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
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.
### Qu 01
**Accept**

A C E G J (in any order)

Mark: 5

### Qu 02.1
**Key idea**

having to make (many/several) decisions

**Accept**

helps decision-making

**Reject**

make better/big decisions

practising decisions
taking in decisions

Mark: 1

### Qu 02.2
**Key idea**

remembering movements (=1)

repeating the exercises (=1)

(1 from 2)

**Accept**

repetition helps the memory

you have to remember lots of movements/regular practice helps you memorise (movements/ routines/ steps/ moves)

it’s repetitive

**Reject**

make better/big decisions

practising decisions
taking in decisions

Mark: 1

### Qu 02.3
**Key idea**

they exercise on one leg

**Accept**

they do a lot on one leg

**Reject**

they do everything on one leg

Mark: 1

### Qu 02.4
**Key idea**

avoid tobacco (=1)

avoid too much salt (=1)

**Accept**

don’t smoke

don’t eat too much salt

don’t eat a lot of salt

**Reject**

don’t eat salt tc

avoid salt tc

Mark: 2
### MARK SCHEME – GCSE FRENCH – 8658/RH – JUNE 2018

<table>
<thead>
<tr>
<th>Qu</th>
<th>Key idea</th>
<th>Accept</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>03.1</td>
<td>clever selfish kind (any 2 from 3)</td>
<td>skilful/able/ intelligent self-centred/ egoistical/ egotistical / big ego (very/quite /sometimes) nice / caring</td>
<td>young reference to confident arrogant gentle</td>
<td>2</td>
</tr>
<tr>
<td>03.2</td>
<td>to marry off her daughter</td>
<td>to find her a husband/a man/ to get the Duke to marry Chiffon</td>
<td>anything implying mother’s getting married e.g. (for her) to get married tc</td>
<td>1</td>
</tr>
<tr>
<td>03.3</td>
<td>no sense of humour (=1) (too) old (=1)</td>
<td>humourless/not funny he was twice her age /so much older than her/ age difference</td>
<td>some sense of humour anything implying Chiffon is older than the Duke</td>
<td>2</td>
</tr>
<tr>
<td>03.4</td>
<td>loves photography (=1) gets on well with Chiffon (=1)</td>
<td>past or present tense answers she confides/ confided in him</td>
<td>Photographer good/nice with Chiffon always there for Chiffon is close to Chiffon</td>
<td>2</td>
</tr>
</tbody>
</table>
### MARK SCHEME – GCSE FRENCH – 8658/RH – JUNE 2018

<table>
<thead>
<tr>
<th>Qu</th>
<th>Accept</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>04.1</td>
<td>T/V</td>
<td>1</td>
</tr>
<tr>
<td>04.2</td>
<td>NM</td>
<td>1</td>
</tr>
<tr>
<td>04.3</td>
<td>F</td>
<td>1</td>
</tr>
<tr>
<td>04.4</td>
<td>T/V</td>
<td>1</td>
</tr>
<tr>
<td>04.5</td>
<td>F</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qu</th>
<th>Accept</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>C F G H (in any order)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qu</th>
<th>Key idea</th>
<th>Accept</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>06.1</td>
<td>are trying to sleep</td>
<td>are trying to/hoping to/ attempting to get to sleep/fall asleep are nodding off</td>
<td>are asleep</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qu</th>
<th>Key idea</th>
<th>Accept</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>06.2</td>
<td>people react</td>
<td>people avoid eye contact/look away/ ignore them/ don’t acknowledge them</td>
<td>look at phone tc walk by/walk past the way people treat them</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qu</th>
<th>Key idea</th>
<th>Accept</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>06.3</td>
<td>smile</td>
<td></td>
<td>make them smile</td>
<td>1</td>
</tr>
<tr>
<td>Qu</td>
<td>Key idea</td>
<td>Accept</td>
<td>Reject</td>
<td>Mark</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>--------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>9.1</td>
<td>moins de déchets</td>
<td>(on) produira moins de déchets</td>
<td>déchets tc copying of whole of bullet point</td>
<td>1</td>
</tr>
<tr>
<td>9.2</td>
<td>(on émettra) peu de gaz (à effet de serre)</td>
<td>(il y aura / il y a) peu de gaz (à effet de serre) moins de pollution / moins de gaz on réduit / réduira les émissions/ la pollution</td>
<td>gaz tc copying of whole of bullet point</td>
<td>1</td>
</tr>
</tbody>
</table>
### 9.3
- **Key idea**: (il faut) *plus d’essence* (pour les transporter)
- **Accept**: pour gaspiller moins d’essence/il faut les transporter
- **Reject**: copying of whole of bullet point
- **Mark**: 1

### 9.4
- **Key idea**: (on peut) *collecter l’eau de pluie* / *la pluie*
- **Accept**: collecte/collection/collectez/collecter l’eau de pluie / la pluie
- **Reject**: copying of whole of bullet point
- **Mark**: 1

### 10.1
- **Accept**: B
- **Mark**: 1

### 10.2
- **Accept**: C
- **Mark**: 1

### 10.3
- **Accept**: A
- **Mark**: 1

### 10.4
- **Accept**: B
- **Mark**: 1

### 10.5
- **Accept**: B
- **Mark**: 1

### 11.1
- **Accept**: Marie
- **Mark**: 1

### 11.2
- **Accept**: Anil
- **Mark**: 1

### 11.3
- **Accept**: Enzo
- **Mark**: 1

### 11.4
- **Accept**: Enzo
- **Mark**: 1
<table>
<thead>
<tr>
<th>11.5</th>
<th><strong>Marie</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Qu</td>
<td>Accept</td>
<td>Reject</td>
</tr>
</tbody>
</table>
| Le centre de la France est l'endroit idéal | The centre of France/Central France is the ideal place/location/spot | is ideal for most ideal place/best place area
Reject a(n) for the |
| pour passer vos vacances en famille. | to spend your family holiday(s)/holiday(s) with your family/as a family.
for you to spend a family holiday | for families to spend their holidays
to spend a family holiday |
| Vous y découvrirez | There you will discover (check position of there e.g. either in this box or the next) | wrong tense |
| de beaux villages qui se trouvent | beautiful villages which are found/ situated/that can be found/you can find/ which find themselves | the beautiful villages |
| au milieu de champs verts. | in the middle of green fields. | surrounded by / among |
| La région a toujours offert | The region/area (has) always offered/ has given/ gave | wrong tense |
| aux visiteurs un accueil chaleureux | visitors a warm welcome /a warm welcome to visitors | nice/lovely/hot |
| dont nos habitants sont fiers. | which our inhabitants/ residents are proud of/of which our inhabitants are proud. | habitants |
| Qui pourra résister à nos spécialités régionales ? | Who will be able to/ could resist our regional specialities? | wrong tense e.g. can local the regional specialities |

**Total marks = 60**