



GCSE
FRENCH
8652/LH

Paper 1 Listening
Higher Tier

Mark scheme

Version: 1.0

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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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

Section A

Listening comprehension

Notes

- .../. means that these are acceptable alternative answers in the mark scheme.
- (.....) means that this information is not needed for full marks to be awarded.
- Words which are underlined in the mark scheme mean that this element must be conveyed in an answer to score the mark.
- tc = tout court

Qu	Accept	Mark
1	N (Negative)	1

Qu	Accept	Mark
2	P (Positive)	1

Qu	Accept	Mark
3	P+N / PN / N+P / NP (Positive and negative)	1

Qu	Accept	Mark
4	P (Positive)	1

Qu	Accept	Mark
5.1	A (are well known)	1

Qu	Accept	Mark
5.2	A (chatty)	1

Qu	Accept	Mark
6.1	B (in a competition)	1

Qu	Accept	Mark
6.2	A (early)	1

Qu	Accept	Mark
7	B (is now in a same sex relationship)	1

Qu	Accept	Mark
8.1	A (the entrance) + B (one of the checkouts)/B + A	1

Qu	Accept	Mark
8.2	B (a price reduction)	1

Qu	Accept	Mark
9	A (duration) + B (type of products)/B + A	1

Qu	Key idea	Accept	Reject	Mark
10.1	on the coast	at the seaside/on the beach/by the sea	at sea	1

Qu	Key idea	Accept	Reject	Mark
10.2	there are parade(s)/ procession(s)	of parades/ processions/carnivals	parties	1

Qu	Key idea	Accept	Reject	Mark
11.1	destroy (our) forest(s)	burn forests/trees	destroy things (no reference to forest/tree)	1

Qu	Key idea	Accept	Reject	Mark
11.2	(the arrival of) wind(s)	breeze	bad weather	1

Qu	Key idea	Accept	Reject	Mark
12	1. (The) hotels are full (of tourists) = 1	The tourists fill up the hotels	Lots of tourists watch the race	1

Qu	Key idea	Accept	Reject	Mark
12	2. (A lot of) children want to start cycling = 1	(Many) children want to take up cycling	Lots of children cycle	1

Qu	Key idea	Accept	Reject	Mark
13.1	The cost of cleaning the streets (is expensive/dear/high)	Cleaning the streets costs a lot of money	Cleaning the streets It's expensive to	1

Qu	Key idea	Accept	Reject	Mark
13.2	They do not know where to put their cars	There is nowhere for them to put/park/leave their cars	They don't know where their cars are	1

Qu	Accept	Mark
14	B (Pens)	1

Qu	Key idea	Accept	Reject	Mark
15.1	An (rare/serious) illness	disease/being ill	any reference to birth	1

Qu	Key idea	Accept	Reject	Mark
15.2	Forgets (his) worries	forgets (his) concerns/problems	forgets his handicap/disability/pain/illness	1

Qu	Accept	Mark
16.1	A (was different to Théo)	1

Qu	Accept	Mark
16.2	A (much more progress is needed)	1

Qu	Accept	Mark
17	A (Attempt a challenge)	1

Qu	Accept	Mark
18	B (Developing more confidence) C (Increasing career opportunities) (letters in any order)	2

Qu	Accept	Mark
19	E (Meeting a future partner) F (Travelling to new places) (letters in any order)	2

Qu	Accept	Mark
20	A (A man has been hiding) C (The man has had help) (letters in any order)	2

Qu	Accept	Mark
21	B (The strike will affect secondary school teachers) D (Some schools might have to close) (letters in any order)	2

Qu	Accept	Mark
22	A (It will soon be against the law to smoke in public places) D (Vaping would reduce if flavours did not exist) (letters in any order)	2

Qu	Accept	Mark
23.1	C (he posted videos online)	1

Qu	Accept	Mark
23.2	A (dangerous)	1

Qu	Accept	Mark
24.1	B (learns new skills)	1

Qu	Accept	Mark
24.2	A (fashion)	1

Section B

Dictation

The dictation is assessed for Communication of meaning (AO1) (5 marks) and Transcription and grammatical accuracy (AO3) (5 marks) as specified in the criteria below.

The maximum mark for Section B at Higher tier is **10**. When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts should be considered as a whole.

Level	Mark	AO1
5	5	The meaning of the spoken extracts is communicated very clearly throughout
4	4	The meaning of the spoken extracts is almost always communicated clearly
3	3	The meaning of the spoken extracts is mostly communicated
2	2	The meaning of the spoken extracts is sometimes communicated
1	1	The meaning of the spoken extracts is rarely communicated
0	0	The meaning of the spoken extracts communicated does not meet the standard for Level 1 at this tier

Level	Mark	AO3
5	5	Words are always or nearly always transcribed correctly with a very high level of grammatical accuracy
4	4	Words are frequently transcribed correctly with a good level of grammatical accuracy
3	3	Words are generally transcribed correctly with a reasonable level of grammatical accuracy
2	2	Words are occasionally transcribed correctly with a limited level of grammatical accuracy
1	1	Words are very rarely transcribed correctly with a very limited level of grammatical accuracy
0	0	Transcription and grammatical accuracy do not meet the standard for Level 1 at this tier

Notes

- When awarding a mark for AO1, you should consider the spoken extracts as a whole and decide to what extent their meaning is conveyed to a native speaker, regardless of how they have been transcribed. The key question to ask is: would a native speaker understand the meaning of the student's response, taking into account the context of the spoken extracts? Eg *Hier, j'ai jouer au football* – the meaning would be communicated despite the use of an infinitive instead of a past participle.

