



Rewarding Learning

**General Certificate of Secondary Education
2014**

French

Unit 3: Listening

Higher Tier

[GFR32]

MONDAY 12 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that GCSE examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they would apply in allocating marks to the candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what they know, understand and can do rather than penalising candidates for errors or omissions. They should mark according to the mark scheme and make appropriate use of the mark range for any particular question. Where candidate responses are unclear and do not follow the question rubric the following guidelines for marking may also be used:

Candidates ignore the instruction/misapply the rubric.

- If candidates are instructed to answer a question in English and answer in the Target Language, or vice versa, they cannot be awarded marks for this.
- When candidates are asked to select answers from a list and they select more than instructed, they will have one mark deducted from the total amount of correct answers for every extra answer that they select, to a minimum mark of zero. For example if they are asked to select four correct phrases and they select five, they will have one mark taken off the total amount of correct answers.
- If candidates are asked to select four and select six, they will have two marks taken off the total amount of correct answers.
- If candidates are asked to select one answer and select more than one, they cannot receive any marks for the answer.

Candidates cross out a letter/untick a box.

- If it is clear to the marker that one answer has been de-selected and another selected, the mark can be awarded for a correct answer.

English/Target Language answers.

- Mark schemes will include the anticipated responses and some others deemed credit-worthy by the examining team. These answers will be discussed at the standardising meeting and may be added to.

Quality of English/Target Language.

- Where spelling and grammar in English or the target language impede understanding, candidates will not be awarded marks.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

			AVAILABLE MARKS	
1	(a)	B – Lucien plays tennis all year round D – Lucien feels good after playing tennis	[2]	4
	(b)	A – Florence likes running on her own E – Florence likes running in the country	[2]	
2	(a)	B – mother is pleased	[1]	4
	(b)	A – very good at languages	[1]	
	(c)	B – above average	[1]	
	(d)	A – too much time at his job	[1]	
3	(a)	grapefruit; grape juice = 0	[1]	4
	(b)	gets up late/wakes up late/sleeps in/lies in (on)	[1]	
	(c)	lazy	[1]	
	(d)	will get up early (no longer) have a lie-in/wake up early/will not wake up late/ignore reference to Monday	[1]	
4	(a)	goes skiing/no homework/no housework (any 2) it's paradise/absolutely wonderful; not too much homework/ housework = 0	[2]	4
	(b)	likes going back to school/meets his friends again/summer holidays too long (any 2 of 3) Accept: 'her' friends Accept any 2 pieces of correct information even if in the same box and ignore anything else	[2]	
5	(a)	A – wasps	[1]	4
	(b)	C – spiders	[1]	
	(c)	E – snakes	[1]	
	(d)	B – monkeys	[1]	
6	(a)	(i) C – cannot wait for her music lessons to begin	[1]	4
		(ii) C – a young Welsh pianist after the concert	[1]	
	(b)	(i) A – reducing his pocket money	[1]	
		(ii) C – were surprised when he got a good mark in English	[1]	

			AVAILABLE MARKS		
7	(a)	B – Philippe would like to be a teacher in a primary school. C – Philippe thinks pupils are better behaved than people think.	[2]	4	
	(b)	A – Elise is looking forward to being independent. E – Her parents will probably let her go.	[2]		
8	(a)	a smile/Accept laugh	[1]	4	
	(b)	half of her petrol	[1]		
	(c)	irritated/annoyed/Don't accept angry	[1]		
	(d)	going where she wants	[1]		
9	(a)	(i) the waste of food/Accept: throwing food in the bin/change what is put in the bin	[1]	8	
		(ii) therefore we must change people's attitudes (key element)	[1]		
	(b)	(i) the criminals/arsonists are (quite often) young/young people are burning thousands of trees	[1]		
		(ii) they should be punished more severely/serve a longer time in prison	[1]		
	(c)	(i) cars (key element) pollute the air/atmosphere/environment cars are bad for the environment = 1 global warming = 0	[1]		
		(ii) (encouraging) people to share their cars/vehicles Accept: create car pool	[1]		
	(d)	(i) town centres should be transformed into pedestrian zones/precincts no cars in town centres towns = 0	[1]		
		(ii) there should be more cycling paths/tracks Accept: lanes 'more' is key element room for cyclists = 0	[1]		
Total Listening					40