

INTERNATIONAL GCSE

FRENCH

9265/R

Paper 3 Reading

Mark scheme

Specimen

Version: 1.0 Final

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 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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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. 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. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required 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 student 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/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 (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.

2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.

6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'V' for Vrai in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

- A. Incorrect personal pronouns – accept (unless this causes ambiguity)
- B. Incorrect possessive adjectives – accept (unless this causes ambiguity)
- C. Wrong gender – accept (unless this causes ambiguity)
- D. Infinitive – will normally communicate without ambiguity, so should be accepted
- E. Wrong tense – accept as long as student comprehension is not in question
- F. Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

tc = *tout court* ie with no addition or qualification

Question	Accept	Mark
01.1	D (Joker – Un quiz pour toute la famille. On gagne jusqu'à € 50 000.)	1

Question	Accept	Mark
01.2	A (Stade 2 – L'équipe de France joue contre l'Espagne dans un match amical.)	1

Question	Accept	Mark
01.3	C (On n'est pas couché – Dans une interview, l'acteur Daniel Auteuil parle de son nouveau film.)	1

Question	Key idea	Accept	Reject	Mark
02.1	meat		specific type of meat eg beef	1

Question	Key idea	Accept	Reject	Mark
02.2	plane	flying		1

Question	Key idea	Accept	Reject	Mark
02.3	public transport	bus etc	transport tc	1

Question	Key idea	Accept	Reject	Mark
02.4	sun cream	sun screen		1

Question	Accept in this order only	Mark
03.1	A	1
	F	1

Question	Accept in this order only	Mark
03.2	E	1
	C	1

Question	Accept	Mark
04.1	P (positive)	1

Question	Accept	Mark
04.2	N (negative)	1

Question	Accept	Mark
04.3	P+N, P/N, PN (positive and negative)	1

Question	Accept	Mark
04.4	P (positive)	1

Question	Key idea	Accept	Reject	Mark
05.1	<u>Listen to</u> musicians	watch horses run	Musicians tc	1
	<u>watch/see</u> <u>horse</u> races		take part in race/see horses watch horse-riding/ horse-riding tc	1

Question	Key idea	Accept	Reject	Mark
05.2	(because of) the war	there's a war on/fighting/conflict/ Civil war	violence in the North/revolution	1
	cost of accommodation increases	hotels are more expensive		1

Question	Accept	Mark
06.1	D (La Fête de la Jeunesse et de la Famille est aujourd'hui donnée en l'honneur des défavorisés et des personnes en besoin qui reçoivent de nombreux cadeaux, offerts par des gens plus aisés.)	1

Question	Accept	Mark
06.2	E (Tabaski est une fête musulmane importante. Les festivités peuvent durer plusieurs jours. Remarquez les magnifiques vêtements neufs que portent les personnes croyantes ces jours-là.)	1

Question	Accept	Mark
06.3	A (On vient de lancer ce festival qui accueillera la plus grande exposition d'art du Mali. On veut promouvoir le travail des jeunes artistes auprès des collectionneurs, des critiques et du grand public.)	1

Question	Key idea	Accept	Reject	Mark
07.1	having to make (many/several) decisions	helps decision-making taking decisions	make better/big decisions practising decisions taking in decisions	1

Question	Key idea	Accept	Reject	Mark
07.2	remembering movements (=1) repeating the exercises (=1) (1 from 2)	repetition helps the memory you have to remember lots of movements/regular practice helps you memorise (movements/ routines/ steps/ moves) it's repetitive		1

Question	Key idea	Accept	Reject	Mark
07.3	they exercise <u>on one leg</u>	they do a lot on one leg	they do everything on one leg	1

Question	Key idea	Accept	Reject	Mark
07.4	avoid <u>too much</u> salt (=1)	don't eat too much salt don't eat a lot of salt	don't eat salt tc avoid salt tc	1

Question	Accept	Mark
08.1	P	1

Question	Accept	Mark
08.2	N	1

Question	Accept	Mark
08.3	N	1

Question	Key idea	Accept	Reject	Mark
09.1 09.2 In any order	Advantages she didn't have to travel	she lived two hours away <u>from</u> <u>school</u> / she now lives close(r) to school		2
	she could do the subject she wanted	she had more choice of subjects/ options/ studies she wanted to do (plastic) arts / (fine) art answers in present tense	subjects other than art-related	

Question	Key idea	Accept	Reject	Mark
09.3 09.4 In any order	Disadvantages the rooms were not individual/ private/ single	she had to share a room/lack of privacy		2
	she didn't know anyone else	frightened of living with people she didn't know / strangers accept past/present tenses	living with people she didn't get on with didn't know a lot about her room-mate(s)	

Question	Accept	Mark
10	A B F (in any order) A (Les réseaux aident les associations caritatives) B (C'est un remède contre la solitude) F (On peut trouver un nouveau/une nouvelle partenaire)	3

Question	Accept	Mark
11	B C E (in any order) B (Il y a le risque de fraude) C (Il y a des fausses nouvelles) E (Les réseaux risquent d'être mauvais pour la santé)	3

Question	Accept	Mark
12	A F E C (in this order)	4

Question	Accept	Mark
13.1	B	1
13.2	C	1
13.3	A	1
13.4	B	1

Question	Key idea	Accept in this order only	Reject	Mark
14.1	(les) bouteilles en verre	verre	bouteilles tc	1
	(les) stylos			1

Question	Key idea	Accept in this order only	Reject	Mark
14.2	ne boira plus de café	ne prendra/boira pas de café	café tc	1
	donner ses (vieux) vêtements (à ses copines)	recycler ses vêtements	vêtements tc	1

Question	Key ideas	Accept	Reject	Mark
15	J'ai une sœur	I have a sister/ one sister	Wrong sibling	1
	qui m'énervé.	who/ that annoys me/gets on my nerves.	who is very nervous which instead of who who is annoying to	1
	Elle adore écouter de la musique.	She loves listening/to listen to music. likes ... a lot	Listening to the music likes listening to music	1
	Vendredi, elle est allée à un concert.	(On) (Last) Friday, she went to a concert.	wrong tense the concert	1
	Mon professeur d'anglais	My English teacher/my teacher of English	wrong subject professor	1
	est très amusant.	is very funny/amusing/a laugh/fun.	Reject qualifiers eg very/quite	1
	mais je m'ennuie beaucoup au lycée.	but I get very bored/I'm bored a lot at school/sixth form college/with school.		1
	et j'ai dit à ma mère et mon père	and I told/said to my mother(mum) and father(dad)	singular	1
	que je voulais abandonner mes études.	that I wanted to give up my studies/leave school	wrong tense	1
	J'ai une sœur	I have a sister/ one sister	Wrong sibling	1