



GCSE FRENCH 8658/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2025

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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	A (Carnaval de Québec)	1

Question	Accept	Mark
01.2	A (Carnaval de Québec)	1

Question	Accept	Mark
01.3	A + B (Carnaval de Québec and the Carnaval de Guadeloupe)	1

Question	Accept	Mark
01.4	A + B (Carnaval de Québec and the Carnaval de Guadeloupe)	1

Question	Key idea	Accept	Reject	Mark
02.1	<u>Advantage</u> good for bringing up children	good for families/children	it's marvellous tc students pupils/school children/good for education	2
	<u>Disadvantage</u> (frequent) <u>aircraft</u> noise	<u>planes</u> (are frequent)	noisy tc	

Question	Key idea	Accept	Reject	Mark
02.2	<u>Advantage</u> (lovely) scenery/location	lake/mountains/geographical location	geography tc	2
	<u>Disadvantage</u> people arriving all the time	tourists/too many people/more and more people	too busy	

Question	Key idea	Accept	Reject	Mark
02.3	<u>Advantage</u> good for getting to <u>Paris</u> (by public transport)	(public transport makes it) easy/quick to get to <u>Paris</u>	public transport tc	2
	<u>Disadvantage</u> people impolite	People don't say hello/lack of manners/people are not friendly		

Question	Accept	Mark
03.1	F (false)	1

Question	Accept	Mark
03.2	T (true)	1

Question	Accept	Mark
03.3	F (false)	1

Question	Accept	Mark
03.4	NT (not in the text)	1

Question	Accept	Mark
03.5	F (false)	1

Question	Accept	Mark
03.6	F (false)	1

Question	Accept	Mark
03.7	T (true)	1

Question	Accept	Mark
04	A C E F (in any order) A (Nadine is not paid for helping the homeless.) C (The homeless do not often come to the centres for help.) E (The standard of accommodation has now improved.) F (The number of families in need is increasing.)	4

Question	Accept	Mark
05.1	J (Juliette)	1

Question	Accept	Mark
05.2	R (Rose)	1

Question	Accept	Mark
05.3	M (Mohamed)	1

Question	Accept	Mark
05.4	M (Mohamed)	1

Question	Key idea	Accept	Reject	Mark
06.1	<u>rents</u> have gone up traditional cooking is in decline	<u>rents</u> are dearer fast food is killing off traditional cuisine	accommodation costs too much fast food	2

Question	Key idea	Accept	Reject	Mark
06.2	damage to the environment by <u>tourists</u> / <u>litter</u>	(the amount of) <u>litter/rubbish</u> left by <u>tourists</u>	tourism tc	1

Question	Key idea	Accept	Reject	Mark
06.3	a (tourist) <u>coach/bus</u> was attacked/had its tyres punctured/slashed		car	1

Question	Accept	Mark
07.1	P (positive)	1

Question	Accept	Mark
07.2	N (negative)	1

Question	Accept	Mark
07.3	P (positive)	1

Question	Accept	Mark
07.4	P + N (positive and negative)	1

Question	Accept	Mark
08	B E A F (in this order) B (devenir) E (promener) A (demander) F (refuser)	4

Question	Accept	Mark
09.1	F (fausses)	1

Question	Accept	Mark
09.2	F (fausses)	1

Question	Accept	Mark
09.3	V (vraies)	1

Question	Accept	Mark
09.4	PM (pas mentionnées)	1

Question	Accept	Mark
09.5	F (fausses)	1

Question	Accept	Mark
09.6	V (vraies)	1

Question	Accept	Mark
10.1	C (Le rap est en tête des ventes.)	1

Question	Accept	Mark
10.2	E (Les personnes âgées ne comprennent pas bien les paroles.)	1

Question	Accept	Mark
10.3	B (La menace de la violence est en train d'intensifier.)	1

Question	Accept	Mark
10.4	D (Les jeunes prennent les rappeurs comme modèle.)	1

Question	Key idea	Accept	Reject	Mark
11.1	la nourriture des produits de santé	des médicaments	Copying whole sentences	2

Question	Key idea	Accept	Reject	Mark
11.2	(ils sont) capturés (par des criminels) (ils sont) vendus		Copying whole sentences	2

Question		Accept	Reject	Mark
12	Mes enfants m'énervent !	My children/kids get/are getting on my nerves/annoy/anger me!	infants	1
	Ils ne m'aident jamais avec le travail à la maison	They <u>never</u> help (me) with the housework/work in the house/chores/help around the house	they don't help (omission of never)	1
	et leurs chambres sont toujours en désordre.	and <u>their</u> rooms/bedrooms are <u>always</u> disorganised/a mess/untidy/in disorder/in disarray/.	singular dirty	1
	Hier, ils ont insulté leur père	Yesterday, they insulted their father/dad	wrong tense they were insulting	1
	en se moquant de lui.	by/while/in making fun of/mockng/laughing at him.	and they mocked	1
	Après avoir vu les résultats scolaires de ma fille,	After seeing/after having seen my daughter's/girl's school results/grades,	After I saw	1
	j'ai été triste.	I was sad/unhappy/miserable/depressed/I have been sad.	wrong tense disappointed/upset	1
	Si elle ne fait pas plus d'efforts,	If she doesn't make <u>more</u> effort/she doesn't put more effort (in) Accept more efforts/more of an effort/she does not put more effort Accept efforts		1
	elle ne réussira pas à ses examens.	she will not/never pass/she will not succeed in/she's not going to pass her/these/the exams/she will fail her exams.	wrong tense pass exams to achieve exams	1

Total marks = 60