

**GCSE
FRENCH
8658/LH**

Paper 1 Listening Higher

Mark scheme

June 2019

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 (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.

Question	Accept	Mark
01	B	1

Question	Accept	Mark
02	A	1

Question	Accept	Mark
03	E	1

Question	Accept	Mark
04	A	1

Question	Accept	Mark
05	B	1

Question	Accept	Mark
06	C	1

Question	Key idea	Accept	Reject	Mark
07.1	take photos / pictures of anything / everything	take photos all the time / always taking photos take photos everywhere	take photos tc take lots of / too many photos	1

Question	Key idea	Accept	Reject	Mark
07.2	must be a clear reference to <u>looking</u> at the phone or not looking where they're going (e.g do not watch / look where they are going / walking)	do not take their eyes off their phone's screen (have their) eyes fixed on their phones (are) fixed to the screens of their phones ignore reference to 'whilst driving' in otherwise correct response	addicted to / fixated / obsessed with phones always on / fixed to their phones (no reference to looking at the screen)	1

Question	Key idea	Accept	Reject	Mark
08.1	send a text <u>whilst driving</u>	text / message whilst driving send messages whilst driving / at / behind the wheel	do not look at the road tc text when in car (no reference to driving) read / look at texts whilst driving check / use / go on phone whilst driving / travelling	1

Question	Key idea	Accept	Reject	Mark
08.2	remember password(s) / passcode(s)		forget password(s)	1

Question	Accept	Mark
09	P	1

Question	Accept	Mark
10	N	1

Question	Accept	Mark
11	P	1

Question	Accept	Mark
12	P+N / P/N / PN	1

Question	Accept	Mark
13	P+N / P/N / PN	1

Question	Key idea	Accept	Reject	Mark
14	<p>Problem: (there was) no trout (left) or (there was) no salmon (left) =1</p> <p>Reference to both fish not required</p> <p>Reason: the chef had not gone / could not go to the market = 1</p>	<p>they ran out of trout / salmon</p> <p>trout and /or salmon were off the menu</p> <p>tolerate reference to other fish (e.g cod) as long as either salmon or trout is mentioned</p>	<p>no fish</p> <p>no seafood on the menu</p> <p>chef was ill tc</p> <p>reference to shop / supermarket</p>	2

Question	Key idea	Accept	Reject	Mark
15	<p>Problem: (the) waitress made a mistake (with the order) / got the order wrong = 1</p> <p>Reason: (she) was (still) training / learning the job = 1</p>	<p>(the) waiter / server / they mixed / messed up their order</p> <p>they got the wrong food</p> <p>(he / she) was a trainee/ an apprentice</p> <p>(he / she) had not (yet) finished (her / his) training / course</p>	<p>serveur (French spelling)</p> <p>there was a problem with the order (too vague)</p> <p>the waiter was not good at taking the order (too vague)</p> <p>(he / she) was new</p> <p>formation</p> <p>work experience</p>	2

Question	Key idea	Accept	Reject	Mark
16	<p>Problem: (food /dish) did not taste of anything = 1</p> <p>Reason: (they) used to cook with more spice(s) (before) = 1</p>	<p>(food / dish) had no taste / lacked taste / was tasteless</p> <p>the food was bland / had no flavour</p> <p>(they) use / cook with less spice(s) (now) / they don't use / put in as much / as many spice(s) now</p> <p>food was spicier before</p>	<p>food was bad / was not good / nice (too vague)</p> <p>the food did not taste nice</p> <p>they did not like the taste of the food</p> <p>food was too spicy before</p>	2

Question	Accept	Mark
17	Positive – H	1
	Negative – G	1

Question	Accept	Mark
18	Positive – C	1
	Negative – A	1

Question	Accept	Mark
19	Positive – E	1
	Negative – B	1

Question	Accept	Mark
20	B C (in any order)	2

Question	Accept	Mark
21	A C (in any order)	2

Question	Accept	Mark
22	B	1

Question	Accept	Mark
23	A+B / A/B / A&B	1

Question	Accept	Mark
24	A+B / A/B / A&B	1

Question	Accept	Mark
25	A	1

Question	Accept	Mark
26	A	1

Question	Key idea	Accept	Reject	Mark
27.1	grew / planted / cultivated (all sorts of) vegetables	grow (ignore wrong tense) made a veg patch ignore any extra item which does not negate (e.g. plants / fruit and vegetables)	sorted vegetables picked / harvested vegetables grew + specific type of vegetables (e.g lettuce / onions)	1

Question	Key idea	Accept	Reject	Mark
27.2	(re)use the same plate	use one plate keep the same plate / dish tolerate reference to cutlery if plate is also mentioned	Reference to cutlery tc Recyclable / paper plates	1

Question	Key idea	Accept	Reject	Mark
27.3	(will) close / shut the windows	Ignore wrong tense (e.g. closed the windows) tolerate reference to curtains if windows is also mentioned	blinds / curtains tc	1

Question	Accept	Mark
28	B	1

Question	Accept	Mark
29.1	A	1

Question	Accept	Mark
29.2	A	1

Question	Key idea	Accept	Reject	Mark
30.1	un bon choix / enrichissant	une bonne / bien chose / idée see general principles of marking section 7F e.g. un bon choix / choice / choisi / choze enrichissicent / enrichesment (minor spelling error)	bon / bien tc enrichement (significant spelling error delaying communication)	1

Question	Key idea	Accept	Reject	Mark
30.2	(le) permis de conduire	see general principles of marking section 7F e.g. un permit / permet de conduire	une auto permis tc licence de conduire	1

Question	Key idea	Accept	Reject	Mark
31.1	(une) augmentation (de salaire) / 5 euros en plus	plus d'argent un plus gros / meilleur salaire plus par semaine plus salaire see general principles of marking section 7F e.g. plus salarie	plus tc un salaire tc 5 euros tc 5 euros par semaine de l'argent wrong number or time (e.g. 5 euros par mois) plus bien payé (does not follow on from stem) 5 euros ou plus	1

Question	Key idea	Accept	Reject	Mark
31.2	un séjour à l'étranger/dans d'autres pays	un stage / un apprentissage / un travail see general principles of marking section 7F e.g. pay	ses / ces jours (reject attempt at séjour written as two words) étudier any spelling which suggests payment (e.g. paye / payé / paie)	1

Question	Accept	Mark
32	C	1
Question	Accept	Mark
33	A	1

Question	Accept	Mark
34	B	1

Question	Accept	Mark
35	A	1

Total marks = 50