

GCSE

French

8652/LH

Paper 1 Listening – Sample assessment material

Item commentary booklet – Higher tier

SECTION A: Listening comprehension

Question 1 OVERLAP

Level of demand: Low (1 mark)

Rationale for item type

This is a straightforward start to the paper on the topic of Education and Work. Students are asked to identify whether the opinions they hear are positive, negative or positive and negative. There is a requirement to identify some key details and listen to the whole utterance in order to select the correct answer.

Content sampled (vocab/grammar)

malheureusement, trop, tôt, embêtant, voudrais, plus

Mark scheme considerations

P, N or P+N have to be written in the answer boxes.

Accessibility considerations

There are the same three option choices for all questions in this set, and the instructions are set out clearly with the option (eg positive) and the associated letter (P) indicated in bold to aid student accessibility. There is limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation) with the use of some familiar language in relation to this topic area and to express opinions. The utterance for this question contains several prompts to provide support towards the correct answer.

Question 2 OVERLAP

Level of demand: Low (1 mark)

Rationale for item type

This is a straightforward start to the paper on the topic of Education and Work. Students are asked to identify whether the opinions they hear are positive, negative or positive and negative. There is a requirement to identify some key details and listen to the whole utterance in order to select the correct answer.

Content sampled (vocab/grammar)

chance, disponible, pour + infinitive, aider

Mark scheme considerations

P, N or P+N have to be written in the answer boxes.

Accessibility considerations

There are the same three option choices for all questions in this set, and the instructions are set out clearly with the option (eg positive) and the associated letter (P) indicated in bold to aid student accessibility. There is limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation) with the use of some familiar language in relation to this topic area

and to express opinions. The utterance for this question contains several prompts to provide support towards the correct answer.

Question 3 OVERLAP

Level of demand: Low (1 mark)

Rationale for item type

This is a straightforward start to the paper on the topic of Education and Work. Students are asked to identify whether the opinions they hear are positive, negative or positive and negative. There is a requirement to identify some key details and listen to the whole utterance in order to select the correct answer.

Content sampled (vocab/grammar)

d'accord, certain, règle, autre, inutile

Mark scheme considerations

P, N or P+N have to be written in the answer boxes.

Accessibility considerations

There are the same three option choices for all questions in this set, and the instructions are set out clearly with the option (eg positive) and the associated letter (P) indicated in bold to aid student accessibility. There is limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation) with the use of some familiar language in relation to this topic area and to express opinions.

Question 4 OVERLAP

Level of demand: Low (1 mark)

Rationale for item type

This is a straightforward start to the paper on the topic of Education and Work. Students are asked to identify whether the opinions they hear are positive, negative or positive and negative. There is a requirement to identify some key details and listen to the whole utterance in order to select the correct answer.

Content sampled (vocab/grammar)

salle, classe, parfait, toilettes, toujours, propre

Mark scheme considerations

P, N or P+N have to be written in the answer boxes.

Accessibility considerations

There are the same three option choices for all questions in this set, and the instructions are set out clearly with the option (eg positive) and the associated letter (P) indicated in bold to aid student accessibility. There is limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation) with the use of some familiar language in relation to this topic area

and to express opinions. The utterance for this question contains two prompts to provide support towards the correct answer.

Question 5

Level of demand: Low (2 marks)

Rationale for item type

This question is based on the two topics of Identity and relationships with others and Celebrity culture; both are areas with which students should feel familiar. It is broken down into two sub-questions. The question is low demand to follow on from previous questions and to prepare students for a gradual step up to the next question – thus supporting the recommended design principles of a steady incline of difficulty. This is a simple multiple-choice question (MCQ) with distractors (all of which are plausible) which requires students to listen to the whole utterance, identify specific details and draw some simple conclusions.

Content sampled (vocab/grammar)

5.1 bien, connu, chanteur, mariés, autre, fille

5.2 collègue, ne...pas, heureuse, trouver, travail, dur, bavard

Mark scheme considerations

One choice out of three options, students write the appropriate letter in the box.

Accessibility considerations

As in the previous questions there is limited complexity of language for this level (as per Subject Content, para. 10 reference including footnote explanation). The vocabulary is straightforward as is appropriate for a low level of demand at this tier, and the present tense is used throughout. The option choices are straightforward and clear to enable students to access the question.

