

INTERNATIONAL GCSE FRENCH

9265/R

Paper 3 Reading

Mark scheme

Additional 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 1.1 and 1.2)**, 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 1.2 might be given as part of the answer to section 1.1. In such cases, credit should be given for having answered section 1.2, 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	C (Pilot)	1

Question	Accept	Mark
01.2	A (Chef)	1

Question	Accept	Mark
01.3	D (Secretary)	1

Question	Key idea	Accept	Reject	Mark
02.1	a library	bookcase	bookshop	1

Question	Key idea	Accept	Reject	Mark
02.2	the sea/seaside	coast/beach		1

Question	Key idea	Accept	Reject	Mark
02.3	(beautiful) view			1

Question	Key idea	Accept	Reject	Mark
02.4	walking	going for a walk/walks/hiking/rambling /go for a stroll		1

Question	Key idea	Accept	Reject	Mark
03.1	Advantage: you <u>eat well</u> = 1	<u>good</u> food	it's good tc	2
	Disadvantage: too much noise = 1	(too) noisy/too loud	it's too much	

Question	Key idea	Accept	Reject	Mark
03.2	Advantage: good for progress = 1 progress tc	you can make (good) progress/you can get better		2
	Disadvantage: can't go out (during the week) = 1	stops you going out/affects social life/you can only go out at the weekend	you can't go out for a week you can't go out at the weekend	

Question	Accept	Mark
04.1	F (false)	1

Question	Accept	Mark
04.2	F (false)	1

Question	Accept	Mark
04.3	T (true)	1

Question	Accept	Mark
04.4	F (false)	1

Question	Key idea	Accept	Reject	Mark
05.1	<u>Any two of:</u> <u>improve</u> knowledge of history = 1 be in good company = 1 easy to get a (temporary) job = 1	know <u>more</u> about history tourists are in a good mood/ holiday-makers are good-humoured/in good humour languages mean you can get another job (easily)/a job out of season	history to learn/know about history must have reference to <u>mieux</u> a good company to work for/sense of humour (knowledge of) languages to in the tourist season	2

Question	Key idea	Accept	Reject	Mark
05.2	you have to work in summer/you have to be available through/all summer = 1 you can end up working seven days a week = 1	it's mainly summer work you have to work every day you have to work every day in summer = 2 marks	you have to be available (no summer mentioned)	2

Question	Accept	Mark
06.1	N	1

Question	Accept	Mark
06.2	P+N	1

Question	Accept	Mark
06.3	P	1

Question	Accept	Mark
07.1	B (Bella)	1

Question	Accept	Mark
07.2	A+B (Amir and Bella)	1

Question	Accept	Mark
07.3	A (Amir)	1

Question	Accept	Mark
07.4	A+B (Amir and Bella)	1

Question	Accept	Mark
08.1	Catherine (C)	1

Question	Accept	Mark
08.2	Bruno (B)	1

Question	Accept	Mark
08.3	Bruno (B)	1

Question	Accept	Mark
09.1	M (Mark)	1

Question	Accept	Mark
09.2	A+M (Alice & Mark)	1

Question	Accept	Mark
09.3	A (Alice)	1

Question	Accept	Mark
09.4	M (Mark)	1

Question	Accept	Mark
10	A C F (in any order)	3

Question	Accept	Mark
11	A C D (in any order) A (Le crime) C (L'emploi) D (L'environnement)	3

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

Question	Accept	Mark
13.1	A (Le dessin)	1

Question	Accept	Mark
13.2	B (L'espagnol)	1

Question	Accept	Mark
13.3	G (Le sport)	1

Question	Accept	Mark
13.4	C (L'histoire)	1

Question	Key idea	Accept	Reject	Mark
14.1	leurs détails (personnels) ne sont pas protégés	Lifting of paragraph 2	wrong copying eg ils sont anxieux tc Too much copying eg 1 st and 2 nd paragraphs Leurs détails personnels tc	1
	les profils d'utilisateurs (de Facebook)	les utilisateurs tc/l'identité des utilisateurs	les profils ont été (ouverts)	1

Question	Key idea	Accept	Reject	Mark
14.2	prendre des précautions	il faut prendre des précautions	abandonner les réseaux Too much copying eg il ne faut pas abandonner pas les réseaux etc	1
	deviendra (encore) pire	sera pire	ne s'est pas améliorée Anything that doesn't convey the future	1

Question	Key idea	Accept	Reject	Mark
15	Mon père aime la musique	My father/dad likes/loves music	my mother	1
	et il joue de la guitare.	and he plays (the) guitar.	Wrong tense	1
	Il va souvent en ville	He often goes (in)to town		1
	pour voir des musiciens.	(in order) to see (some) musicians.		1
	Samedi, il n'était pas content	(On) Saturday, he was not happy	wrong tense	1
	car j'ai participé à une manifestation contre la pollution.	since/as/because I took part/participated in a demonstration/march/protest against pollution.	wrong tense manifestation	1
	je fais de mon mieux	I do my best	wrong tense	1
	pour protéger la planète,	to protect the planet,		1
	ce qui est plus important que mes études.	which is more important than my studies/studying.		1