	1

Question	Accept	Mark
11	A	1

Question	Key idea	Accept	Reject	Mark
12	<u>identify</u> them/friends in <u>photos</u> (must refer to both ideas)	tag/name them/friends in pictures show their name(s) in photos	take/share/put/upload/post photos of them	1

Question	Key idea	Accept	Reject	Mark
13	(your) place of birth = 1 (your) school('s name) = 1	where you were born place of study/the school where you go/study/are a pupil/student/ which school you attend	school and place of work (second part negates) school/address (student having two attempts to answer) if you are a student	2

Question	Key idea	Accept	Reject	Mark
14	if you see unpleasant comments/insults (needs to be clear reference to <u>written</u> comments)	when you get / receive / if someone posts unpleasant / disagreeable / rude / nasty / mean / hurtful / unacceptable / offensive / unfriendly / inappropriate comments	something unpleasant (no reference to written) if you see bad / unwanted comments (too vague) if you are being bullied rude comments tc	1

Question	Key idea	Accept	Reject	Mark
15	you can delete them	you can delete / suppress / remove / take away / take down / erase / get rid of your posts / what you have written It's easy to delete them	you can change posts nobody will/can see them (with no reference to deletion) it's easy to stop people from seeing them (too vague)	1

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

Question	Key idea	Accept	Reject	Mark
17	Past problem: rubbish in town centre = 1 Future problem: green spaces will disappear = 1	litter / waste / garbage in centre / town / streets not enough bins in town (centre) less/fewer/not enough/lack of/no (more)/loss of/ green areas /parks/open spaces there won't be as many parks green spaces/places will be destroyed / ruined	rubbish (everywhere) tc no bins tc any reference to village dirty town/streets green spaces/places tc greenery/trees/grass/fields need more green spaces	2

Question	Key idea	Accept	Reject	Mark
18	classrooms are overcrowded	there are <u>too many</u> pupils in classrooms class size is / the classes are <u>too</u> big / full too many students / pupils / people / children in classrooms / classes	(there are) too many students/pupils tc (there are) too many pupils in class who are naughty (extra information negates) (school is) overcrowded there are a lot of people in class the number of people in one classroom (too vague)	1

Question	Key idea	Accept	Reject	Mark
19	(teacher) training stays (as/so) short	(teacher) training is not longer training for teachers stays / remains / is the same the course / programme to become a teacher remains short teachers are not trained more	teachers are not well trained training does not improve any reference to formation for training	1

Question	Key idea	Accept	Reject	Mark
20.1	get their <u>results together</u>	collect / check / look at / find out / open / read results / marks / grades together go to results day together	to go together tc (no reference to results) any reference to online / at home to get results with friends (plural) to get results at the same time (too vague)	1

Question	Key idea	Accept	Reject	Mark
20.2	get (the/your) results/grades online	check them online / access them on the internet	look/do it online tc (no reference to idea of results) share results online	1

Question	Key idea	Accept	Reject	Mark
21.1	close to tears	sad / upset / unhappy disappointed/displeased <u>at her mother's reaction</u>	crying/she cried horrified / angry etc having a bad day (too vague) disappointed tc	1

Question	Key idea	Accept	Reject	Mark
21.2	she would not pass	she was going to fail / do badly she would not succeed she had not done well / got bad results	her results were bad / she did badly (suggests reaction to poor results) she would have to / need to retake / resit / repeat her exams	1

Question	Key idea	Accept	Reject	Mark
22.1	proud (of him)		happy tc (too vague)	1

Question	Key idea	Accept	Reject	Mark
22.2	were average	average are average to be average	would be / will be average not good/bad (too vague) ok / satisfactory	1

Question	Key idea	Accept	Reject	Mark
23	tell the truth	(do) not lie be honest / truthful	share your results with your parents tell your parents (too vague)	1

Question	Accept			Mark
24	C D F (in any order)			3

Question	Key idea	Accept	Reject	Mark
25	a (public/bank) holiday = 1 later (than usual) = 1	a national holiday	Any specific bank holiday e.g. Bastille Day (very/until) late longer	2

Question	Key idea	Accept	Reject	Mark
26	exhausted = 1 relax = 1	tired (of shopping)/worn out rest / to feel relaxed	tired and stressed (student offering two alternatives) have a good time	2

Question	Key idea	Accept	Reject	Mark
27	points you have received (for your purchases) = 1 food = 1	points you got/earned/have etc food items / groceries / in the food department	points tc vouchers / coupons specific groceries e.g. pet food	2

Question	Accept	Mark
28	P	1

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

Question	Accept	Mark
30	N	1

Question	Accept	Mark
31	N	1

Question	Key idea	Accept	Reject	Mark
32.1	marier	marié(e) / me marier / marrier / marie See General principles of marking, sections 1(a) and 7.	marier ma tante etc marier ou pas ne marier mari mariage (elle aussi) ici for aussi (different meaning)	1

Question	Key idea	Accept	Reject	Mark
32.2	l'amour	dans/en amour d'amour/l'armour/amor/amore See General principles of marking, section 7. aimer/adorer/adore/adoré	amoureux tc	1

