GCSE

French

Unit 1 Listening Foundation
Mark scheme

4655
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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.

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Foundation Tier

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 <u>one</u> 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

7. Where a candidate has crossed out an answer and what was underneath remains legible then it should be assessed. Where part of an answer is crossed out then only what remains should be considered.

8. Where a candidate spells the answer in such a way that it is a word in the target language, no credit can be awarded.

9. If a candidate offers two different responses in English or in the target language eg dog (cat) or dog (chat) where the answer is dog, no credit can be awarded.

Q	Key idea	Accept	Mark	Reject/Notes
1	doctor		1	reject medecine

Q	Key idea	Accept	Mark	Reject/Notes
2	actor/actress		1	

Q	Key idea	Accept	Mark	Reject/Notes
3	hairdresser	barber	1	

Q	Key idea	Accept	Mark	Reject/Notes
4	teacher	professor	1	reject French spelling ie professeur

Q	Key idea	Accept	Mark	Reject/Notes
5	C		1	

Q	Key idea	Accept	Mark	Reject/Notes
6	D		1	

Q	Key idea	Accept	Mark	Reject/Notes
7	A		1	

Q	Key idea	Accept	Mark	Reject/Notes
8	F		1	

Q	Key idea	Accept	Mark	Reject/Notes
9	E		1	

Q	Key idea	Accept	Mark	Reject/Notes
10	A		1	

Q	Key idea	Accept	Mark	Reject/Notes
11	B		1	

Q	Key idea	Accept	Mark	Reject/Notes
12	B		1	

Q	Key idea	Accept	Mark	Reject/Notes
13	A		1	

Q	Key idea	Accept	Mark	Reject/Notes
14	C		1	

Q	Key idea	Accept	Mark	Reject/Notes
15	B		1	

Q	Key idea	Accept	Mark	Reject/Notes
16	E		1	

Q	Key idea	Accept	Mark	Reject/Notes
17	A		1	

Q	Key idea	Accept	Mark	Reject/Notes
18	B		1	

Q	Key idea	Accept	Mark	Reject/Notes
19	A		1	

Q	Key idea	Accept	Mark	Reject/Notes
20	C		1	

Q	Key idea	Accept	Mark	Reject/Notes
21	B		1	

Q	Key idea	Accept	Mark	Reject/Notes
22	C		1	

Q	Advantage	Disadvantage	Mark	Reject/Notes
23	(lots of/many)presents/ gifts or invites her friends/sees her friends/be with friends/goes out with/meets/ friends	(has to) clean/tidy the house/clean up/tidy up	2	friends tc phone friends (no idea of seeing) clean/tidy tc tidy bedroom/room

Q	Advantage	Disadvantage	Mark	Reject/Notes
24	(likes) the meal(s)/lunch/dinner/ eating with the family	does not like/get on with grandparents/grandparents are there	2	reject: eating food (too vague) it's delicious tc grandparents tc dislikes grandfather/grandmother

Q	Advantage	Disadvantage	Mark	Reject/Notes
25	goes to her aunt's likes/visits the south of France/Nice	has to share a room (with sister)	2	reject reference to niece like the town/her aunt tc wrong relative eg brothers sister gets on her nerves

Q	Key idea	Accept	Mark	Reject/Notes
26	N		1	

Q	Key idea	Accept	Mark	Reject/Notes
27	P		1	

Q	Key idea	Accept	Mark	Reject/Notes
28	P/N		1	

Q	Key idea	Accept	Mark	Reject/Notes
29	P/N		1	

Q	Key idea	Accept	Mark	Reject/Notes
30	D		1	

Q	Key idea	Accept	Mark	Reject/Notes
31	C		1	

Q	Key idea	Accept	Mark	Reject/Notes
32	E		1	