‘Answer both parts question 5’ has been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence.

Question 6

Level of demand: Medium (6.2)/High (6.1) (2 marks)

Rationale for item type

This question is based on the two topics of Identity and relationships with others and Celebrity culture; both are areas with which students should feel familiar. It is broken down into two sub-questions. The level of demand is higher than that of question 5 – this represents a gradual step up and supports the recommended design principles of a steady incline of difficulty. This is a simple MCQ with distractors (all of which are plausible) which requires students to listen to the whole utterance and identify specific details. For the high demand sub-question some conclusions need to be drawn.

Content sampled (vocab/grammar)

6.1 chanter, rue, personne ne..., remarquer, s'inscrire, concours, là, tout le monde, connaître

6.2 sortir, nouveau, chanson, concert, semaine, avant, date, original, surprise

Mark scheme considerations

One choice out of three options, students write the appropriate letter in the box.

Accessibility considerations

The option choices given are clear and straightforward to allow students to access them. The question targets both medium and high demand to support students as they move through the paper. The second part prompt (eg Angèle released her new song) matches the transcript (eg Angèle a sorti sa nouvelle chanson...) to give a clear signal to students.

'Answer both parts of question 6' has been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence.

Question 7

Level of demand: Medium (1 mark)

Rationale for item type

This question is based on the two topics of Identity and relationships with others and Celebrity culture; both are areas with which students should feel familiar. This is a simple MCQ with distractors (all of which are plausible) which requires students to listen to the whole dialogue and identify specific details. Some simple conclusions need to be drawn.

Content sampled (vocab/grammar)

récemment, se séparer, partenaire, mettre, couple, femme, se marier, peut-être + use of imperfect v inflectional future

Mark scheme considerations

One choice out of three options, students write the appropriate letter in the box.

Accessibility considerations

There is overall increase in difficulty through questions 5-7, supporting the design principle of peaks and troughs within the paper. The options in Question 7 are slightly longer which is why this has been made into a separate question rather than it being included as part of Question 6. This allows students to hear the utterance separately which makes it shorter and more accessible. The tenses used in the options match closely the transcript to provide further support to students.

Question 8

Level of demand: Medium (2 marks)

Rationale for item type

This question is of the same level of demand as the previous question, to maintain students' engagement with the paper on a topic with which students can be less familiar. It is a MCQ type with students having to decide whether one or both of the statements in the option boxes is correct. They have to write A, B or A+B as an answer.

Content sampled (vocab/grammar)

8.1 laisser, ancien, boîte, plastique, entrée, magasin, ou, caisse

8.2 droit, boîte, verre, moitié, prix

Mark scheme considerations

Single letter or letters in an answer box – either A, B or A+B.

Accessibility considerations

The stem on the question paper matches closely with the transcript to offer students clear signals that the relevant piece of information is coming next (eg 8.1 Leave your old plastic boxes = Laissez vos anciennes boîtes en plastique... / 8.2 In exchange = En échange...). The options are simply stated and in the order of the transcript to support the students.

The question instructions are stated simply and clearly with key words/letters emboldened so students understand what to do. 'Answer both parts of question 8' has been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence.

Question 9

Level of demand: Medium (1 mark)

Rationale for item type

This question is of the same level of demand as the previous question, to maintain students' engagement with the paper on a topic with which students can be less familiar. It is a MCQ type with students having to decide whether one or both of the statements in the option boxes is correct. They have to write A, B or A+B as an answer.

Content sampled (vocab/grammar)

Jusque, fin, mois, recevoir, sac, gratuit, acheter, cinq, légume, différent

Mark scheme considerations

Single letter or letters in an answer box – either A, B or A+B.

Accessibility considerations

The options are simply stated and in the order of the transcript to support the students. The question instructions are stated simply and clearly with key words/letters emboldened so students understand what to do.

Question 10 OVERLAP

Level of demand: Low (2 marks)

Rationale for item type

This is the first verbal task for this tier. It is low demand at this tier and is strategically positioned in the paper after a series of straightforward MCQs which increased in the level of demand. Verbal answer questions are important as they test the students in different ways and often prove to be good discriminators. The topic for this question is Travel and tourism, including places of interest, and is set in the wider French-speaking world and supports the idea of the global use of the French language.

