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GCSE

**French**

Unit 2 Reading Foundation  
Mark scheme

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4655  
June 2015

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Version 1: Final 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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Foundation 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.

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

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

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

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

Q	Key idea	Accept	Mark	Reject/Notes
2 (a)	38		1	

Q	Key idea	Accept	Mark	Reject/Notes
2 (b)	14		1	

Q	Key idea	Accept	Mark	Reject/Notes
2 (c)	54		1	

Q	Key idea	Accept	Mark	Reject/Notes
2 (d)	Eat / eating <b>less / fewer</b> sweets / candies	Cutting down on sweets	1	<p>Reject:</p> <p>(less / fewer) sweets to (vague – could be <b>buying</b> sweets)</p> <p>Not eating sweets</p> <p>Only eating some / not many sweets</p> <p>Ref to bonbons</p> <p>Note:</p> <p>If two answers are given award the mark if there is no contradiction in the second element</p>

Q	Key idea	Accept	Mark	Reject/Notes
2 (e)	Eat / eating <b>more</b> vegetables / greens	Eat more fruit and vegetables (mention of fruit does not negate)	1	<p>Reject:</p> <p>Vegetables to</p> <p>Eat a lot of vegetables (no increase conveyed)</p> <p>Mention of any other unhealthy food + vegetables</p> <p>Eat more broccoli (or other specific vegetable)</p>

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<b>Q</b>	<b>Key idea</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
3 (a)	B		1	

<b>Q</b>	<b>Key idea</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
3 (b)	E		1	

<b>Q</b>	<b>Key idea</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
3 (c)	F		1	

Q	Key idea	Accept	Mark	Reject/Notes
4 (a)	motorway	car	1	Reject: Any other vehicle Road <b>tc</b> Autoroute

Q	Key idea	Accept	Mark	Reject/Notes
4 (b)	Bus	Coach	1	Reject: Car / any other vehicle

Q	Key idea	Accept	Mark	Reject/Notes
4 (c)	Town hall	City hall	1	Reject: Ref to hotel

Q	Key idea	Accept	Mark	Reject/Notes
4 (d)	Food / eating / dishes / meals	Cuisine / restaurants / gastronomy / bistrot / café / eaterie Sample food(s) Lyon food / dishes etc Eating at airport	1	Reject: Ref to pub / bar / brasserie Ref to specific food item Food festival Sample tasting Any qualifier other than Lyon / French Preparing / prepared food Note: Accept any recognisable spelling of restaurant Accept addition of 'simple' and / or 'delicious'



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

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

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

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

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

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

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

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

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

Q	Key idea	Accept	Mark	Reject/Notes
7 (a)	<b>Positive:</b> likes being frightened  <b>Negative:</b> always the same thing / plot / story	Scary / frightening It makes you scared / fun to be scared / likes the scary part	1	Reject: Stupid <b>tc</b> likes the thrill / shock
		It's predictable / they're all similar	1	Reject: Ref to choice ( <i>chose</i> )

Q	Key idea	Accept	Mark	Reject/Notes
7 (b)	<b>Positive:</b> happy / good / nice end(ings)  <b>Negative:</b> unrealistic / not real	The ending is uplifting It all turns out right / well / perfect	1	Reject: (I like it when) everyone is happy (no ref to ending)
		nothing like / not true to real life	1	Reject: Not true <b>tc</b> Note: Ignore ref to incorrect person

Q	Key idea	Accept	Mark	Reject/Notes
7 (c)	<b>Positive:</b> helps to / gives a chance to learn / understand a (new / different) language  <b>Negative:</b> no(t enough) time to read subtitles / translations / captions	Helps to learn / understand English Helps to develop language skills A way of learning a new language	1	Reject: Learn a new language <b>tc</b>
		difficult to read / follow subtitles spend time reading subtitles	1	Reject: (Having to read) subtitles Note: must refer to subtitles subtitles <b>tc</b>

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

<b>Q</b>	<b>Key idea</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
8 (b)	F		1	

<b>Q</b>	<b>Key idea</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
8 (c)	D		1	

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

**Total 35 marks**