



**General Certificate of Secondary Education
June 2012**

French

46552H

(Specification 4655)

Unit 2: Reading (Higher)

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 candidates' 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 candidates' 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 candidates' 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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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)	C		1	

Q	Key Idea	Accept	Mark	Reject/Notes
1(b)	A		1	

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

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

Q	Key Idea	Accept	Mark	Reject/Notes
2(a)	N		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(b)	P/N		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(c)	N		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(d)	P/N		1	

Q	Key Idea	Accept	Mark	Reject/Notes
2(e)	P		1	

Q	Key Idea	Accept	Mark	Reject/Notes
3	B D F		3	Any order

Q	Key Idea	Accept	Mark	Reject/Notes
4(a)	Make travel/ journey/ trip less stressful/less boring (for children)		1	Must refer to travel/journey eg Keep children relaxed/Make the holiday less stressful = 0 Extra material which negates = 0 eg Stay with their children for the journey, to make it less stressful for them

Q	Key Idea	Accept	Mark	Reject/Notes
4(b)	(Little) toys OR idea of a holiday workbook/ holiday exercise book/ holiday notebook/ diary/record	Toys/games Toys and games	1	(Little) games tc (Exercise) books tc Holiday books/books about holidays/holiday reading books/school books for holidays/(holiday) activity books MP3 player

Q	Key Idea	Accept	Mark	Reject/Notes
4(c)	Use rest stops/service stations (Get) exercise Get fresh air (Any 1 from 3)	Stop tc (Stop and) have a break Stop and walk around	1	Move/walk around tc Keep moving (to get exercise)

Q	Key Idea	Accept	Mark	Reject/Notes
4(d)	<p>Read a comic/cartoon (book)/comic strip</p> <p>OR</p> <p>(Do) colouring (in)</p>	<p>Look at comic books/cartoon books</p> <p>Read(ing) comics etc and draw(ing)</p> <p>You get/they provide colouring books</p> <p>(Lots of) things to do</p>	1	<p>Read tc</p> <p>Books tc</p> <p>Cartoons tc</p> <p>Watch/look at cartoons</p> <p>Draw(ing)/art tc</p> <p>More things to do</p>

Q	Key Idea	Accept	Mark	Reject/Notes
4(e)	Waiting at the airport/ Waiting before travel/departure	Get to the airport early/a long time before departure	1	The time you need to get to the airport (ambiguous. Could be late at night)
	Weather delays	Specific weather delay eg fog	1	Delays tc Delays + wrong reason eg planes arrive late

Q	Key Idea	Accept	Mark	Reject/Notes
5(a)	C		1	

Q	Key Idea	Accept	Mark	Reject/Notes
5(b)	G		1	

Q	Key Idea	Accept	Mark	Reject/Notes
5(c)	D		1	

Q	Key Idea	Accept	Mark	Reject/Notes
5(d)	F		1	

Q	Key Idea	Accept	Mark	Reject/Notes
5(e)	E		1	

Q	Key Idea	Accept	Mark	Reject/Notes
5(f)	B		1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(a)	F	x	1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(b)	?		1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(c)	F	x	1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(d)	T	✓	1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(e)	?		1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(f)	T	✓	1	

Q	Key Idea	Accept	Mark	Reject/Notes
6(g)	F	x	1	

Q	Key Idea	Accept	Mark	Reject/Notes
7(a)	Her father has work/a (good) job	Her father earns enough for them to be able to eat = 2	1	Reference to specific job Well-paid job
	They have/she has enough (money) to eat/they can eat/have food (to eat)	They're not starving She isn't as poor as most people	1	Reject 'lots to eat/plenty to eat' as this doesn't convey <i>assez</i> They nearly always have food to eat

Q	Key Idea	Accept	Mark	Reject/Notes
7(b)	People/few make it/get (out) (by boat) to Spain/abroad/ another country	Few get out tc Flee the country	1	Rare to succeed tc Reference to unemployment 'Move to/travel to another country' – doesn't convey their plight

