

GCSE

French B (Modular)

Module 4: Listening tests

Copyright © 2003 AQA and its licensors. All rights reserved

LISTENING TEST

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 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. No mark scheme can cover all possible answers. When in doubt
 - look for the key idea, where this is appropriate

Foundation Tier

Question		Accept	Marks	Reject / Notes								
1		<table border="1"> <tr> <td data-bbox="613 497 801 571">Personne 1</td> <td data-bbox="801 497 893 571">F</td> </tr> <tr> <td data-bbox="613 571 801 644">Personne 2</td> <td data-bbox="801 571 893 644">A</td> </tr> <tr> <td data-bbox="613 644 801 718">Personne 3</td> <td data-bbox="801 644 893 718">D</td> </tr> <tr> <td data-bbox="613 718 801 791">Personne 4</td> <td data-bbox="801 718 893 791">E</td> </tr> </table>	Personne 1	F	Personne 2	A	Personne 3	D	Personne 4	E	1 1 1 1	
Personne 1	F											
Personne 2	A											
Personne 3	D											
Personne 4	E											
2		a) <table border="1"><tr><td>B</td></tr></table> b) <table border="1"><tr><td>A</td></tr></table> c) <table border="1"><tr><td>D</td></tr></table> d) <table border="1"><tr><td>B</td></tr></table>	B	A	D	B	1 1 1 1					
B												
A												
D												
B												

Mark Scheme

Question		Accept	Marks	Reject / Notes										
3		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">a)</td> <td style="padding: 2px;">D</td> </tr> <tr> <td style="padding: 2px;">b)</td> <td style="padding: 2px;">F</td> </tr> <tr> <td style="padding: 2px;">c)</td> <td style="padding: 2px;">A</td> </tr> <tr> <td style="padding: 2px;">d)</td> <td style="padding: 2px;">C</td> </tr> <tr> <td style="padding: 2px;">e)</td> <td style="padding: 2px;">G</td> </tr> </table>	a)	D	b)	F	c)	A	d)	C	e)	G	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	
a)	D													
b)	F													
c)	A													
d)	C													
e)	G													
4	Première partie	<p>a) C</p> <p>b) D</p>	<p>1</p> <p>1</p>											
	Deuxième partie	<p>c) C</p> <p>d) B</p> <p>e) A</p>	<p>1</p> <p>1</p> <p>1</p>											

Question		Accept	Marks	Reject / Notes
5	Première partie	a) <input type="text" value="(c'est très) utile"/> <input type="text" value="A"/>	2	
		b) <input type="text" value="(c'est trop) difficile"/> <input type="text" value="C"/>	2	
	Deuxième partie	c) <input type="text" value="(c'est) agréable"/> <input type="text" value="A"/>	2	
		d) <input type="text" value="(c'est trop) petit"/> <input type="text" value="B"/>	2	
	Troisième partie	e) <input type="text" value="B"/>	1	
		f) <input type="text" value="C"/>	1	
	Quatrième partie	g) <input type="text" value="B"/>	1	
		h) <input type="text" value="A"/>	1	

Foundation Paper Total 30 marks

Higher Tier

Question		Accept	Marks	Reject / Notes
1	Première partie	a) <input type="text" value="(c'est très) utile"/> <input type="text" value="A"/>	2	
		b) <input type="text" value="(c'est trop) difficile"/> <input type="text" value="C"/>	2	
	Deuxième partie	c) <input type="text" value="(c'est) agréable"/> <input type="text" value="A"/>	2	
		d) <input type="text" value="(c'est trop) petit"/> <input type="text" value="B"/>	2	
	Troisième partie	e) <input type="text" value="B"/>	1	
		f) <input type="text" value="C"/>	1	
	Quatrième partie	g) <input type="text" value="B"/>	1	
		h) <input type="text" value="A"/>	1	

Question		Accept	Marks	Reject / Notes				
2	Première partie	a) <i>(Elle chantait) (dans la) voiture / auto</i>	1	Spellings of <i>voiture</i> which are another French word eg <i>voitre</i> two syllables required <i>v-t-r</i>				
		b) <i>(Il a acheté / Il lui a donné) (un) piano</i> Accept spelling of <i>piano</i> as p-n-o <i>Elle joue du piano</i>	1	<i>piano</i> and <i>guitare</i> <i>son père joue du piano</i>				
	Deuxième partie	c) <i>(en) Irlande</i> must have r : English spelling	1	<i>Island / Iceland : irlandais pour Irlande</i>				
	d) <i>quatrième</i> 4 / 4 th Accept any suggestion she came after Céline Dion (without the 4)	1	Fourth					
	e) <i>Elle / aime / admire (Céline Dion)</i> Accept any indication she gets on well with C.D eg <i>bon / elle aime / chaud / amicale / bien / sympa / une idol(e)</i> <i>Accept je / elle parle / téléphone OR parle / téléphone souvent</i> <i>Elles ont beaucoup en commun</i> <i>(Elle se sent) proche (d'elle)</i> (Any 2 of 4)	2	<i>Chantaient ensemble</i> <i>Téléphone t.c. (ie noun)</i>					
	Troisième partie	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> </table> (any order)	B	D	E	F	4	
B	D	E	F					

Mark Scheme

Question		Accept	Marks	Reject / Notes
3	Première partie	a) B	1	
		b) C	1	
		c) A	1	
	Deuxième partie	d) seul	1	
		e) volé	1	
		f) contact	1	
	Troisième partie	g) ambitions	1	
		h) pessimiste	1	

Higher Paper Total 30 marks