

GCSE 2004

June Series



Mark Scheme

French A (Full Course)

(Listening)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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:

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LISTENING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers (English or Target Language)

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. 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 in the target language. A separate assessment of spelling, punctuation and grammar is not required on these papers 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 candidate has given alternatives or additional information in answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or 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**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2./..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
4. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
5. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **t.c.** = tout court **NFP** = no further penalty

LISTENING TESTS**FOUNDATION TIER****IGNORE PERSONAL PRONOUNS, POSSESSIVE ADJECTIVES, WRONG TENSES, NUMBER, GENDER, ACCENTS.**

Question	Key Idea	Accept	Mark	Reject
1	7 o'clock	7 / 7:00 / 07:00 / 7 a.m.	1	7pm
2	apple	Apples ignore additions	1	fruit apple-juice/pie/tart
3	films	Film movies ignore additions (e.g. films and sport)	1	films/music (hedged bet)
4	evening(s)	night(s)	1	afternoons/evenings (hedged bet)
5	small	little/tiny/not big	1	
	yellow	ignore ceiling/door/curtains etc	1	two colours e.g. yellow and blue
6	(goes to) church	ignore wrong person	1	goes out with parents (tc)
7	F	<u>Q7-11 : accept words instead of letters in correct place</u>	1	
8	E		1	
9	C		1	
10	D	EPS	1	
11	H		1	

Question	Key Idea	Accept	Mark	Reject
12	B		1	
13	F		1	
14	A		1	
15	C		1	
16	B		1	
17	A		1	
18	C		1	
19	D		1	
20	C		1	
21	A		1	
22	C		1	

Question	Key Idea	Accept	Mark	Reject
23	travailler avec les animaux dans un hôpital	ACCEPT MIS-COPYINGS WHICH LEAVE THE MEANING CLEAR	1	
			1	
24	dans un garage continuer ses études		1	gare
			1	
25	C		1	
26	E		1	
27	D		1	
28	F		1	
29	D		1	
30	B		1	
31	D		1	
32	C		1	
		TOTAL	35	

HIGHER TIER**IGNORE PERSONAL PRONOUNS, POSSESSIVE ADJECTIVES, WRONG TENSES, NUMBER, GENDER, ACCENTS**

Question	Key Idea	Accept	Mark	Reject
1	F	<u>Q1-5 accept words instead of letters in correct place</u>	1	
2	E		1	
3	C		1	
4	D	EPS	1	
5	H		1	
6	A		1	
7	D		1	
8	B		1	
9	E		1	
10	D		1	
11	B		1	

Question	Key Idea	Accept	Mark	Reject
12	travailler avec les animaux dans un hôpital	ACCEPT MIS-COPYINGS WHICH LEAVE THE MEANING CLEAR	1	
13	dans un garage continuer ses études		1	
14	E		1	
15	D		1	
16	F		1	
17	B		1	
18	B		1	
19	A		1	
20	C		1	

Question	Key Idea	Accept	Mark	Reject
21	cinema	film (ignore adjectives – e.g. bon) film d'horreur ciné/cine	1	
	enrhumé(e)	malade grippe (t.c.) rhume (t.c.) (sp) gripe / gripe / engrippé rhumé/rume/en rhumé (2 words)/enrhume (no accent) / missing or misplaced 'h' maladie/mal Ignore additions which do not negate e.g. fatigué/rester à la maison	1	Grip (sp) mal(l)ard nonsensical sentences
22	Noël	fin d'année	1	
	temps	climat chaleur c'était l'été chaud/soleil beau temps à cause du fait qu'ils sont à la plage parce qu'ils étaient / sont à la plage c'est / c'était bizarre	1	pas de neige beau (t.c.) bizarre (t.c.) plage (t.c.) ce n'était pas traditionnel (t.c.) (doesn't negate)
23	14 juillet	fête nationale jour national fête de nationale	1	nationale (t.c.) /vacances nationales/ célébration nationale/fête (t.c.) additions which make answer ambiguous – e.g. fête nationale <u>de Christian</u>
	(son) chien	(le) feu d'artifice mon chien chienne chein (sp) <u>ONLY THESE SPELLINGS</u> (le) bruit bruyant/bruant	1	<u>de l'année</u> chien bruit chien et grand'mère (contradicts)

Question	Key Idea	Accept	Mark	Reject
24	mauvaises odeurs pas d'eau <u>chaude</u> <u>après 7 heures</u>	Ça sentait (mauvais) Les poubelles sentaient mauvais mauvais(e) odeur (Sp) centait REFERENCE TO SMELL(S) REQUIRED On vidait les poubelles tous les 2 jours (without reference to smell) rarement / negative + souvent eau chaude (seulement) avant sept heures often no hot water / no hot water when needed REFERENCE TO <u>HOT</u> WATER/SHOWER + <u>TIME</u> REQUIRED leau (sp) time can be rendered by early/late	1 1	près des poubelles TC problème de poubelles/mauvais(es) poubelles santé/sante/senter chaux (sp) pas d'eau chaude (t.c.) l'au etc. <u>à</u> 7 heures
25	(i) ONE FROM: pas cher OR cuisine régional(e) OR chez une famille (ii) (les) enfants <u>de la</u> <u>propriétaire</u>	(i) <u>moins</u> (s) cher (que l'hôtel) bon marché cuisin régional(e) (sp) – only variation allowed dans/avec une famille fammille / famille / fammile (sp) (ii) MUST REFER TO <u>OTHER PEOPLE</u> e.g. (les) <u>enfants</u> (or clearly <u>other</u> people) craient/couraient autour de la table/ jetaient du pain/(étaient) insupportable(s) 'enfants bruit'	1 1	moins cher à l'hôtel/mois cher/moi cher avec (la) famille family/famille (sp) beaucoup de bruit / <u>ils</u> criaient

Question	Key Idea	Accept	Mark	Reject
26	(i) (She is) lucky	<u>Mark (i) and (ii) globally – ignore extra non-contradictory material</u> (i) Chantal/she would like to go to school in England She thinks she is in a better school (system) / She is envious of her / wants same advantages/ Ignore wrong reason	1	chance
	(ii) <u>In England</u> it is possible to drop subjects	(ii) <u>In England</u> you can drop subjects/things N.B. IN ENGLAND MAY BE IMPLIED FROM ANSWER (i) <u>In England</u> one can do the subjects one chooses / choice of subjects	1	more subjects in France leave school at 16 in England
	(which) you are not good at	If you are no(t) good (at them)	1	which you don't <u>like</u>
	(iii) (Her) <u>average</u> (mark is) not very good	(iii) She will never have a good <u>average</u> (mark) Her mark for languages brings her <u>average</u> down Languages bring her marks down	1	she can't do/is no good at languages she under-achieves wastes time on unnecessary subjects What is point of languages for maths teacher