Question	Key idea	Accept	Reject	Mark
33	sortir	sorti/sortie/sortis/sorte See General principles of marking, section 7F.	faire de sortir sortir avec lui/il/elle/partenaire sertir/certie	1

Question	Key idea	Accept	Reject	Mark
34	surpris(e)	surprisé / surprisé étonné(e)	surprised	1

Question	Key idea	Accept	Reject	Mark
35	(bien) informé(e)	bien / plus / très informer / informe / enformé renseigné(e) heureux/heureuse	bien information bien en forme / en formé (wrong meaning) en bonne forme triste et bien informé (first part negates) bien informed	1

Question	Accept	Mark
36	B	1

Total marks = 50

**GCSE
FRENCH
8658/WH**

Paper 4 Writing Higher

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 Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Higher Question 1/Foundation Question 4

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.

Higher Question 2

15 marks for Content + 12 marks for Range of language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both 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, for Range of language and for Accuracy, according to the following criteria:

Content

Marks	Response
13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 must be ignored when awarding the mark for Content. However, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a maximum of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

13–15: a lot

10–12: a lot

7–9: quite a lot

4–6: some

1–3: a limited amount

All of these have to be considered with reference to the recommended number of words which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

- The candidate must give and justify opinions in order to have access to certain marks, as follows:

10–15: at least two opinions are expressed and justified

7–9: at least two opinions are expressed

4–6: at least one opinion is expressed

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 3. Any opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.

Range of language

Marks	Response
10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	The range of 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 Range 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 Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10–12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7–9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. 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.

Accuracy

Marks	Response
5	Accurate, although there may be a few errors, especially in attempts at more complex structures. Verbs and tense formations are secure.
4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	The accuracy 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 Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for Accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in doing so, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

Higher Question 3

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 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
6	All key messages are conveyed.
5	Nearly all key messages are conveyed.
4	Most key messages are conveyed.
3	Some key messages are conveyed.
2	Few key messages are conveyed.
1	Very few key messages are conveyed.
0	The content does not meet the standard required for Level 1 at this tier.

The translation is divided into 13 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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	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
6	Excellent knowledge of vocabulary and structures; virtually faultless.
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.

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**Question 01**

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 01.1 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 01.2 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 01.1	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 01.2	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]

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.

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]**Content**

Level	Marks	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of 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 Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The content 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 Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

General rule for this question:

- the use of an infinitive in place of a finite verb **is not acceptable** for conveying a message.

Question 02.1 Content

Bullet	Comments
pourquoi c'est bon d'être adolescent(e)	Accept reference to one positive aspect about adolescent life No direct reference to 'adolescent' needed.
un problème récent avec votre famille ou vos ami(e)s	Accept reference to one negative aspect relating to family or friends. No reference to 'problème' is necessary Accept any past time marker

Question 02.2 Content

Bullet	Comments
les problèmes de l'environnement dans votre région	Accept reference to one problem. Accept tenses other than the present if used appropriately.
comment vous aiderez à protéger l'environnement à l'avenir	No reference to 'environnement' 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 02.1	This is a possible response (indicative content): En général, je trouve que ma vie d'adolescent est assez positive. J'ai beaucoup d'amis et nous sortons souvent le week-end en ville. Quelquefois, on va au cinéma pour regarder un film comique mais cela coûte cher. D'habitude, nous allons au club des jeunes une fois par semaine où on fait des activités ensemble. Mon meilleur copain s'appelle Arthur. Il est fidèle et vraiment amusant. Je m'entends bien avec lui car nous aimons les mêmes choses. Malheureusement, j'ai souffert du stress récemment à cause du divorce de mes parents. Maintenant, je vis dans une famille monoparentale avec ma mère qui travaille dur comme professeur. En conséquence, après l'école je dois m'occuper de ma petite sœur et même préparer le dîner. Je ne vois mon père qu'une fois par semaine ce qui me rend triste. Mes amis sont très compréhensifs et ils m'ont beaucoup aidé à oublier les problèmes à la maison. (150 words) [32 marks]
	Question 02.2	This is a possible response (indicative content): J'habite dans une grande ville où la circulation est un problème énorme. Par conséquent, il y a beaucoup de pollution ce qui est mauvais pour la santé. En plus, les voitures font trop de bruit donc c'est difficile de dormir la nuit. Pire encore, les usines créent une grande quantité de déchets nocifs qui sont un risque pour les gens ainsi que pour les animaux et les poissons. Je trouve ça affreux! A mon avis, on doit prendre les transports en commun au lieu des voitures pour réduire la pollution. Je vais utiliser la piste cyclable pour aller en ville parce que c'est mieux pour l'environnement. Je crois qu'il faut éteindre les lumières et baisser le chauffage et je me doucherai au lieu de me baigner pour économiser de l'eau. A l'avenir, je recyclerai les bouteilles et les journaux pour sauver la planète. Je n'achèterai jamais de sacs en plastique. (150 words) [32 marks]

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 13 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.

