



General Certificate of Secondary Education

French 4655

Specification

46551H Listening Higher Tier

Mark Scheme

2010 examination - June series

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.

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LISTENING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers in English

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. 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. Accept
 - T/F/?
 - ✓/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).
5. 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.
6. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **NFP** = no further penalty **t.c.** = tout court

Higher

Q	Key Idea	Accept	Mark	Reject/Notes
1	A N		2	

Q	Key Idea	Accept	Mark	Reject/Notes
2	F P/N		2	

Q	Key Idea	Accept	Mark	Reject/Notes
3	D P		2	

Q	Key Idea	Accept	Mark	Reject/Notes
4	Advantage: varied/ well-paid	never boring enough pay does lots of jobs	1	<i>Ignore extraneous material if it doesn't negate (see general notes on mark scheme)</i>
	Disadvantage: not many male secretaries/ mistaken for boss/ embarrassing	He's embarrassed/the clients are embarrassed Accept minor misspellings	1	Wrong reason for embarrassment, eg the clients are embarrassing Inconvenient tc

Q	Key Idea	Accept	Mark	Reject/Notes
5	<p>Advantage: likes meeting people/ the (interesting) customers (<i>must have reference to 'meeting' if used with 'people'</i>)</p> <p>Disadvantage: boring/ doing same journey</p>	<p>The customers/clients tc Accept minor misspellings of 'interesting' but reject <i>ent/ant</i> endings</p> <p>Goes to airport often/5 times a day</p>	<p>1</p> <p>1</p>	<p>Interesting tc Interesting people tc The people tc (<i>too vague</i>)</p> <p>Annoying tc Tiring Boring for wrong reason, eg customers are boring/ waiting for customers</p>

Q	Key Idea	Accept	Mark	Reject/Notes
6	B D		2	In any order

Q	Key Idea	Accept	Mark	Reject/Notes
7	B E		2	In any order

Q	Key Idea	Accept	Mark	Reject/Notes
8	B		1	

Q	Key Idea	Accept	Mark	Reject/Notes
9	C		1	

Q	Key Idea	Accept	Mark	Reject/Notes
10	D		1	

Q	Key Idea	Accept	Mark	Reject/Notes
11	F		1	

Q	Key Idea	Accept	Mark	Reject/Notes
12	A		1	

Q	Key Idea	Accept	Mark	Reject/Notes
13	E		1	

Q	Key Idea	Accept	Mark	Reject/Notes
14 (i)	B		1	
(ii)	C		1	

Q	Key Idea	Accept	Mark	Reject/Notes
15 (i)	C		1	
(ii)	B		1	

Q	Key Idea	Accept	Mark	Reject/Notes
16 (i)	B		1	
(ii)	D		1	

Q	Key Idea	Accept	Mark	Reject/Notes
17 (i)	A		1	
(ii)	D		1	

Q	Key Idea	Accept	Mark	Reject/Notes
18 (i)	Agricultural work	Work/help on farm/on the land Farming Growing food/crops	1	Help tc Work tc Work outside Work with parents tc Any ref to gardening Collect food

Q	Key Idea	Accept	Mark	Reject/Notes
18 (ii)	They know about/ respect nature	Get close to/be with nature Get used to/experience nature	1	Nature tc Respect parents/each other/people

Q	Key Idea	Accept	Mark	Reject/Notes
19	<p>People cook outside</p> <p>No kitchens</p> <p>No lessons/no school in afternoon</p> <p>Any 2 from 3</p>	<p>Too hot to cook inside/in the kitchen = 1</p> <p>Kitchen is outside = 1</p>	2	<p><i>Ignore extraneous material if it doesn't negate (see general notes on mark scheme)</i></p> <p>(Children) have to go home at midday (<i>no ref to school</i>)</p> <p>No lessons/no school tc</p>

Q	Key Idea	Accept	Mark	Reject/Notes
20	<p>Rarity of cars</p> <p>Young people can't afford a house/place to live</p> <p>They live with their parents even when married</p> <p>(Any 2 from 3)</p>	<p>Only rich have cars/not everybody runs a car</p> <p>People can't afford cars</p> <p>Accept ref to 'children' rather than 'young people'</p> <p>They all live together after marriage</p>	2	<p>Nobody can afford cars</p> <p>Young people live with parents (<i>no ref to marriage</i>)</p>

Q	Key Idea	Accept	Mark	Reject/Notes
21	<p>The teacher wasn't interested in pupils/pupils' opinions</p> <p>Too many notes</p> <p>The teacher was there for the money</p>	<p>Teacher not interested in her/their opinions</p> <p>Teacher didn't respect them/care about them</p> <p>Had to take lots of notes/teacher just dictated notes</p>	3	<p>Reject use of 'professor' but nfp</p> <p>She did not like her teacher /teacher not nice/good/too strict</p> <p>Money tc</p>

Q	Key Idea	Accept	Mark	Reject/Notes
22	<p>Teacher understands the pupils/her</p> <p>He makes pupils like his subject</p> <p>He has a sense of humour</p> <p>The pupils want to go to the lesson</p> <p>She won't forget him (3 from 5)</p>	<p>The teacher is understanding /took an interest in pupils</p> <p>Teacher makes it/lessons interesting</p> <p>Teacher is funny/entertaining</p> <p>Look forward to lessons</p>	3	<p>Treats the pupils well Gets on well with pupils Teacher nice/interesting/ not too strict</p> <p>Lessons interesting/fun (needs ref to teacher input)</p> <p>It's funny</p> <p>The teacher won't forget the pupils Teacher forgetful</p>