Content sampled (vocab/grammar)

hiver (recognition), côte, printemps (recognition), défilé

Mark scheme considerations

Short answers are required, and the mark scheme offers other acceptable alternatives to give clarity for markers and to aid effective standardisation.

Accessibility considerations

The language in the prompts matches the transcript closely to provide clear signals to students.

'Answer both parts of question 10' and 'English' have been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence. Alternative ways of expressing the key ideas have been considered and added to the mark scheme to ensure all appropriate answers will be credited.

Question 11 OVERLAP

Level of demand: Low (2 marks)

Rationale for item type

This second verbal answer question demonstrates a decrease in demand from the previous set of questions (Questions 8-9). It is low demand at this tier and is strategically positioned in the paper after a series of straightforward MCQs which increased in the level of demand. The topic for this question is Travel and tourism including places of interest and is set in the wider French-speaking world and supports the idea of the global use of the French language.

Content sampled (vocab/grammar)

été (recognition), feu (recognition), détruire, forêt, automne (recognition), nuit (recognition), vent

Mark scheme considerations

Short answers are required, and the mark scheme offers other acceptable alternatives to give clarity for markers and to aid effective standardisation.

Accessibility considerations

The language in the prompts matches the transcript closely to provide clear signals to students. By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence. Alternative ways of expressing the key idea have been considered and added to the mark scheme to ensure all appropriate answers will be credited.

'Answer both parts of question 11' and 'English' have been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence. Alternative ways of expressing the key ideas have been considered and added to the mark scheme to ensure all appropriate answers will be credited.

Question 12

Level of demand: Medium (2 marks)

Rationale for item type

This is a slightly higher level of demand than the previous task which demonstrates the design principle of peaks and troughs within a paper. This verbal task is based on the popular topic of Free time activities.

Content sampled (vocab/grammar)

Avantage (recognition), Hôtel, plein, touriste, enfant, vouloir, commencer, faire, vélo

Mark scheme considerations

Short answers are required, and the mark scheme offers other acceptable alternatives to give clarity for markers.

Accessibility considerations

By presenting the task as an interview, students are guided towards the two answers which are required for this question. The pauses will be considered carefully at recording, with a break in the second section of the interview between the two required answers. Alternative ways of expressing the key ideas have been considered and added to the mark scheme to ensure all appropriate answers will be credited.

The words 'English' and 'two' have been emboldened to provide clear instructions to students.

The format of the question paper provides clarity to students on where to write their responses in that each sentence is listed separately.

Question 13

Level of demand: High (2 marks)

Rationale for item type

This is a higher level of demand than the previous task which demonstrates the design principle of peaks and troughs within the whole section (questions 12-14). This verbal task is based on the popular topic of Free time activities.

Content sampled (vocab/grammar)

13.1 inconvéniént (recognition), coût, nettoyer, rue, cher

13.2 habitant (recognition), savoir, mettre, voiture, il y a (recognition), trop (recognition), circulation (recognition)

Mark scheme considerations

Short answers are required, and the mark scheme offers other acceptable alternatives to give clarity for markers.

Accessibility considerations

By presenting the task as an interview, students are guided towards the two separate answers which are required for this question. The pauses will be considered carefully at recording with clear breaks between the two required answers. Alternative ways of expressing the key ideas have been considered and added to the mark scheme to ensure all appropriate answers will be credited.

'Answer both parts of question 13' has been emboldened to provide a clear instruction to students.

Question 14

Level of demand: Medium (1 mark)

Rationale for item type

This question is again on the familiar and popular topic of Free time activities and is a reduction in demand from the previous task. This supports the design principle of peaks and troughs within the whole item (questions 12-14). It is a standard MCQ with two distractors which provides a comfortable end to this section of questions. This is strategically positioned here to ensure that students re-engage with the question following a high-demand verbal question.

Content sampled (vocab/grammar)

Recevoir (recognition), cadeau, sac, bouteille, de, eau, stylo, adorer, le plus.

Mark scheme considerations

Students write one letter to indicate the option of their choice, making marking straightforward.

Accessibility considerations

The option choices are single words to avoid one standing out as different and potentially misleading students. The instructions are clear and simple for the students.