	Message	Accept	Reject
1	I get on very well	Je m'entends très bien	
2	with my sister so	avec ma sœur donc/alors	
3	we often go	nous allons/on va souvent	Use of 'visiter'
4	to the shopping centre together.	au centre commercial ensemble.	aux magasins
5	Yesterday I gave some clothes	Hier j'ai donné/offert des/quelques vêtements/habits/habillements	Wrong tense
6	to the homeless.	aux/à des sans-abris/SDF.	
7	I think that one must	Je crois/pense qu'on doit/il faut	on faut
8	help others.	aider les autres.	
9	After my studies at university	Après mes études universitaires/à l'université/à la fac/Après avoir étudié/être allé(e) à l'université	
10	I hope to live abroad	j'espère habiter/vivre à l'étranger	
11	where I will do	où je ferai/vais faire (NB je travaillerai comme/serai bénévole = 2)	Wrong tense
12	voluntary work	du travail bénévole/du bénévolat	
13	for a year.	pour/pendant un an/une année.	depuis

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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1
0	0

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

GCSE FRENCH

H

Higher Tier Paper 4 Writing

Friday 17 May 2019

Morning

Time allowed: 1 hour 15 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.
- You must answer **three** questions.
- You must answer **either** Question 1.1 **or** Question 1.2. Do not answer both of these questions.
- You must answer **either** Question 2.1 **or** Question 2.2. Do not answer both of these questions.
- You must answer Question 3.
- 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	
TOTAL	

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must **not** use a dictionary during this test.
- In order to score the highest marks for Question 1.1/Question 1.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.
- In order to score the highest marks for Question 2.1/Question 2.2, you must write something about both bullet points. You must use a variety of vocabulary and structures and include your opinions and reasons.



J U N 1 9 8 6 5 8 W H R 0 1

You must **not** answer **both** of these questions.

0 **1** . **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]

0 1 . 2 Vous écrivez un article sur les fêtes et les festivals pour votre magazine scolaire.

- votre fête préférée
- vos célébrations l'année dernière
- vos projets pour votre prochain anniversaire
- votre opinion des festivals de musique.

[16 marks]

[illegible]

[illegible]

Turn over ►



You must **not** answer **both** of these questions.

0	2
---	---

 .

1

 Vous écrivez un blog sur la technologie.

- les aspects positifs et négatifs de la technologie
- comment vous avez utilisé votre portable récemment.

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

Turn over ►



0 2 . 2 Vous écrivez un commentaire sur vos vacances pour TripAdvisor.

- les avantages et les désavantages de votre destination
- une soirée mémorable pendant vos vacances.

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

Turn over ►



Translate the following passage into **French**.

[12 marks]

12



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 / W H R

IB/H/Jun19/8658/WHR

GCSE
FRENCH
8658/WH

Paper 4 Writing Higher 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 Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Higher Question 1/Foundation Question 4

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.

Higher Question 2

15 marks for Content + 12 marks for Range of language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both 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, for Range of language and for Accuracy, according to the following criteria:

Content

Marks	Response
13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 must be ignored when awarding the mark for Content. However, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a **maximum** of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

13–15: a lot
10–12: a lot
7–9: quite a lot
4–6: some
1–3: a limited amount

All of these have to be considered with reference to the recommended number of words which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

- The candidate must give and justify opinions in order to have access to certain marks, as follows:

10–15: at least two opinions are expressed and justified
7–9: at least two opinions are expressed
4–6: at least one opinion is expressed

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 3. Any opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.

Range of language

Marks	Response
10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	The range of 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 Range 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 Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10–12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7–9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. 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.

Accuracy

Marks	Response
5	Accurate, although there may be a few errors, especially in attempts at more complex structures. Verbs and tense formations are secure.
4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	The accuracy 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 Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for Accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in doing so, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

Higher Question 3

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 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
6	All key messages are conveyed.
5	Nearly all key messages are conveyed.
4	Most key messages are conveyed.
3	Some key messages are conveyed.
2	Few key messages are conveyed.
1	Very few key messages are conveyed.
0	The content does not meet the standard required for Level 1 at this tier.

The translation is divided into 13 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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	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
6	Excellent knowledge of vocabulary and structures; virtually faultless.
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.

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, 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 01.1 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 01.2 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 01.1	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 01.2	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.

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]**Content**

Level	Marks	Response
5	13–15	An excellent response which is fully relevant and detailed , conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

A candidate who conveys information in relation to one bullet point only can score a maximum of 12 marks for Content.

Range of language

Level	Marks	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of 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 Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The content 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 Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

General rule for this question:

- the use of an infinitive in place of a finite verb **is not acceptable** for conveying a message.

Question 02.1 Content

Bullet	Comments
les aspects positifs et négatifs de votre collège	Accept reference to one good and one bad aspect although both must be included in order to fulfil the task. Accept any references to school, the facilities or life as a student. No direct reference to 'collège' is necessary.
une visite scolaire mémorable	Accept any past time reference. Accept any activity that could be undertaken on a school trip. (eg eating in a restaurant, going to the cinema). Accept reference to someone visiting your school.

