

New
Specification



**General Certificate of Secondary Education
2018**

French

**Unit 3: Reading
Higher Tier**

[GFC32]

FRIDAY 18 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCSE French**.

Candidates must:

- AO1** understand and respond to different types of spoken language;
- AO2** communicate and interact effectively in speech;
- AO3** understand and respond to different types of written language; and
- AO4** communicate in writing.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- ***Threshold performance:*** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- ***Intermediate performance:*** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- ***High performance:*** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

**AVAILABLE
MARKS**

2

- 2

- 4

- 4

- 4

- 11663.01 F

6 (a) youth camps/in the suburbs	[1]	AVAILABLE MARKS
(b) Any three from: - entertain 5–10-year-olds (accept activities) teach basic cooking to 13–16-year-olds coordinate board games competitions (accept: organise board game) - submit a written summary of experience	[3]	
(c) Any two from: - work in a team learn how to motivate others reduce stress - improve general skills - access professional life	[2]	6
7 (a) The new/art teacher/is quite young	[3]	
(b) He gets on well/with the pupils	[2]	
(c) Every day/he is in a good mood not good humour	[2]	
(d) His lessons/are/really interesting credit truly not very	[3]	10
8 (a) Léonie	[1]	
(b) Pascal	[1]	
(c) Anthony	[1]	
(d) Nina	[1]	4
Section A		36

Section B

Questions and answers in French.

			AVAILABLE MARKS
9	(a) A	[1]	4
	(b) B	[1]	
	(c) C	[1]	
	(d) B	[1]	
10	(a) excitée	[1]	6
	(b) rapport	[1]	
	(c) décoré	[1]	
	(d) sort	[1]	
	(e) santé	[1]	
	(f) avant	[1]	
11	(a) 700,000,000	[1]	6
	(b) l'attraction des jeux d'action violente	[1]	
	(c) Any two from:		
	• sur le sofa		
	• au lit		
	• à l'arrêt de bus		
	• sur le quai d'une gare		
	• dans une salle d'attente	[2]	
	(d) Turquie	[1]	
	(e) 50% (credit la moitié)	[1]	

12 (a) 1993	[1]	AVAILABLE MARKS
(b) dans la (nouvelle) salle de réunion nouvelle not necessary, needs salle and réunion	[1]	
(c) Any two from: • informations pratiques • dernières activités • résultats des matchs	[2]	
(d) s'initier au jeu	[1]	
(e) promouvoir le jeu	[1]	
(f) aider les élèves/à développer leurs compétences Key elements: helping students/to improve skills	[2]	
Section B		24
Total Reading		60