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# GCSE French

8658/LF-Paper 1 Listening Foundation  
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.

Question	Accept	Mark
01	F	1

Question	Accept	Mark
02	E	1

Question	Accept	Mark
03	B	1

Question	Accept	Mark
04	D	1

Question	Key idea	Accept	Reject	Mark
05	A / one week			1

Question	Key idea	Accept	Reject	Mark
06	(nice/good) weather	sunny/the sun (shines) Ignore references to time e.g. from time to time	(it's) nice/beautiful (no reference to weather) hot/warm	1

Question	Key idea	Accept	Reject	Mark
07	hiking/walking	(go) rambling		1

Question	Key idea	Accept	Reject	Mark
08	museum is closed/not open			1

Question	Key idea	Accept	Reject	Mark
09	reduced entry to theme park (needs both ideas)	discount/price reduction/cheaper tickets for theme/amusement park/fun fair	cheaper/discount <b>tc</b> reductions for attractions/rides free entry to theme park	1

Question	Key idea	Accept	Reject	Mark
10	go to bed (early)	sleep/ have an early night	to rest/chill <b>tc</b> tired <b>tc</b>	1

Question	Accept	Mark
11	B	1

Question	Accept	Mark
12	F	1

Question	Accept	Mark
13	D	1

Question	Accept	Mark
14	C	1

Question	Accept	Mark
15	C	1

Question	Accept	Mark
16	C	1

Question	Accept	Mark
17	B	1

Question	Accept	Mark
18	B	1

Question	Key idea	Accept	Reject	Mark
19	children	youngsters / kids / young people / teenagers / infants / parents with children / boys and/or girls	young adults boys <b>tc</b> girls <b>tc</b> sons and daughters students	1

Question	Key idea	Accept	Reject	Mark
20	(send) <u>unlimited</u> texts/SMS	(get/have) unlimited texts (ie as part of your contract)	receive unlimited texts text(s) <b>tc</b>	1



		text as much as you / they like / without a limit		
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Question	Key idea	Accept	Reject	Mark
21	(new educational) game(s)	free game(s)	game and music/apps etc	1

Question	Accept	Mark
22	C D F (in any order)	3

Question	Key idea	Accept	Reject	Mark
23	<b>Disadvantage:</b> not all customers give tips/some customers do not give/leave anything	does not get tips all the time does not get many tips	poor pay does not get (any) tips <b>tc</b>	1

Question	Key idea	Accept	Reject	Mark
24	<b>Advantage:</b> (do) lots of/different activities = 1 <b>Disadvantage:</b> <u>tell people/owners</u> that their pets are ill/sick = 1	varied different tasks/challenges/things	it is different <b>tc</b> different to other jobs  dealing with sick animals (is not easy)	2

Question	Key idea	Accept	Reject	Mark
25	<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	Accept	Mark
26	B	1

Question	Accept	Mark
27	C	1

Question	Accept	Mark
28	A	1

Question	Accept	Mark
29	E	1

Question	Accept	Mark
30	D	1

Question	Accept	Mark
31	F	1

Question	Accept	Mark
32	A	1

Question	Key idea	Accept	Reject	Mark
33.1	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
33.2	l'amour	dans/en amour d'amour/l'armour/amor/amore See General principles of marking, section 7. aimer/adorer/adore/adoré	amoureux <b>tc</b>	1

Question	Key idea	Accept	Reject	Mark
34	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	Accept	Mark
35	<b>B</b>	1

**Total marks = 40**