Question 02.2 Content

Bullet	Comments
les avantages et les inconvénients de votre région	Accept reference to one advantage and one disadvantage although both must be included in order to fulfil the task Accept anything that could be considered an advantage of the area (facilities, green spaces, absence of specific problems eg there is not much pollution). Accept anything that could be considered a disadvantage of the area (lack of facilities, environmental, social, "global" issues that might occur locally eg deforestation).
vos actions pour protéger l'environnement à l'avenir	Accept any future time reference. Accept references not in the first person (eg One should use public transport).

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 02.1	This is a possible response (indicative content): A mon avis, la vie scolaire est plutôt positive car j'étudie dans un bon collège où les élèves travaillent dur et ils apprennent beaucoup. Même si certains professeurs sont quelquefois injustes, ils donnent tous des cours intéressants qui nous préparent bien pour l'avenir. Malheureusement, il y a toujours trop de devoirs ce que je trouve un peu stressant de temps en temps, surtout quand je n'ai pas assez de temps libre pour me détendre. Après avoir passé mes examens, j'ai l'intention d'aller en vacances avec mes amis pour célébrer. J'aimerais retourner en France parce que je me souviens d'un voyage que j'ai fait avec l'école primaire, quand nous sommes allés à Paris pour une semaine. C'était vraiment impressionnant et ça m'a plu. Nous sommes restés dans une auberge de jeunesse située pas loin de la tour Eiffel. J'ai parlé français tous les jours et j'ai mangé des plats très savoureux. (150 words) [32 marks]
or	Question 02.2	Dans la ville où j'habite, il existe plusieurs avantages et inconvénients. Par exemple, il y a un lac au milieu d'une belle forêt près de chez-moi où on faisait de la pêche quand j'étais jeune. Cependant, maintenant, l'eau est polluée à cause des usines dans la ville voisine qui créent des déchets toxiques. Par conséquent, les poissons meurent ce qui est vraiment triste. En plus, au centre-ville, on voit le nombre de gens qui dorment dans les rues augmenter. Je crois qu'il faut faire des efforts pour protéger l'environnement. Je vais essayer de réduire la pollution atmosphérique en prenant le bus plus souvent. Avant, j'avais l'intention d'économiser de l'argent car je voulais acheter un nouveau vélo pour aller au collège au lieu d'aller chaque jour en voiture avec mon oncle. Pourtant, j'ai décidé qu'il est vraiment très important d'aider les SDF donc je donnerai un peu d'argent aux organisations caritatives (150 words) [32 marks]

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks, the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless .
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 13 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.

	Message	Accept	Reject
1	Our history teacher	Notre prof(esseur) d'histoire	
2	is quite strict	est assez strict/sévère	
3	but I get on well	mais/cependant je m'entends bien	Je m'étends..
4	with him.	avec lui.	avec il.
5	He thinks that	Il pense/trouve/croît que	
6	my grades in this subject	mes notes dans cette matière	
7	are really good.	sont vraiment bonnes.	
8	However, I would prefer	Cependant/par contre/ pourtant, je préférerais/ j'aimerais mieux	Wrong tense
9	to study biology at university	étudier la biologie à l'université/à la/en fac(ulté)	
10	because I have always loved flowers.	parce que/car j'ai toujours aimé/adoré les fleurs.	
11	Recently, I spent a week with my cousin.	Récemment, j'ai passé une semaine avec mon cousin/ma cousine.	Wrong tense dépensé
12	We went camping in the countryside	On a/Nous avons fait du camping à la campagne. On est/Nous sommes allé(e)s faire du camping... On est/Nous sommes allé(e)s camper à la campagne...	Wrong tense
13	near to a river.	près d'un fleuve/une rivière.	river

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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1
0	0

GCSE
FRENCH
8658/WH

Paper 4 Writing Higher 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 Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Higher Question 1/Foundation Question 4

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.

Higher Question 2

15 marks for Content + 12 marks for Range of language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both 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, for Range of language and for Accuracy, according to the following criteria:

Content

Marks	Response
13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 must be ignored when awarding the mark for Content. However, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a **maximum** of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

13–15: a lot
 10–12: a lot
 7–9: quite a lot
 4–6: some
 1–3: a limited amount

All of these have to be considered with reference to the recommended number of words which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

- The candidate must give and justify opinions in order to have access to certain marks, as follows:

10–15: at least two opinions are expressed and justified
 7–9: at least two opinions are expressed
 4–6: at least one opinion is expressed

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 3. Any opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.

Range of language

Marks	Response
10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	The range of 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 Range 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 Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10–12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7–9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. 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.

Accuracy

Marks	Response
5	Accurate, although there may be a few errors, especially in attempts at more complex structures. Verbs and tense formations are secure.
4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	The accuracy 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 Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for Accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in doing so, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

Higher Question 3

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 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
6	All key messages are conveyed.
5	Nearly all key messages are conveyed.
4	Most key messages are conveyed.
3	Some key messages are conveyed.
2	Few key messages are conveyed.
1	Very few key messages are conveyed.
0	The content does not meet the standard required for Level 1 at this tier.

The translation is divided into 13 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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	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
6	Excellent knowledge of vocabulary and structures; virtually faultless.
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.

