AQA Qualifications

GCSE
FRENCH

Unit 1 Listening Foundation 46551F
Mark scheme

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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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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/?
   - 4/X/?
   - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and 4 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	Accept	Mark	Reject/Notes
1	English	1	Reject England Anglais

Q	Accept	Mark	Reject/Notes
2	History	1	Histoire

Q	Accept	Mark	Reject/Notes
3	Maths/math/mathematics	1	Mathématiques

Q	Accept	Mark	Reject/Notes
4	French	1	France Français

Q	Accept	Mark	Reject/Notes
5	B	1	

Q	Accept	Mark	Reject/Notes
6	C	1	

Q	Accept	Mark	Reject/Notes
7	F	1	

Q	Accept	Mark	Reject/Notes
8	C	1	

Q	Accept	Mark	Reject/Notes
9	A	1	

Q	Accept	Mark	Reject/Notes
10	B	1	

Q	Accept	Mark	Reject/Notes
11	Job 1 C Job 2 D	2	In any order

Q	Accept	Mark	Reject/Notes
12	Job 1 B Job 2 E	2	In any order

Q	Accept	Mark	Reject/Notes
13	A	1	

Q	Accept	Mark	Reject/Notes
14	B	1	

Q	Accept	Mark	Reject/Notes
15	A	1	

Q	Accept	Mark	Reject/Notes
16	B	1	

Q	Accept	Mark	Reject/Notes
17	E	1	

Q	Accept	Mark	Reject/Notes
18	A	1	

Q	Accept	Mark	Reject/Notes
19	D	1	

Q	Accept	Mark	Reject/Notes
20	F	1	

Q	Accept	Mark	Reject/Notes
21	B	1	

Q	Accept	Mark	Reject/Notes
22	G	1	

Q	Accept	Mark	Reject/Notes
23	A	1	

Q	Accept	Mark	Reject/Notes
24	G	1	

Q	Accept	Mark	Reject/Notes
25	F	1	

Q	Accept	Mark	Reject/Notes
26	D	1	

Q	Accept	Mark	Reject/Notes
27	Advantage B Disadvantage C	2	

Q	Accept	Mark	Reject/Notes
28	Advantage A Disadvantage F	2	

Q	Accept	Mark	Reject/Notes
29	C	1	

Q	Accept	Mark	Reject/Notes
30	D	1	

Q	Accept	Mark	Reject/Notes
31	F	1	