Q	Key Idea	Accept	Mark	Reject/Notes
7(c)	Provision by/help/money from (European) foreign aid agencies/ charities Help/aid from other countries	Foreign aid Help from European agencies/Europe	1	Help from agencies tc (no ref to foreign country) Help from charities tc (no ref to foreign country)

Q	Key Idea	Accept	Mark	Reject/Notes
7(d)	They could go and live in France OR Brother's (football) success/it could bring in more income/ provide a better life	Move to France	1	Go and see/visit family in France Go to France tc Use of English word 'occasion' Any ref to moving to other countries apart from France Reject any answer which implies that he is not already an international footballer

Q	Key Idea	Accept	Mark	Reject/Notes
7(e)	Because of the high level of unemployment	Lack of jobs/not many jobs/many people looking for jobs Rising unemployment 50% unemployment	1	There are <u>no</u> jobs/all the jobs are taken Unemployment tc

Q	Key Idea	Accept	Mark	Reject/Notes
8(a)	<p>Working on a ranch</p> <p>Organising rides/outings matched to customers' level of ability</p> <p>Ensuring their safety</p> <p>(Any 2 of 3)</p>	<p>Evaluating the customers'/learners'/visitors' level of competence</p> <p>Their safety and security</p> <p>Ensuring the area is safe</p>	2	<p>Reject any reference to 'walks'</p> <p>Reject 'security' without reference to 'safety' (ambiguous)</p>

Q	Key Idea	Accept	Mark	Reject/Notes
8(b)	<p>Doesn't like getting the horses ready/preparing them/grooming them</p> <p>Long periods with nothing to do</p>	<p>Preparing the horses tc</p> <p>No/few customers for long periods</p> <p>Ref to winter/out of season/low season</p>	<p>1</p> <p>1</p>	<p>Preparing the horses with wrong activity eg for competition</p> <p>She doesn't know how to prepare the horses</p> <p>Mucking out the horses</p> <p>She may not have a job to do tc</p> <p>She would have the risk of nothing to do (no time ref)</p> <p>Vague/incorrect time refs, eg in the following months</p>

Q	Key Idea	Accept	Mark	Reject/Notes
8(c)	<p>He learned a lot from his work experience</p> <p>He knows that customer satisfaction is the priority</p> <p>He has travelled a lot and gained (useful) knowledge/ experience</p> <p>(Any 2 from 3)</p>	<p>He can/could /thinks he could satisfy the customers (by giving them advice)</p>	2	<p>(Already) done work experience in travel agency.</p> <p>(He has) experience tc (no ref to either work or travel)</p> <p>He could give/gives the customers good advice tc (customers not necessarily satisfied)</p> <p>He satisfies the customers (not got job yet)</p>

Q	Key Idea	Accept	Mark	Reject/Notes
8(d)(i)	<p>People might not take holidays because of the cost</p> <p>(Travel) agencies might close down</p> <p>(Any 1 of 2)</p>	<p>People can't afford to take holidays</p> <p>Holidays are too expensive (impact on take-up implied)</p>	1	<p>Holidays are (more) expensive (no ref to impact on people)</p> <p>People won't want to go on holidays (no ref to cost)</p> <p>Travel agencies might close down so he wouldn't get a job = one mark in each box (credit answers which appear in (ii) here and vice versa)</p>

Q	Key Idea	Accept	Mark	Reject/Notes
8(d)(ii)	<p>(Travel) agencies might close down</p> <p>He might not be able to get a job</p> <p>(Any 1 of 2)</p>	<p>The agency risks closing and he will be fired = 1</p>	1	<p>Only credit 'travel agencies might close down' once in 8(d)</p> <p>He could lose his job tc (he hasn't got one yet)</p> <p>There aren't many jobs (too vague)</p> <p>(Credit answers which appear in (i) here and vice versa)</p>