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, 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 01.1 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 01.2 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 01.3 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 01.1	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 01.2	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 01.3	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.

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]**Content**

Level	Marks	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of 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 Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The content 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 Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

General rule for this question:

- the use of an infinitive in place of a finite verb **is not acceptable** for conveying a message.

Question 02.1 Content

Bullet	Comments
• les bons et les mauvais aspects de faire du sport	Accept reference to one good and one bad aspect although both must be included in order to fulfil the task
• un événement sportif récent.	Accept one statement

Question 02.2 Content

Bullet	Comments
• pourquoi la vie dans votre région est difficile	Accept one statement No reference to region is necessary
• une activité récente pour aider les autres dans votre région.	Accept one statement

Question 02.3 Content

Bullet	Comments
• l'importance de bien travailler à l'école	Accept one statement
• vos intentions pour vos études à l'avenir.	Accept one statement

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 02.1	J'adore faire du sport car ça me permet de passer du temps avec mes amis, ce qui est amusant. En plus, un des avantages est que si nous pratiquons un sport régulièrement, il est plus facile de garder la forme. Par contre, certaines activités sportives telles que les sports nautiques peuvent coûter très cher. Le sport peut être dangereux, par exemple, l'hiver dernier je suis tombé en faisant du patinage à glace. Je fais partie de l'équipe de rugby de ma ville et l'année dernière, nous avons participé dans un tournoi pour tous les clubs de la région. Il y avait dix équipes au total donc nous avons dû jouer beaucoup de matchs. J'étais vraiment content parce que j'ai marqué deux essais ce qui nous a aidés à gagner la compétition. Notre entraîneur de rugby était tellement ravi qu'il nous a invités au restaurant. J'espère continuer ce sport à l'avenir. (150 words) [32 marks]
or	Question 02.2	This is a possible response (indicative content): A mon avis, la pauvreté rend la vie très difficile pour certaines personnes dans ma région à cause du chômage parce qu'il n'existe pas assez d'emplois. On voit des SDF qui vivent dans les rues de ma ville. En plus, je trouve qu'il n'y a pas beaucoup à faire pour les adolescents donc ils commencent à se conduire mal. Je pense que c'est un scandale et le gouvernement devrait vite faire plus. Pendant les vacances d'été, j'ai travaillé pour une organisation caritative qui s'occupe des personnes âgées les plus défavorisées dans ma communauté. J'ai aidé à préparer et distribuer des repas chauds et des boissons avec un de mes copains. Nous avons utilisé la nourriture donnée par le public. On a passé du temps à parler avec les gens et j'ai trouvé cela vraiment intéressant. Je voudrais être bénévole à l'avenir puisque j'aime donner un coup de main aux autres. (150 words) [32 marks]
or	Question 02.3	This is a possible response (indicative content): Je pense qu'il est important de bien travailler à l'école parce qu'on obtiendra de bonnes notes. Par conséquent, on aura plus de choix en ce qui concerne l'éducation et l'emploi dans le futur. En plus, quand je travaille dur, mes parents et mes professeurs sont contents. Il est tout à fait nécessaire d'avoir beaucoup d'ambition et de motivation pour pouvoir atteindre son but. Par contre, on ne devrait pas étudier trop car il faut se relaxer. L'année prochaine, je voudrais continuer mes études au lycée en ville. Je crois que je suis fort en sciences et maths, donc je vais étudier ces matières ce qui sera plutôt difficile. Je sais que je dois être travailleur et organisé pour passer le bac. Quand j'aurai dix-huit ans, si je réussis mes examens, j'ai l'intention d'aller à l'université mais, en ce moment, je n'ai pas encore décidé quelle université je vais choisir. (149 words) [32 marks]

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 13 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.

	Message	Accept	Reject
1	I go to the cinema	Je vais au ciné(ma)	
2	every month	chaque mois/tous les mois	
3	but my friend prefers films online.	mais mon ami(e)/copain/ma copine préfère/aime mieux les films en ligne.	
4	This morning	Ce matin	
5	we listened to music	nous avons/on a écouté de la musique	Wrong tense
6	with our teacher.	avec notre prof(esseur).	
7	I would really like to play an instrument.	Je voudrais/j'aimerais vraiment jouer d'un instrument.	beaucoup
8	I don't like living in the countryside,	Je n'aime pas habiter/vivre à la campagne,	Je déteste
9	so when I am older,	donc/alors/par conséquent quand je serai plus âgé(e)/vieux (vieille),	Wrong tense
10	I'll buy a flat	j'achèterai/je vais acheter un appartement	Wrong tense
11	in the town centre,	dans le/en/au centre ville,	
12	even if	même s(i)'	
13	there is a lot of pollution.	il y a beaucoup de pollution.	

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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1
0	0

GCSE
FRENCH
8658/WH

Paper 4 Writing Higher

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 Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Higher Question 1/Foundation Question 4

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.