Question 15

Level of demand: High (2 marks)

Rationale for item type

This question focuses on the topics of Identity and relationships with others, Free time activities and Celebrity culture, all of which will engage students. This is another verbal question, this time at high demand. It is strategically placed in between two non-verbal questions in order to support students' engagement with the paper. Students are required to listen to the whole utterance in order to identify the correct answers which make this question high demand.

Content sampled (vocab/grammar)

15.1 croire, né, handicap, en, fait, résultat, maladie, rare, s'adapter, accident

15.2 nager, impossible, oublier, handicap, mal, partout, par contre, ne...pas, souci, tête

Mark scheme considerations

Short answers are required, and the mark scheme offers other acceptable alternatives to give clarity for markers and to aid effective standardisation.

Accessibility considerations

The instructions for students are clear and simple. The two questions use simple language. The number of answer lines has been considered to show students that a shorter answer is needed. Pauses will be considered carefully to support students between the two parts of this question.

'Answer both parts of question 15' and 'English' have been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence.

Question 16

Level of demand: Medium (2 marks)

Rationale for item type

This question is also set within the topics of Identity and relationships with others, Free time activities and Celebrity culture, areas with which students are generally familiar. As a MCQ with distractors, students are required to listen to the whole utterance in order to identify the correct options. There is a decrease in demand from the previous question to meet the design principle of peaks and troughs within the paper and to ensure students continue to engage with the paper throughout.

Content sampled (vocab/grammar)

16.1 dernier, personnage, être (imperfect), pas du tout, comme, moi, capable, contrôler, sentiment

16.2 montrer, manque, progrès, rester, tellement, faire, peu, place, mériter, société

Mark scheme considerations

One choice out of three options, students write the appropriate letter in the box.

Accessibility considerations

The question has been broken down into two sub-questions to reduce the cognitive load demand on the students. The question prompts match closely the transcript to enable students to locate where the answer will be (eg 16.1 The last character that Théo played on TV = Mon dernier personnage à la télé... / 16.2 The film shows that ... = Ce film montre bien ...).

Pauses will also be considered carefully. The option choices are listed in the order in which they appear in the transcript to increase the accessibility. The option choices and task instructions are expressed clearly to ensure students understand what is required in the question.

'Answer both parts of question 16' has been emboldened to provide a clear instruction to students. The negative 'no' in option C has also been emboldened to ensure students do not misread the option.

Question 17

Level of demand: High (1 mark)

Rationale for item type

This is the final MCQ on the cross topics of Identity and relationships with others, Free time activities and Celebrity culture and is an increase in the level of demand to that of the previous question.

Content sampled (vocab/grammar)

venir de, écrire, roman, récent, expérience, bénévole, défi, réaliser, bientôt, traverser, Manche

Mark scheme considerations

One choice out of three options, students write the appropriate letter in the box.

Accessibility considerations

The three options are straightforward. The instruction is worded clearly and simply to aid understanding.

Question 18

Level of demand: High (2 marks)

Rationale for item type

This question focuses on the familiar topic of Media and Technology. The level of demand is the same as that of the previous task and maintains the level of challenge in this section of the paper. There are six options (which obviously decrease for each question in the section), so students need to listen to the whole utterance in order to avoid the distractors and the answers to the other questions.

Content sampled (vocab/grammar)

Trouver, timide, avoir, besoin, changer, participer à, émission, désirer, avoir, grand, choix, pour, carrière, même si, déjà, métier, bien, payé, argent, ne...aucune, importance.

Mark scheme considerations

Students are required to write one letter in each of the two boxes, but the order in which they write them does not matter. This is made clear in the mark scheme.

Accessibility considerations

Despite the high level of demand the option choices are very short phrases to allow the students to move swiftly from one to the other as they move through the utterance and the set of related questions. The distractors are all plausible but can be clearly rejected through the understanding of the text.

The word 'two' is in bold in the instruction to reinforce to students that they need to write a letter in both boxes.

The options are listed in alphabetical order to facilitate students' processing of them in accordance with AQA design principles.

Question 19

Level of demand: High (2 marks)

Rationale for item type

This question focuses on the familiar topic of Media and Technology. The level of demand is the same as that of the previous task and maintains the level of challenge in this section of the paper. There are six options (which obviously decrease for each question in the section), so students need to listen to the whole utterance in order to avoid the distractors and the answers to the other questions.

