



**General Certificate of Secondary Education
June 2011**

French

46552H

(Specification 4650)

Unit 2: Reading (Higher)

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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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/?
 - ✓/X/?

- a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ 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.

Higher Tier

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

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

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

Q	Key Idea	Accept	Mark	Reject/Notes
1(d)	B		1	

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

Q	Key Idea	Accept	Mark	Reject/Notes
2(b)	C		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(c)	No smoking in the building No smoking inside the building	No smoking inside these premises No smoking in this area No smoking in here No smoking around the building	1	No smoking (on its own) Do not award the mark if the wrong place is mentioned, eg castle, town No smoking beyond this point No smoking here

Q	Key Idea	Accept	Mark	Reject/Notes
2(d)	2 hours	8 –10 (o'clock) 8.00-10.00	1	Any other times 8pm-10pm 2 (without ref to hours)

Q	Key Idea	Accept	Mark	Reject/Notes
2(e)	They don't provide / no longer provide (plastic) bags	We don't have/give out (plastic) bags Bring your own bags, we don't have any	1	Any reference to charging for bags We don't use (plastic) bags Any reference to sacks/sacs

Q	Key Idea	Accept	Mark	Reject/Notes
3(a)	P		1	

Q	Key Idea	Accept	Mark	Reject/Notes
3(b)	P/N		1	

Q	Key Idea	Accept	Mark	Reject/Notes
3(c)	N		1	

Q	Key Idea	Accept	Mark	Reject/Notes
3(d)	N		1	

Q	Key Idea	Accept	Mark	Reject/Notes
4(a)	P		1	

Q	Key Idea	Accept	Mark	Reject/Notes
4(b)	Z		1	

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

Q	Key Idea	Accept	Mark	Reject/Notes
4(d)	Z		1	

Q	Key Idea	Accept	Mark	Reject/Notes
4(e)	A		1	

Q	Key Idea	Accept	Mark	Reject/Notes
5(a)	T	√	1	

Q	Key Idea	Accept	Mark	Reject/Notes
5(b)	?		1	

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

Q	Key Idea	Accept	Mark	Reject/Notes
5(d)	F		1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(a)	L		1	

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

Q	Key Idea	Accept	Mark	Reject/Notes
6(c)	P		1	

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

Q	Key Idea	Accept	Mark	Reject/Notes
6(e)	P		1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(f)	L		1	

Q	Key Idea	Accept	Mark	Reject/Notes
7(a)	He is not very clever/ gifted (at school subjects)	<p>He's not suited to/cut out for/good at/ is struggling with studying</p> <p>He finds studying difficult/he finds the work/subjects hard/difficult/he's bad at studying/he's not as clever as others</p>	1	<p>Life is difficult/he finds it/school difficult</p> <p>Lack of interest/effort/enjoyment</p>

Q	Key Idea	Accept	Mark	Reject/Notes
7(b)	He doesn't share interests/hobbies/he isn't interested/little interest in sport/(pop) music He isn't a typical teenager He prefers being alone	They/other people don't like the same things	1	He likes reading/walking t.c. He doesn't go to clubs/do activities in groups

Q	Key Idea	Accept	Mark	Reject/Notes
7(c)	They are both successful in their careers/have got good jobs They expect/want him to be as successful as them/achieve like them	He needs to get a good job	1	His Dad is a businessman and his Mum is a vet t.c. They want him to be a ... (any profession) Ignore extraneous detail which doesn't negate, eg they want him to get a good job such as a lawyer

Q	Key Idea	Accept	Mark	Reject/Notes
7(d)	Failing/not doing well in his exams Not finding a job 1 from 2	(Getting) bad results	1	Exams t.c. Not doing well/failing t.c. Not getting a good job Ignore extraneous detail which doesn't negate, eg not passing his exams and letting them down

Q	Key Idea	Accept	Mark	Reject/Notes
7(e)	<p>Try harder/make more effort to make (new) friends</p> <p>Try joining a (youth) club where group activities are offered (both elements needed)</p> <p>Discuss his problem/stress/worries/how he feels with his parents</p> <p>Any 2 from 3</p>	<p>Start (going to) a club with group activities</p> <p>Ask his parents for help/ encouragement</p> <p>Get your parents to encourage you (implies discussion)</p>	2	<p>Must have idea of increased effort, however reject 'put in more effort with his friends'</p> <p>Join a group where activities are offered (no concept of shared activities)</p> <p>Try joining a (youth) club t.c</p>

Q	Key Idea	Accept	Mark	Reject/Notes
8(a)	H		1	

Q	Key Idea	Accept	Mark	Reject/Notes
8(b)	D		1	

Q	Key Idea	Accept	Mark	Reject/Notes
8(c)	C		1	

Q	Key Idea	Accept	Mark	Reject/Notes
8(d)	B		1	

Q	Key Idea	Accept	Mark	Reject/Notes
8(e)	E		1	

Q	Key Idea	Accept	Mark	Reject/Notes
9(a)	To compare life/living conditions in Paris/where he lives and Africa	Comparing lifestyles (in Africa) to his/theirs	1	To compare life/lifestyles t.c. Ref to France rather than Paris To see how they live t.c. Reject ref to French colonies unless correctly related to Parisian immigrants

Q	Key Idea	Accept	Mark	Reject/Notes
9(b)	<p>Their sense of determination</p> <p>Their hope for a better life/ their optimism/they were positive</p> <p>Their dignity/pride</p> <p>Any 2 from 3</p>	<p>Proud of who they are</p>	<p>2</p>	<p>They were determined Hussain had a good place to stay (extraneous material negates)</p> <p>Happy with/don't complain about their life/get on with things/it</p> <p>NB: use of 'impressed' in question requires positive qualities, so answers from 9(c) not accepted here.</p>

Q	Key Idea	Accept	Mark	Reject/Notes
9(c)	<p>They were refugees from a (civil) war</p> <p>They were homeless</p> <p>They had no jobs</p> <p>They had no resources</p> <p>Any 2 from 4</p> <p>-----</p> <p>NB: The following answers may be credited for 9(c) if not already used in 9(b)</p> <p>Their sense of determination</p> <p>Their hope for a better life/ their optimism/they were positive</p> <p>Their dignity/pride</p>	<p>-----</p> <p>Proud of who they are</p>	2	<p>There was a (civil) war t.c.</p> <p>Use of moderators, eg few homes, not enough jobs, little/hardly any resources</p> <p>-----</p> <p>They were determined Hussain had a good place to stay (extraneous material negates)</p> <p>Happy with/don't complain about their life/get on with things/it</p>

Q	Key Idea	Accept	Mark	Reject/Notes
9(d)	<p>The attitude of the (African) people contrasted positively/well with that of (some) young people in (the suburbs of) Paris</p> <p>They are more positive than Parisian young people/youths</p> <p>Some Parisian young people/youths have a worse attitude/are more negative</p>	<p>Accept ref to suburbs/council blocks/estate without ref to Paris</p>	1	<p>Contrast between positive and negative attitude must be stated or implicit, eg reject ‘... attitudes were different’ t.c.</p> <p>Their attitude is opposite to that of young Parisians</p>

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

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