Higher Question 2

15 marks for Content + 12 marks for Range of language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both 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, for Range of language and for Accuracy, according to the following criteria:

Content

Marks	Response
13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 must be ignored when awarding the mark for Content. However, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a **maximum** of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

13–15: a lot

10–12: a lot

7–9: quite a lot

4–6: some

1–3: a limited amount

All of these have to be considered with reference to the recommended number of words which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

- The candidate must give and justify opinions in order to have access to certain marks, as follows:

10–15: at least two opinions are expressed and justified

7–9: at least two opinions are expressed

4–6: at least one opinion is expressed

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 3. Any opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.

Range of language

Marks	Response
10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	The range of 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 Range 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 Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10–12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7–9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. 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.

Accuracy

Marks	Response
5	Accurate, although there may be a few errors, especially in attempts at more complex structures. Verbs and tense formations are secure.
4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	The accuracy 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 Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for Accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in doing so, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

Higher Question 3

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 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
6	All key messages are conveyed.
5	Nearly all key messages are conveyed.
4	Most key messages are conveyed.
3	Some key messages are conveyed.
2	Few key messages are conveyed.
1	Very few key messages are conveyed.
0	The content does not meet the standard required for Level 1 at this tier.

The translation is divided into 13 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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	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
6	Excellent knowledge of vocabulary and structures; virtually faultless.
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.

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, 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 01.1 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 01.2 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 01.3 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 01.1	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 01.2	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 01.3	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.

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]**Content**

Level	Marks	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of 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 Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The content 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 Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

General rule for this question:

- the use of an infinitive in place of a finite verb **is not acceptable** for conveying a message.

Question 02.1 Content

Bullet	Comments
l'importance d'avoir de bons rapports avec votre famille	Accept one statement No reference to 'bons rapports' is necessary
une célébration récente en famille	Accept one statement

Question 02.2 Content

Bullet	Comments
les bons et les mauvais aspects du fast-food	Accept reference to one good and one bad aspect although both must be included in order to fulfil the task
comment vous allez améliorer votre santé à l'avenir	Accept one statement Statement should clearly refer to supporting a more healthy lifestyle

Question 02.3 Content

Bullet	Comments
les avantages et les inconvénients d'avoir un petit emploi	Accept one advantage and one disadvantage although both must be included in order to fulfil the task
ce que vous ferez comme travail à l'avenir	Accept one statement

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 02.1	This is a possible response (indicative content): A mon avis, il est important d'avoir de bons rapports avec sa famille parce qu'on doit vivre tous ensemble. D'habitude, je m'entends bien avec mes parents. Pourtant, je dois dire que ma mère est assez stricte car elle ne me permet pas de sortir avec mes amis pendant la semaine. Ce n'est pas juste ! Je me dispute toujours avec mon petit frère puisqu'il m'énerve quand il veut jouer avec moi tout le temps. L'année dernière, on a célébré le mariage de ma sœur avec son fiancé français. Elle le connaît depuis qu'ils se sont rencontrés à l'université il y a cinq ans. Il est super gentil et ils s'entendent très bien. Le mariage a eu lieu dans un vieux château en France ce qui était vraiment romantique. Après avoir mangé un repas typiquement français, on a dansé et à minuit il y avait des feux d'artifice. C'était magnifique ! (150 words) [32 marks]
or	Question 02.2	This is a possible response (indicative content): Je crois qu'un des désavantages du fast-food c'est qu'on devient accro parce qu'il y a une grande quantité de sel et de sucre. D'habitude, le fast-food contient trop de matière grasse ce qui peut mener à des maladies cardiaques. En plus, on risque de prendre du poids. Par contre, on pourrait choisir une salade végétarienne au lieu de la viande. Par exemple, hier à midi j'ai pris des crudités et un yaourt au fast-food donc c'était vraiment sain ainsi que savoureux. A l'avenir, pour améliorer ma santé, je devrai faire plus de sport puisqu'en ce moment je n'ai pas assez de temps à cause de mes examens. J'aimerais commencer un nouveau sport tel que la planche à voile ce qui serait magnifique mais malheureusement les cours coûtent très cher. Je pense que ce serait bénéfique si je buvais plus d'eau et il vaudrait mieux ne pas manger trop de sucreries. (150 words) [32 marks]
or	Question 02.3	This is a possible response (indicative content): Je pense qu'un petit emploi est important si on veut découvrir le monde du travail. Par conséquent, tous les week-ends je travaille dans un magasin de vêtements. En plus, ça me permet de développer de nouvelles compétences puisque je dois servir les clients et utiliser la caisse. Par contre, c'est une très longue journée et je suis toujours fatigué après. Je trouve que je n'ai pas assez de temps pour finir mes devoirs ce qui m'inquiète car je vais bientôt passer mes examens. A l'avenir, après avoir étudié à l'université, je voudrais devenir ingénieur parce que je crois qu'il existe pas mal de travail dans ce secteur. Je préférerais travailler dans ma région mais si ce n'est pas possible, je pourrais habiter à Leeds où il y a plein d'entreprises. J'aimerais être bien payé mais il est plus important d'être heureux. J'espère que mes collègues seront aussi enthousiastes que moi. (150 words) [32 marks]

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 13 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.

