



GCSE FRENCH 8658/LH

Paper 1 Listening Higher Tier

Mark scheme

June 2023

Version: 1.0 Final



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 Examiner.

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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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.

tc = *tout court* ie with no addition or qualification

Question	Accept	Mark
01	<p>C E F (in any order) C (Recycle) E (Travel by public transport) F (Use bikes)</p>	3

Question	Accept	Mark
02	<p>Never tried: D (Going to cookery classes) Enjoy: C (Fine dining in expensive restaurants)</p>	2

Question	Accept	Mark
03	<p>Never tried: B (Eating in fast-food restaurants) Enjoy: A (Cooking their own food)</p>	2

Question	Key idea	Accept	Reject	Mark
04.1	a year and a half/one and a half years	18 months		1

Question	Key idea	Accept	Reject	Mark
04.2	(being) trained / taught	(doing) training	formed / shaped reject any reference to being in shape (e.g., trained to be fit / in shape)	1

Question	Key idea	Accept	Reject	Mark
05.1	open (a) door(s)			1

Question	Key idea	Accept	Reject	Mark
05.2	what they are (being) asked/requested/ we ask/tell them (to do)	commands/orders/instructions	demands (of/on what to do) the owner (know) what to do (too vague)	1

Question	Key idea	Accept	Reject	Mark
06.1	(a) newborn(s)	babies	(young) children/infants	1

Question	Key idea	Accept	Reject	Mark
06.2	is depressed	lives with depression	disabled tc	1

Question	Accept			Mark
07.1	B (gone up.)			1

Question	Accept	Mark
07.2	C (for the sake of their children.)	1

Question	Accept	Mark
08.1	B (Getting everything sorted in time)	1

Question	Accept	Mark
08.2	C (The seating plan)	1

Question	Accept	Mark
09.1	B (under water.)	1

Question	Accept	Mark
09.2	C (immediately after the wedding.)	1

Question	Key idea	Accept	Reject	Mark
10	1. (she was) congratulated / praised / commended by the / her <u>headteacher</u> = 1	(the/her) principal / director said well done / congratulations / she had worked well / is hardworking	she saw the/her headteacher she worked hard the headteacher was nice to her Reject any reference to reward / award	2
	2. (her) <u>physics/science</u> teacher was absent/not in (today) = 1	she didn't have (a) physics lesson today Ignore reference to disliking the teacher (e.g., her physics teacher absent - she hates him).	one of her teachers was absent (too vague)/incorrect subject (e.g., PE) the physics/science teacher was ill	

Question	Key idea	Accept	Reject	Mark
11	1. (he) got lost (in/at school) = 1	(he) could not find his way around school / to his class	he got lost on the way/going to school he went to the wrong lesson	2
	2. (he) arrived late to (his) lesson(s) = 1	(he) was late to (his) classes	he was late to school/he was late tc	

Question	Key idea	Accept	Reject	Mark
12.1	reread your CV/résumé	read your CV/application again	read your CV tc	1

Question	Key idea	Accept	Reject	Mark
12.2	find information about the firm/ company/enterprise/business	do (some) research/find out about/look into the firm/company	find information/do some research tc find information about the job	1

Question	Key idea	Accept	Reject	Mark
13.1	the traffic (jams) (on the way/road)	being late/delayed/getting there late/not getting there on time (because of traffic jams/road problems)/traffic jams making you (get there) late	the road(s) / journey / route tc	1

Question	Key idea	Accept	Reject	Mark
13.2	park (your car)			1

Question	Accept	Mark
14	C G (in any order) C (Health) G (Weather)	2

Question	Accept	Mark
15	A D (in any order) A (Dating) D (Navigation)	2
Question	Accept	Mark
16	D (A teacher shortage)	1
Question	Accept	Mark
17	H (Vandalism)	1
Question	Accept	Mark
18	B (A fire)	1
Question	Accept	Mark
19	E (Record exam results)	1
Question	Accept	Mark

20	P+N/P&N/PN (positive and negative)	1
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Question	Accept	Mark
21	N (negative)	1

Question	Accept	Mark
22	P+N/P&N/PN (positive and negative)	1

Question	Accept	Mark
23	P (positive)	1

Question	Accept	Mark
24	P (positive)	1

Question	Accept	Mark
25.1	A+B, A&B, A/B (en semaine./devant la mairie.)	1

Question	Accept	Mark
25.2	A (étudiants.)	1

Question	Key idea	Accept	Reject	Mark
26.1	tempête	tempette/tempete	2 words any spelling which does not start with TEMPE-	1

Question	Key idea	Accept	Reject	Mark
26.2	(être autorisé à) décoller	décoller/décollé voler / partir	2 words (eg de coller)/any spelling which does not start with DEC-/DÉC- aller / sortir	1

Question	Key idea	Accept	Reject	Mark
27.1	climatisation	climatization / climatasation	any spelling which does not start with CLIMAT- and does not end with -ION (except for the shortened form of the word 'clim')	1

Question	Key idea	Accept	Reject	Mark
27.2	(se) baigner (dans la rivière)	nager / aller dans la rivière	Any attempt at spelling 'baigner' which does not start with BAIN-/BEIGN-	1

Question	Accept	Mark
28.1	C (de l'environnement.)	1

Question	Accept	Mark
28.2	C (les SDF.)	1

Question	Accept	Mark
29.1	B (fait du sport.)	1

Question	Accept	Mark
29.2	A (au cinéma.)	1

Total marks = 50