- Once you have decided on the mark for AO1, you should read through the whole transcription once more and decide on the mark for AO3.
- A mark of zero for AO1 automatically results in a mark of zero for AO3, but apart from that, the AO1 mark does not limit the mark for AO3.
- If a student leaves gaps in their transcription, you must assume that any attempt would have been highly inaccurate and award a mark for AO3 accordingly. Not to do so would penalise unfairly those students who make an attempt at transcription but whose transcriptions are highly inaccurate.
- Occasional minor errors in transcription do not preclude a top level mark for AO3; perfection is **not** required. Examples of minor errors could include wrong accents or spelling errors which change neither the meaning of the word nor the transcription of the correct sound-symbol correspondence eg *rève* for *rêve*; *enuyeux* for *ennuyeux*. Numerous minor errors would have an impact on the mark for AO3.

Below are the dictation sentences for this exam:

- Sentence 1** Notre chien / est noir.
- Sentence 2** Un ami écoute / avec attention.
- Sentence 3** Il faut dire / aux enfants / de manger sain.
- Sentence 4** J'ai mis / du jambon / dans ce plat.
- Sentence 5** Je serai / pilote d'avion.

To exemplify the marking criteria and to assist examiners in accurate application of the criteria, a range of exemplar student responses has been provided below with a commentary.

Student 1

1. Notre chien est noir
2. Un amie ecoute avec attention
3. Il faut dire aux enfants de mangé sain
4. J'ai mis du jambon dans ce plat
5. Je serai pilote de avion

AO1 5/5

AO3 5/5

Total marks awarded for Student 1 = 10/10

Commentary

The errors in sentences 2, 3 and 4 do not impede communication. It can be said that the meaning of the spoken extracts is communicated very clearly throughout and, as such, a mark of 5 is awarded for AO1.

Despite four minor inaccuracies across the short extracts (missing accent on *ecoute*, incorrect form of *ami*, use of *de* instead of *d'* before *avion*), there is a high level of grammatical accuracy. Words have been nearly always transcribed accurately throughout the spoken extracts. As such, a mark of 5 is also awarded for AO3.

Student 2

1. Notre chien est noir
2. Un ami ecoute avec atention
3. Il faux dire aux enfant de manger sain
4. J'ai mi du janbon dans se plat
5. Je serait pilot davion

AO1 4/5

AO3 3/5

Total marks awarded for Student 2 = 7/10

Commentary

The meaning of the spoken extracts is almost always communicated clearly here except for sentence 5 where the inaccuracy on *serait* would create some ambiguity. As such, a mark of 4 is awarded for AO1.

A mark of 3 is awarded for AO3. Words are generally transcribed accurately with some transcribed nearly accurately (eg *ecoute*, *atention*, *enfant*, *janbon*). The level of grammatical accuracy is reasonable. There is some evidence of accurate verb formations and adjectival agreement in sentences 1 and 2 for instance. The errors in eg verbs in sentences 3, 4 and 5 preclude an award at Level 4 however.

Student 3

1. Notre chein es noire
2. Un ami ecout avec atencion
3. Il faus dire au enfant de manger saine
4. Je me du jambon danse plat
5. Je seré pilot ...

AO1 3/5

AO3 2/5

Total marks awarded for Student 3 = 5/10

Commentary

Despite the inaccuracies in sentences 1, 2 and 3, the meaning of these short extracts would nonetheless be communicated. On the other hand, the meaning of sentences 4 and 5 are not communicated. As most meanings would be communicated overall, a mark of 3 is awarded for AO1.

A mark of 2 is awarded for AO3. Although 11 out of the 30 words tested are transcribed correctly (*notre*, *un*, *ami*, *avec*, *il*, *dire*, *manger*, *du*, *jambon*, *plat*, *je*), which is perhaps more than 'occasionally', the level of grammatical accuracy is limited (inaccurate verb formations and adjectival agreements for instance). Overall, therefore the transcription matches best the Level 2 descriptors.

Student 4

1. Notre chein et noir
2. Une ami et coute avec ...
3. Il fait ... aus infant deux mangé ...
4. Jai mi du jambe bon dans se pla
5. Je ... pilot davyon

AO1 1/5

AO3 1/5 **Total marks awarded for Student 4 = 2/10**

Commentary

Despite inaccuracies in sentence 1, the meaning here would be communicated. However, as none of the meaning of the other spoken extracts would communicate due to major inaccuracies or gaps, a mark of 1 is awarded for AO1.

A mark of 1 is also awarded for AO3. Words are very rarely transcribed correctly (*notre, noir, ami, avec, il, dans, je*) and the level of grammatical knowledge is very limited (incorrect verb formations throughout for instance).