Content sampled (vocab/grammar)

Célèbre, ne...jamais, quitter, France, souhaiter, voir, autre, endroit, monde, espérer, aussi, rencontrer, personne, passer, vie.

Mark scheme considerations

Students are required to write one letter in each of the two boxes but the order in which they write them does not matter. This is made clear in the mark scheme.

Accessibility considerations

Despite the high level of demand the option choices are very short phrases to allow the students to move swiftly from one to the other as they move through the utterance and the set of related questions. The distractors are all plausible but can be clearly rejected through the understanding of the text.

The word 'two' is in bold in the instruction to reinforce to students that they need to write a letter in both boxes.

The options are listed in alphabetical order to facilitate students' processing of them in accordance with AQA design principles.

Question 20

Level of demand: Medium (Option A)/high (Option C) (2 marks)

Rationale for item type

This question requires students to choose two options from the four provided and is based on the topic of The environment and where people live. There are two levels of demand in the correct options, and students need to listen to the whole utterance to reject the distractors.

Content sampled (vocab/grammar)

police, découvrir, où, cacher, homme, tableau, voler, musée, ville, selon, employé, admettre, aider, entrer, sortir, sans, problème.

Mark scheme considerations

Students are required to write one letter in each of the two boxes, but the order in which they write them does not matter. This is made clear in the mark scheme.

Accessibility considerations

The word 'two' is in bold in the instruction to reinforce to students that they need to write a letter in both boxes.

Question 21

Level of demand: Medium (option B)/high (option D) (2 marks)

Rationale for item type

This question requires students to choose two options from the four provided and is based on the topic of Education and work. There are two levels of demand in the correct options, and students need to listen to the whole utterance in order to reject the distractors.

Content sampled (vocab/grammar)

vote, grève, professeur, collègue, avoir (inflectional future), lieu, demain, colère, ministre, critiquer, qualité, enseignement, école, ouvrir (inflectional future), seulement, si, assez, professeur

Mark scheme considerations

Students are required to write one letter in each of the two boxes, but the order in which they write them does not matter. This is made clear in the mark scheme.

Accessibility considerations

The options are clearly worded as is the instruction for the question. The word 'two' is emboldened in the instruction to reinforce to students that they need to write a letter in both boxes.

Question 22

Level of demand: Medium (option A)/high (option D) (2 marks)

Rationale for item type

This question requires students to choose two options from the four provided and is based on the topic of Healthy living and lifestyle. There are two levels of demand in the correct options, and students need to listen to the whole utterance in order to reject the distractors.

Content sampled (vocab/grammar)

loi, interdire (periphrastic future), fumer, lieu, public, publicité, tabac, être (inflectional future), ne...plus, possible, trois, quart, vapoter, arrêter (conditional), si, produit, sans, goût, fruit, exister (imperfect)

Mark scheme considerations

Students are required to write one letter in each of the two boxes, but the order in which they write them does not matter. This is made clear in the mark scheme.

Accessibility considerations

The options are clearly worded and the negative in option D is emboldened to make it more obvious to students. The word 'two' is emboldened in the instruction to reinforce to students that they need to write a letter in both boxes.

Question 23 OVERLAP

Level of demand: Low (2 marks)

Rationale for item type

This question is a decrease in level of demand from the previous group of questions and is placed here to re-engage students who might have struggled with the high demand questions. Its position supports the 'peaks and troughs' approach of the design principles. As a MCQ type it is the most straightforward of question types, but students are still required to listen to the whole dialogue in order to reject the distractors, all of which are plausible. Although it is low demand at this tier, some simple drawing of conclusions is required in question 23.2 to get to the correct answer. Celebrity culture is a topic with which students will be comfortable, and the interview style of dialogue is one with which students are familiar.

Content sampled (vocab/grammar)

regarder, émission, influenceur, donner, idée, faire, vidéo, mettre, en, ligne, succès, ne...jamais, seul, recevoir, menace, il faut, ne...pas, oublier, danger

Mark scheme considerations

Students are required to write a single letter in each answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The conversation setting splits the question clearly into two parts, and the question in each part clearly signals to students which section of the question to answer (eg question 23.1 Dudu became

famous after... = Dudu, tu es devenu célèbre comment? / 23.2 ...being famous can be ... = C'est bien d'être célèbre ?). The option statements are short and clear (single words for question 23.2) to allow students to focus on what they are hearing.