	Message	Accept	Reject
1	Every day I must	Tous les jours/chaque jour, je dois/il faut	Je devoir Je faut/faux
2	do a lot of homework,	faire beaucoup de/plein de/pas mal de devoirs,	
3	so I use the Internet	donc/alors/par conséquent j'utilise/je me sers de l'Internet	l'ordinateur
4	to help me.	pour m'aider.	
5	It's very useful,	C'est très utile,	
6	especially if I am studying history or science.	surtout/particulièrement/en particulier si j'étudie (l')histoire ou (les) sciences/(la) science.	Je suis étudier/ étudiant/étudie
7	During our holidays last summer,	Pendant nos vacances l'été dernier,	
8	we visited Spain	nous avons visité/on a visité l'Espagne	
9	where I bought	où j'ai acheté	
10	a T-shirt for a friend	un tee-shirt/T-shirt pour un(e) ami(e)/un copain/une copine	une chemise petit(e) ami(e)
11	because it wasn't	car/parce que/puisque ce n'était pas	
12	too expensive.	trop cher/coûteux.	
13	Next year I'll go to Canada.	L'année prochaine/L'an prochain je vais aller/j'irai au Canada. Accept 'je vais' if future time marker is used	

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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1
0	0

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

H

Higher Tier Paper 4 Writing

Time allowed: 1 hour 20 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 **three** questions.
- You must answer **either** Question 1.1 **or** Question 1.2 **or** Question 1.3.
Only answer **one** of these questions.
- You must answer **either** Question 2.1 **or** Question 2.2 **or** Question 2.3.
Only answer **one** of these questions.
- You must answer Question 3.
- 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 60.
- In order to score the highest marks for Question 1.1/Question 1.2/Question 1.3, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.
- In order to score the highest marks for Question 2.1/Question 2.2/Question 2.3, you must write something about both bullet points. You must use a variety of vocabulary and structures and include your opinions and reasons.

For Examiner's Use	
Question	Mark
1	
2	
3	
TOTAL	



J U N 2 1 8 6 5 8 W H O 1

You must **only** answer **one** of these questions.

0 1 . 1 Theme 1 – Identity and culture

[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 1 . 2

[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	1	.	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.

[illegible]

[illegible]

You must **only** answer **one** of these questions.

0 2 . 1 Theme 1 – Identity and culture

Décrivez :

- Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

[32 marks]

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

[illegible]

[illegible]

[illegible]

IB/H/Jun21/8658/WH



0	2	.	2
---	---	---	---

Vous écrivez un article sur la santé pour votre magazine scolaire.

- les bons et les mauvais aspects du fast-food
- comment vous allez améliorer votre santé à l'avenir.

Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

Turn over ►



0 2 . 3 Theme 3 – Current and future study and employment

Décrivez :

- Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

Turn over ►



Translate the following passage into **French**.

[12 marks]

[illegible]

12

There are no questions printed on this page

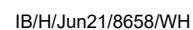
*Do not write
outside the
box*

**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

H

Higher Tier Paper 4 Writing

Friday 15 May 2020

Morning

Time allowed: 1 hour 15 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.
- You must answer **three** questions.
- You must answer **either** Question 1.1 **or** Question 1.2. Do **not** answer both of these questions.
- You must answer **either** Question 2.1 **or** Question 2.2. Do **not** answer both of these questions.
- You must answer Question 3.
- 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	
TOTAL	

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must **not** use a dictionary during this test.
- In order to score the highest marks for Question 1.1/Question 1.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.
- In order to score the highest marks for Question 2.1/Question 2.2, you must write something about both bullet points. You must use a variety of vocabulary and structures and include your opinions and reasons.



J U N 2 0 8 6 5 8 W H 0 1

1B/H/Jun20/E6

8658/WH

You must **not** answer **both** of these questions.

0 1 . 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.

[16 marks]

[illegible]

[illegible]

Turn over ►



0	1	.	2
---	---	---	---

Décrivez :

- Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

[illegible]

[illegible]

Turn over ►



You must **not** answer **both** of these questions.

0	2
---	---

 .

1

 Vous écrivez un blog sur l'adolescence.

- pourquoi c'est bon d'être adolescent(e)
- un problème récent avec votre famille **ou** vos ami(e)s.

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

0	2	.	2
---	---	---	---

Décrivez :

- Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

[32 marks]

[illegible]

[illegible]

[illegible]

This image shows a single page 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.

32

I get on very well with my sister so we often go to the shopping centre together. Yesterday I gave some clothes to the homeless. I think that one must help others. After my studies at university I hope to live abroad, where I will do voluntary work for a year.

[illegible]

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]

[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 0



2 0 6 G 8 6 5 8 / W H

IB/H/Jun20/8658/WH

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE FRENCH

H

Higher Tier Paper 4 Writing

Monday 5 June 2023

Afternoon

Time allowed: 1 hour 15 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 **three** questions.
- You must answer **either** Question 1.1 **or** Question 1.2. Do **not** answer both of these questions.
- You must answer **either** Question 2.1 **or** Question 2.2. Do **not** answer both of these questions.
- You must answer Question 3.
- 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 60.
- In order to score the highest marks for Question 1.1/Question 1.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.
- In order to score the highest marks for Question 2.1/Question 2.2, you must write something about both bullet points. You must use a variety of vocabulary and structures and include your opinions and reasons.

