



**General Certificate of Secondary Education
2017**

French

Unit 3: Listening

Higher Tier

[GFR32]

TUESDAY 16 MAY, MORNING

**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 candidates know, understand and can do rather than penalising them 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 number of correct answers.
- If candidates are asked to select four and select six, they will have two marks taken off the total number 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) C – horse riding with her friend	[1]	4
	(b) B – revising	[1]	
	(c) A – train	[1]	
	(d) B – sailing	[1]	
2	(a) (i) buildings	[1]	4
	(ii) young people/the young	[1]	
	(b) (i) second floor/level	[1]	
	(ii) the top	[1]	
3	(a) B – the pupils open their books at page 75 [1] D – Antoine has left his book at home [1]	[2]	4
	(b) A – Antoine has forgotten his book 3 times this week [1] E – Antoine gets a mark of 0 out of 20 [1]	[2]	
4	(a) Any two out of three: The water is clean You (can) get (swimming) lessons/classes It is not dear/not expensive/it is cheap	[2]	4
	(b) Any two out of three: Too many/a lot of people/it is busy Often closed in the evening You cannot play with a ball	[2]	
5	(a) C – customs officer	[1]	4
	(b) E – fireman/firefighter	[1]	
	(c) D – carpenter	[1]	
	(d) A – dentist	[1]	
6	(a) B – fewer young people go to summer camps each year	[1]	4
	(b) A – learnt to be independent	[1]	
	(c) B – did not like the summer camp	[1]	
	(d) A – likes being away from home	[1]	

			AVAILABLE MARKS	
7	(a) B – Gérard throws his rubbish on the ground [1] E – Gérard prefers taking a shower [1]	[2]	4	
	(b) A – the future of our planet depends on young people [1] C – Gérard promises to recycle his rubbish [1]	[2]		
8	(a) 1979	[1]	4	
	(b) semi-final(s)	[1]		
	(c) several years/many years	[1]		
	(d) relaxed/at ease	[1]		
9	(a) (i) they were in despair/it drove them to despair	[1]	8	
	(ii) Any one out of two: she was gifted in/good at History she had to/it was necessary to make an effort/to try hard	[1]		
	(b) (i) to follow their example/to be a musician	[1]		
	(ii) he was lazy	[1]		
	(c) (i) they did role plays/dramatisations/swapped roles with the teacher	[1]		
	(ii) use the same methods (as her teacher)	[1]		
	(d) (i) Any one out of three: he arrived late (in class) he shouted (endlessly) he had no interest in us/them/the class/the pupils	[1]		
	(ii) that (very) few (pupils) study Latin (today)	[1]		
Total Listening				40