'Answer both parts of question 23' has been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence.

Question 24 OVERLAP

Level of demand: Low (2 marks)

Rationale for item type

This question maintains the same level of demand as that of question 23 and again supports students who might have struggled with the previous high demand questions. Its position supports the peaks and troughs approach of the design principles. As a MCQ type it is the most straightforward of question types, but students are still required to listen to the whole dialogue in order to reject the distractors, all of which are plausible. Some simple drawing of conclusions is required. Celebrity culture is a topic with which students will be comfortable and the interview style of dialogue is familiar to students. Question 24.2 is designed to test the students' recognition of the relationship between past, present and future tenses.

This overlap question has been chosen as the last question on Section A in order to enable the majority of students to finish section A of the paper confidently before moving onto Section B.

Content sampled (vocab/grammar)

quitter, université, gagner (meaning of to earn), encore (meaning of yet), beaucoup, apprendre, nouvelle, compétence, avant, maintenant, créer, vêtement, prochain, carrière
Grammar : être (imperfect and periphrastic future), décider (perfect)

Mark scheme considerations

Students are required to write a single letter in each answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The conversation setting splits the question clearly into two parts and each part signals to students which section of the question to answer (eg question 24.1 At the moment, Dudu ... = En ce moment... / 24.2 In the future.. = Et à l'avenir ?) The option statements are short and clear (single words for question 24.2) to allow students to focus on what they are hearing.

'Answer both parts of question 24' has been emboldened to provide a clear instruction to students.

By dividing the question into two parts, cognitive overload is avoided and students will not be required to remember a lot of information at one time. The pauses will be considered carefully at recording with clear breaks before each sentence.

SECTION B: Dictation

Level of demand: this task targets low, medium and high across the five sentences.

A range of Sound Symbol Correspondences (SSCs) drawn from the prescribed grammar are tested across the five sentences.

Rationale for item type

Dictation is a required task with a minimum of 30 words, including some words from outside the prescribed vocabulary list.

Content sampled

Sentence 1

This first sentence is testing simple and familiar vocabulary using familiar SSCs (eg, 'o', 'oi' for instance). This is to build students' confidence.

Sentence 2

This sentence is testing a different verb type as well as a mixture of SSCs with varying degrees of difficulties (eg, silent final e, -tion, n-liaison).

Sentence 3

This sentence is testing a different verb type (impersonal) and a range of familiar (eg, enfants, manger) and less familiar (eg, faut, dire) vocabulary and SSCs (eg, 'au', 'er', x-liaison, ain).

Sentence 4

This sentence is testing a different verb form and is set in a different tense to the other sentences to allow the sampling of a range of structures. One word has been taken from outside the prescribed vocabulary list (jambon). There is mixture of SSCs being tested here ranging from more familiar ones (eg 'ai', 'u') to less familiar ones (eg, silent final consonants), thus allowing discrimination between students.

Sentence 5

This final sentence is allowing for the sampling of a different tense and different SSCs (eg, 'a', 'on'). One word has been taken from outside the prescribed vocabulary list (pilote).

Mark scheme considerations

The dictation is assessed for Communication of meaning (AO1) (5 marks) and Transcription and grammatical accuracy (AO3) (5 marks). When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts will be considered as a whole. Detailed guidance is included in the mark scheme to help examiners apply the criteria consistently and accurately.

To exemplify the marking criteria, and to assist examiners in accurate application of the criteria, a range of exemplar student responses has been provided in the mark scheme with marks awarded for each of the assessment objectives and a commentary.

Perfection is **not** required for full marks in either AO1 or AO3. For example, occasional missing accents and minor spelling errors do not preclude a top band mark for AO3. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for AO3.

Accessibility considerations

Each of the five sentences will be read three times in total – fully, in short sections and fully again. The transcript indicates where the short sections are in the sentence.

The format of the question paper provides clarity to students on where to write their responses in that each sentence is listed separately. Students are also reminded to check that what they have written makes sense and that their spelling is accurate.