For Examiner's Use

Question	Mark
1	
2	
3	
TOTAL	



J U N 2 3 8 6 5 8 W H 0 1

You must **not** answer **both** of these questions.

0	1
---	---

 .

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]

[illegible]

[illegible]

0 1 . 2

Décrivez :

- Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

[illegible]

[illegible]

Turn over ►



You must **not** answer **both** of these questions.

0	2	1
---	---	---

 Vous écrivez un article pour un magazine scolaire.

- les aspects positifs et négatifs de votre collègue
- une visite scolaire mémorable.

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

Turn over ►



0	2
---	---

 .

2

 Vous écrivez un blog sur votre région.

- les avantages et les inconvénients de votre région
- vos actions pour protéger l'environnement à l'avenir.

Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

[32 marks]

[illegible]

[illegible]

[illegible]

Do not write
outside the
box

Handwriting practice area with 25 horizontal lines.

Turn over ►



Our history teacher is quite strict but I get on well with him. He thinks that my grades in this subject are really good. However, I would prefer to study biology at university because I have always loved flowers. Recently, I spent a week with my cousin. We went camping in the countryside near to a river.

[illegible]

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, 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.



2 0



2 3 6 G 8 6 5 8 / W H

IB/H/Jun23/8658/WH

**GCSE
FRENCH
8658/WHR**

Paper 4 Writing Higher

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 © 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 Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	30

Higher Question 1/Foundation Question 4

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.

Higher Question 2

15 marks for Content + 12 marks for Range of language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both 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, for Range of language and for Accuracy, according to the following criteria:

Content

Marks	Response
13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 must be ignored when awarding the mark for Content. However, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a maximum of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

13–15: a lot
 10–12: a lot
 7–9: quite a lot
 4–6: some
 1–3: a limited amount

All of these have to be considered with reference to the recommended number of words which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

- The candidate must give and justify opinions in order to have access to certain marks, as follows:

10–15: at least two opinions are expressed and justified
 7–9: at least two opinions are expressed
 4–6: at least one opinion is expressed

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 3. Any opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.

Range of language

Marks	Response
10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	The range of 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 Range 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 Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10–12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7–9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. 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.

Accuracy

Marks	Response
5	Accurate, although there may be a few errors, especially in attempts at more complex structures. Verbs and tense formations are secure.
4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	Reasonable accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	The accuracy 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 Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for Accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in doing so, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

Higher Question 3

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 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
6	All key messages are conveyed.
5	Nearly all key messages are conveyed.
4	Most key messages are conveyed.
3	Some key messages are conveyed.
2	Few key messages are conveyed.
1	Very few key messages are conveyed.
0	The content does not meet the standard required for Level 1 at this tier.

The translation is divided into 13 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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	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
6	Excellent knowledge of vocabulary and structures; virtually faultless.
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.

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**Question 01**

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 01.1 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 01.2 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 01.1	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 01.2	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]

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.

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]

Content

Level	Marks	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of 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 Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The content 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 Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

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 02.1 Content

Bullet	Comments
• les aspects positifs et négatifs de la technologie	Accept reference to one positive and one negative aspect although both must be included in order to fulfil the task Accept references to computers, telephones, internet, TV, music, online shopping etc.
• comment vous avez utilisé votre portable récemment.	Accept one statement Accept any activity that could be undertaken on a mobile phone e.g. music, TV, cinema, shopping, photography etc.

Question 02.2 Content

Bullet	Comments
• les avantages et les désavantages de votre destination	Accept one advantage and one disadvantage although both must be included in order to fulfil the task
• une soirée mémorable pendant vos vacances.	Accept one statement – reference to 'evening' is needed. No reference to 'mémorable' needed.

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 13 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.

	Message	Accept	Reject
1	When I was young	Quand/lorsque j'étais jeune	Use of 'petit'
2	I used to play badminton often	je jouais souvent au badminton	Wrong tense e.g. j'ai joué
3	with my friends because it was fun.	avec mes ami(e)s/copains/copines parce que/car c'était amusant/rigolo/marrant	Ami(e)/copain/copine singular drôle
4	Last Saturday we went	Samedi dernier nous sommes allé(e)s/on est allé(e)s	Wrong tense
5	to town by bus.	en ville/au centre-ville en autobus/bus/car	
6	If we take public transport	Si on prend/nous prenons les transports en commun Use of 'le transport public'	Use of 'utiliser'
7	we can	on peut/nous pouvons/on pourra/nous pourrons	
8	reduce pollution.	réduire la pollution.	
9	At Christmas I received tickets	A Noël j'ai reçu des billets	Wrong tense Use of 'tickets'
10	for a tennis match	pour un match de tennis	
11	that I will see in June.	que je verrai/vais voir en/au mois de juin. Use of regarder	Wrong tense June (English)
12	Next year	L'année prochaine	
13	I would like to work in a sports shop.	je voudrais/j'aimerais travailler dans un magasin de sports/sportif.	

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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1
0	0