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# GCSE French

8658/LH-Paper 1 Listening Higher  
Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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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](http://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.

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<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>01</b>	<b>C</b>	<b>1</b>

<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>02</b>	<b>C</b>	<b>1</b>

<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>03</b>	<b>B</b>	<b>1</b>

<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>04</b>	<b>B</b>	<b>1</b>

<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>05</b>	<b>B</b>	<b>1</b>

Question	Accept	Mark
06	B	1

Question	Accept	Mark
07	C	1

Question	Accept	Mark
08	B	1

Question	Accept	Mark
09.1	A	1

Question	Accept	Mark
09.2	A	1

Question	Accept	Mark
10	B	1

Question	Accept	Mark
11	A	1

Question	Key idea	Accept	Reject	Mark
12	<u>identify</u> them/friends in <u>photos</u> (must refer to both ideas)	tag/name them/friends in pictures show their name(s) in photos	take/share/put/upload/post photos of them	1

Question	Key idea	Accept	Reject	Mark
13	(your) place of birth = 1 (your) school('s name) = 1	where you were born place of study/the school where you go/study/are a pupil/student/ which school you attend	school and place of work (second part negates) school/address (student having two attempts to answer) if you are a student	2

Question	Key idea	Accept	Reject	Mark
14	if you see unpleasant comments/insults (needs to be clear reference to <u>written</u> comments)	when you get / receive / if someone posts unpleasant / disagreeable / rude / nasty / mean / hurtful / unacceptable / offensive / unfriendly / inappropriate comments	something unpleasant (no reference to written) if you see bad / unwanted comments (too vague) if you are being bullied rude comments <b>tc</b>	1

Question	Key idea	Accept	Reject	Mark
15	you can delete them	you can delete / suppress / remove / take away / take down / erase / get rid of your posts / what you have written It's easy to delete them	you can change posts nobody will/can see them (with no reference to deletion) it's easy to stop people from seeing them (too vague)	1

Question	Accept	Mark
16	<b>C E F</b> (in any order)	3



Question	Key idea	Accept	Reject	Mark
17	<p><b>Past problem:</b> rubbish in town centre = 1</p> <p><b>Future problem:</b> green spaces will disappear = 1</p>	<p>litter / waste / garbage in centre / town / streets not enough bins in town (centre)</p> <p>less/fewer/not enough/lack of/no (more)/loss of/ green areas /parks/open spaces there won't be as many parks green spaces/places will be destroyed / ruined</p>	<p>rubbish (everywhere) <b>tc</b> no bins <b>tc</b> any reference to village dirty town/streets</p> <p>green spaces/places <b>tc</b> greenery/trees/grass/fields need more green spaces</p>	2

Question	Key idea	Accept	Reject	Mark
18	classrooms are overcrowded	<p>there are <u>too many</u> pupils in classrooms class size is / the classes are <u>too</u> big / full too many students / pupils / people / children in classrooms / classes</p>	<p>(there are) too many students/pupils <b>tc</b> (there are) too many pupils in class who are naughty (extra information negates) (school is) overcrowded there are a lot of people in class the number of people in one classroom (too vague)</p>	1

Question	Key idea	Accept	Reject	Mark
19	(teacher) training stays (as/so) short	<p>(teacher) training is not longer training for teachers stays / remains / is the same the course / programme to become a teacher remains short teachers are not trained more</p>	<p>teachers are not well trained training does not improve any reference to formation for training</p>	1

Question	Key idea	Accept	Reject	Mark
20.1	get their <u>results together</u>	collect / check / look at / find out / open / read results / marks / grades together go to results day together	to go together <b>tc</b> (no reference to results) any reference to online / at home to get results with friends (plural) to get results at the same time (too vague)	1

Question	Key idea	Accept	Reject	Mark
20.2	get (the/your) results/grades online	check them online / access them on the internet	look/do it online <b>tc</b> (no reference to idea of results) share results online	1

Question	Key idea	Accept	Reject	Mark
21.1	close to tears	sad / upset / unhappy  disappointed/displeased <u>at her mother's reaction</u>	crying/she cried horrified / angry etc having a bad day (too vague) disappointed <b>tc</b>	1

Question	Key idea	Accept	Reject	Mark
21.2	she would not pass	she was going to fail / do badly she would not succeed she had not done well / got bad results	her results were bad / she did badly (suggests reaction to poor results) she would have to / need to retake / resit / repeat her exams	1

Question	Key idea	Accept	Reject	Mark
22.1	proud (of him)		happy <b>tc</b> (too vague)	1

Question	Key idea	Accept	Reject	Mark
22.2	were average	average are average to be average	would be / will be average not good/bad (too vague) ok / satisfactory	1

Question	Key idea	Accept	Reject	Mark
23	tell the truth	(do) not lie be honest / truthful	share your results with your parents tell your parents (too vague)	1

Question	Accept	Mark
24	<b>C D F (in any order)</b>	3

Question	Key idea	Accept	Reject	Mark
25	a (public/bank) holiday = 1 later (than usual) = 1	a national holiday	Any specific bank holiday e.g. Bastille Day  (very/until) late longer	2

Question	Key idea	Accept	Reject	Mark
26	exhausted = 1 relax = 1	tired (of shopping)/worn out rest / to feel relaxed	tired and stressed (student offering two alternatives) have a good time	2

Question	Key idea	Accept	Reject	Mark
27	points you have received (for your purchases) = 1 food = 1	points you got/earned/have etc food items / groceries / in the food department	points <b>tc</b> vouchers / coupons specific groceries e.g. pet food	2

Question	Accept	Mark
28	P	1

Question	Accept	Mark
29	P+N, P/N, PN	1

Question	Accept	Mark
30	N	1

Question	Accept	Mark
31	N	1

Question	Key idea	Accept	Reject	Mark
32.1	marier	marié(e) / me marier / marrier / marie See General principles of marking, sections 1(a) and 7.	marier ma tante etc marier ou pas ne marier mari mariage (elle aussi) ici for aussi (different meaning)	1

Question	Key idea	Accept	Reject	Mark
32.2	l'amour	dans/en amour d'amour/l'armour/amor/amore See General principles of marking, section 7. aimer/adorer/adore/adoré	amoureux tc	1

Question	Key idea	Accept	Reject	Mark
33	sortir	sorti/sortie/sortis/sorte See General principles of marking, section 7F.	faire de sortir sortir avec lui/il/elle/partenaire sertir/certie	1

Question	Key idea	Accept	Reject	Mark
34	surpris(e)	surprisé / surprisé étonné(e)	surprised	1

Question	Key idea	Accept	Reject	Mark
35	(bien) informé(e)	bien / plus / très informer / informe / enformé renseigné(e) heureux/heureuse	bien information bien en forme / en formé (wrong meaning) en bonne forme triste et bien informé (first part negates) bien informed	1

Question	Accept	Mark
36	B	1

Total marks = 50