



**General Certificate of Secondary Education
June 2013**

French

46552H

(Specification 4655)

FR2HS

Unit 2: Reading (Higher)

Final

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 students' 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 students' 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 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/?
 - ✓/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) | Mum forgot to (didn't) wake her up/she didn't get woken up | No-one woke her up | 1 | <p>Reject use of <i>Maman</i></p> <p>Reject she didn't wake up in time</p> <p>Reject Mum woke her up late/not early enough</p> <p>Reject wrong specified person, eg grandmother/family</p> <p>Reject wrong tense, eg her mum forgets to wake her up</p> |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|--|--|------|--|
| 1(b) | She'd put a lot of work/effort into it/tried hard/spent hours/a long time doing it/on it (at home) | <p>A lot of effort put into it</p> <p>She took time on it</p> <p>She worked <u>all</u> night on it</p> | 1 | <p>Ignore extraneous material which does not negate</p> <p>Reject 'a lot of effort' to</p> <p>Reject specific number of hours</p> <p>Reject wrong tense, eg she studies for hours</p> <p>Reject she worked <u>at</u> night on it</p> |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|--|------|--------------|
| 1(c) | She finds it/languages (very) difficult/it's hard/she doesn't understand it | Difficult/hard tc Allow modifiers, eg too, quite | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|--|--|------|--|
| 1(d) | (To be good enough/make enough progress) to take part in/ <u>the end of term/year</u> show/spectacle/concert/performance | Talent show/ production/ play/ assembly/ spectacular/ event/ (She is going) to perform at the end of year | 1 | Reject to make progress tc Reject she wants to participate at the end of the year (too vague) Reject wrong tense Reject competition if no ref to music |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|--|--|------|--|
| 1(e) | She can't (continue to) practise/play guitar (tonight/this evening/after school) | She has no time to play guitar/music She wants to practise guitar | 1 | Reject she can't practise guitar in the evenings/on/of an evening (too general) Reject she can't spend much time playing the guitar (implies she spends some time) NB Answers need reference to guitar/music |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 2(a) | F | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 2(b) | I | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 2(c) | D | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 2(d) | B | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|---|----------|--------|------|--------------|
| 3 | C E F | | 3 | Any order |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(a) | F | X | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(b) | T | ✓ | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(c) | ? | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(d) | F | X | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(e) | T | ✓ | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 4(f) | ? | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|---|------|---|
| 5(a) | Advantage (Some) drivers/people/ customers/ give him money/ tips/ gets tips/ extra money | Tips tc | 1 | Reject (he gets) money Reject use of 'they' (vague) Reject he helps drivers |
| | Disadvantage When the weather's bad | Specific weather which is bad, eg cold, wet rain, snow Works in all weathers | 1 | Reject 'weather' tc Reject he doesn't like the weather Reject references to weather which is not necessarily bad eg dull, cloudy, windy, foggy |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|--|--|------|--|
| 5(b) | Advantage (Getting) experience (for future job) | Hopes to do it in the future/helps her future (good/useful/enjoys) work experience/experience of work | 1 | Reject experienced Reject it's her work experience (= placement) |
| | Disadvantage Rude/impolite <u>customers/clients</u> | | 1 | Reject customers not nice/pleasant (too vague) Reject people/they, eg they are rude (too vague) Reject angry/difficult customers |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|--------------------|------|---|
| 5(c) | Advantage It's varied/lots of things to do/not boring | | 1 | Reject ref to choice(s) unless qualified, eg not boring as there are choices of what to do Reject not boring and wrong reason eg because she likes all the different people Reject it's different |
| | Disadvantage Not well paid | The pay is too low | 1 | Bad pay + boring = 1 (doesn't negate) |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 6(a) | M | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 6(b) | S | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 6(c) | R | | 1 | |

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

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 6(e) | S | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 6(f) | S | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 6(g) | M | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|---|----------|--------|------|--------------|
| 7 | B E G H | | 4 | Any order |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|----------|--------|------|--------------|
| 8(a) | C | | 1 | |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|--|------|---|
| 8(b) | <p>They/the shops don't change their opening times/keep the same opening hours</p> <p>(There's) no need to go outside</p> <p>Direct access to shops from the metro/ underground/ tube/ subway</p> <p>(Any 2 from 3)</p> | <p>Buildings/places instead of shops</p> <p>There is a metro station in the shopping centre/ the metro takes you into the shops</p> <p>You can (still) use the tube to get to the shops</p> <p>Most places are attached to a metro station</p> | 2 | <p>Reject most/many shops keep the same opening hours</p> <p>Reject shops open early/stay open late</p> <p>Reject use of train or other transport</p> |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|--|------|---|
| 9(a) | (To enable people/you) to see protected/endangered animals/species To protect endangered animals/species (Any 1 from 2) | Prevent/stop animal extinction/give animals a better chance to survive | 1 | Reject reference to specific animals unless given as an example in otherwise correct answer Reject 'to protect animals' tc |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|---|------|--|
| 9(b) | <u>Animals</u> are struggling to find food/the food they need | (Lots of) animals are hungry/find it hard to eat Accept species instead of animals | 1 | Reject 'there's a problem' tc Reject there is little food tc Reject reference to specific animals unless given as an example in otherwise correct answer |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|--|--------|------|--|
| 9(c) | <p>Parts of animals are being used for food/cooking/medicine</p> <p>Rare/endangered/protected animals are being used for food/cooking/medicine</p> <p>Any 1 of 2</p> | | 1 | <p>Reject 'the impact of man's actions'</p> <p>Reject food and/or medicine tc</p> <p>Reject ref to animals unless qualified by rare or parts</p> <p>Reject any references to animal testing</p> |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|---|--|------|---|
| 9(d) | <p>(It's the) only way to do it/not allowed without a guide</p> <p>he knows where they are/how to find them</p> <p>The guide knows how to approach them</p> <p>Any 1 of 3</p> | <p>You can't find/approach them on your own</p> <p>So you can find/approach them</p> | 1 | <p>Reject references to gorillas being dangerous</p> <p>Reject difficult/hard to find</p> <p>NB accept inclusion of extraneous material which does not negate, eg you need a guide to find them because they don't like being approached= 1</p> |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|--|--------|------|--------------------------------|
| 9(e) | They're not as well protected as elephants/they're still being/continue to be hunted | | 1 | Reject 'they're not protected' |

| Q | Key Idea | Accept | Mark | Reject/Notes |
|------|--|--|------|---|
| 9(f) | Animals will disappear/ only men and insects will remain Mankind will/could/might be in danger of extinction/threatened because of the diseases borne by insects | Insects will pose a threat/problem / be a nuisance to the health of humans | 2 | Reject insects carry diseases Reject insects will be a danger/threat to humans (without ref to diseases) |

Converting Marks into UMS marks

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

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