AQA Qualifications

GCSE
FRENCH

Unit 2 Reading Higher 46552H
Mark scheme

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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.

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Higher Tier

READING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.

   (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.

   (b) Where a candidate has given alternatives or additional information in an answer, the following criteria should be applied:
   - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept**;
   - if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.

   (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.

   (d) Where a question has more than one **section**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.

   (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.

2. ...../..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.

3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.

4. Accept
   - T/F/?
   - 4/X/?
   - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and 4 are both used by the candidate).

5. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.

6. No mark scheme can cover all possible answers. When in doubt:
   - look for the key idea, where this is appropriate.
   - **NFP** = no further penalty **t.c.** = tout court

7. Where a candidate has crossed out an answer and what was underneath remains legible then it should be assessed. Where part of an answer is crossed out then only what remains should be considered.

8. Where a candidate spells the answer in such a way that it is a word in the target language, no credit can be awarded.

9. If a candidate offers two different responses in English or in the target language eg dog (cat) or dog (chat) where the answer is dog, no credit can be awarded.

Q	Key idea	Accept	Mark	Reject/Notes
1 (a)	G		1	

Q	Key idea	Accept	Mark	Reject/Notes
1 (b)	M		1	

Q	Key idea	Accept	Mark	Reject/Notes
1 (c)	B		1	

Q	Key idea	Accept	Mark	Reject/Notes
1 (d)	M		1	

Q	Key idea	Accept	Mark	Reject/Notes
1 (e)	G		1	

Q	Key idea	Accept	Mark	Reject/Notes
2 (a)	B		1	

Q	Key idea	Accept	Mark	Reject/Notes
2 (b)	A		1	

Q	Key idea	Accept	Mark	Reject/Notes
2 (c)	C		1	

Q	Key idea	Accept	Mark	Reject/Notes
2 (d)	C		1	

Q	Key idea	Accept	Mark	Reject/Notes
2 (e)	B		1	

Q	Key idea	Accept	Mark	Reject/Notes
3 (a)	A		1	

Q	Key idea	Accept	Mark	Reject/Notes

3 (b)	D		1	

Q	Key idea	Accept	Mark	Reject/Notes
3 (c)	C		1	

Q	Key idea	Accept	Mark	Reject/Notes
3 (d)	E		1	

Q	Key idea	Accept	Mark	Reject/Notes
4 (a)	A		1	

Q	Key idea	Accept	Mark	Reject/Notes
4 (b)	K		1	

Q	Key idea	Accept	Mark	Reject/Notes
4 (c)	A		1	

Q	Key idea	Accept	Mark	Reject/Notes
4 (d)	T		1	

Q	Key idea	Accept	Mark	Reject/Notes
4 (e)	K		1	

Q	Key idea	Accept	Mark	Reject/Notes
4 (f)	T		1	

Q	Key idea	Accept	Mark	Reject/Notes
5 (a)	D		1	

Q	Key idea	Accept	Mark	Reject/Notes
5 (b)	C		1	

Q	Key idea	Accept	Mark	Reject/Notes
5 (c)	F		1	

Q	Key idea	Accept	Mark	Reject/Notes
5 (d)	G		1	

Q	Key idea	Accept	Mark	Reject/Notes
6 (a)	D		1	

Q	Key idea	Accept	Mark	Reject/Notes
6 (b)	G		1	

Q	Key idea	Accept	Mark	Reject/Notes
6 (c)	A		1	

Q	Key idea	Accept	Mark	Reject/Notes
6 (d)	E		1	

Q	Key idea	Accept	Mark	Reject/Notes
7 (a)	He announced/advertised his party on the internet/hadn't realised that anyone could see his announcement on the internet	He posted an invitation on his (personal) page/he invited people online He put it on the internet	1	Must refer to internet/web/online/social media eg Facebook His parents were away/he was home alone **t.c.** He didn't make the page personal on the internet (no mention of invitation) He invited <u>everyone</u> on his social network page

Q	Key idea	Accept	Mark	Reject/Notes
7 (b)	(His mother's) lipstick had been used to draw/write on (all) the wall(s)		1	Wrong or no implement eg pens/make-up/blusher Wrong or no place eg mirrors/everywhere

Q	Key idea	Accept	Mark	Reject/Notes
7 (c)	They told him they were disturbing the neighbours They cleared the house of (unwanted) guests/stopped the party/sent everyone home They made him phone his parents **Any 2 from 3**	They said the neighbours had complained They gave everyone/them 5 minutes to leave They told the people who were invited to leave	2	They gave him 5 minutes to make everyone leave Wrong time eg 6/10/15 minutes **They** called his parents They told him to tell his parents what had happened (could be when they came home)

Q	Key idea	Accept	Mark	Reject/Notes
7 (d)	**He thought** he/his father might/would/was going to have a heart attack/cardiac arrest		1	Wrong tense eg he thought he was having/had had a heart attack He has a heart condition

Q	Key idea	Accept	Mark	Reject/Notes
7 (e)	They allowed/trusted him to have a party (in their absence) They helped him to clear up They allowed their silence to be punishment enough/they didn't make a fuss/overreact/they haven't spoken about it since (because he has learned his lesson) His mother stuck up for him/told his father it wasn't Mathieu's fault **Any 2 from 4**	They cleaned the house together/they all cleaned the house They didn't punish/shout at him/tell him off	2	He has learned his lesson Reject 'They didn't get angry' (father might have been) Reject 'His mother/they told him/Mathieu it wasn't his fault' They didn't blame him (father might have done) They forgave him

Q	Key idea	Accept	Mark	Reject/Notes
8 (a)	D		1	

Q	Key idea	Accept	Mark	Reject/Notes
8 (b)	A		1	

Q	Key idea	Accept	Mark	Reject/Notes
8 (c)	E		1	

Q	Key idea	Accept	Mark	Reject/Notes
8 (d)	C		1	

Q	Key idea	Accept	Mark	Reject/Notes
9 (a)	**Speed** of spreading news	Information and pictures/images are (almost) immediate Reporters give information immediately/quickly You can find out what is happening (anywhere in the world) quickly	3	Reject references to wrong media Reject wrong place eg in your country in **ocr**
	Better understanding (of events) because of discussions/debates			Reject watching debates and understanding them
	Watching TV/the news at a certain time fits into people's routine	You know that at 7 o'clock every day the news will be on (TV) (every day implies routine)		Reject wrong time (if given) eg 9 o'clock Reject 'It fits into people's routines' (too vague) Reference to journey invalidates **ocr**

Q	Key idea	Accept	Mark	Reject/Notes
9 (b)	No/less boring repetition Coverage of events without political bias You can see events which **governments** would like not to be seen/no govt censorship You can watch things as often as you like You can see funny/ uncensored things you can't see on television **Any 3 from 5**	There are images which aren't presented from a politician's angle/view Unaffected by government influence Allow direct refs to text, eg criminal acts committed by govt against people and govt not allowing pictures of protests.	3	Reject references to wrong media Reject 'It's not boring' Reject 'images don't always have a political point of view' (by implication they sometimes do) Reject any refs to whenever/wherever Reject any clear reference to commercial films rather than an incident being spontaneously recorded.