
FRENCH

3015/01

Paper 1 Listening

For examination from 2019

MARK SCHEME

Maximum Mark: 45

Specimen

This document consists of **14** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

1 General Marking Principles

- 1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, and award marks accordingly.**

The following marking principles underpin the detailed instructions provided in Section 2 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5 (b)), but if the candidate has produced an answer that is another word in French they will not score (1.6).

1.2 Crossing out:

(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

1.3 More than the stipulated number of boxes ticked/crossed by the candidate:

(a)	If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
(b)	If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2.
(b)	Both correct answers on line 1 and line 2 wrong = 1.

(or vice-versa)

1.5 Answers requiring the use of French (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

(a)	'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
(b)	Look-alike test: does what the candidate has written look like the correct answer?
(c)	Accept incorrect gender or person unless Mark Scheme specifies otherwise.
(d)	Accept incorrect possessive adjectives, e.g. <i>mon, ton, son</i> etc., unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect French if the word given means something else in French.** (Incorrect French which constitutes a word in any language other than French is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 1.5 above).

1.7 **Where words are combined or split inappropriately do not award the mark**, e.g. 'sonpère' and 'lar ticle' (inappropriate splitting or combination is an indication that the candidate has not understood).

1.8 Annotation used in the Mark Scheme:

(a)	INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
(b)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(c)	HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
(d)	BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.9 No response and '0' marks**Award NR (No Response):**

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or

If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.10 Extra material:

It is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the recorded material. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the transcript to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, but which is not explicitly mentioned in the Mark Scheme:	the Examiner needs to decide, by consulting the transcript and the Team Leader if necessary, whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
(c)	Extra material which constitutes an alternative answer specifically refused in the Mark Scheme:	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the original transcript:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded.

2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	D	1	
2	C	1	
3	A	1	
4	A	1	
5	C	1	
6	B	1	
7	C	1	
8	B	1	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
9	mai	1	Must start: «ma...» Must end: «...y(s)» «...is» «...is «...ie(s)» Accept: «may» Refuse: any other month = INV mae
10	C	1	
11	C	1	
12	B	1	
13	B	1	

Question	Answer	Marks	Guidance
14	A	1	
15	A	1	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	(a) <input type="checkbox"/> (b) <input checked="" type="checkbox"/> (c) <input type="checkbox"/> (d) <input checked="" type="checkbox"/> (e) <input type="checkbox"/> (f) <input checked="" type="checkbox"/> (g) <input checked="" type="checkbox"/> (h) <input type="checkbox"/> (i) <input type="checkbox"/> (j) <input type="checkbox"/> (k) <input checked="" type="checkbox"/> (l) <input checked="" type="checkbox"/>	6	A mark out of 6 is entered for the whole exercise.

Section 2 Exercise 2: Part 1

Question	Answer	Marks	Guidance
17	mer / côte / (à la) Réunion	1	Refuse: (au bord de la) mère / mere / mère / mère / mère / mar(e) / mair(e) plage / port / capital île Ignore: all attempts at «au bord de la»
18	(à l')hôpital	1	Accept: spellings of «hôpital»: l'opital / opital / hospital / (l')hobital Refuse: lo(p)pital / lhospital
19	(le) calm(e)	1	Accept synonyms. Refuse: vivre tc but HA / la vie tc but HA carne / carne
20	sportives / sport(s) / sportif(s) pratiquer les sports / comme sport	1	Refuse: desport
21	froid OR climat / temps OR vivre / habiter	1	Accept: il fait froid / frois / froit / froi must start fr... Refuse: froir(e) / fois monuments

Section 2 Exercise 2: Part 2

Question	Answer	Marks	Guidance
22	(en) Suiss(e) OR Alp(e)s / je suis dans les Alpes	1	Accept: suisse(e) / swiss(e) / swis(s) / siusse ville/village Suisse OR je suis dans les Alpes Refuse: suis / suiz(e) / siuz(e) sius / siuss / sussie le ski tc but HA en France dans les Alpes

Question	Answer	Marks	Guidance
23	grillad(e)s (à la plage) OR plage / aller à la plage	1	Refuse: griyardes / grigade / grillages / gri(II)ages / grillable / grille
24	journalist(e) / journalism(e)	1	Refuse: journal
25	CONCEPTS: leaving for university partir pour l'université / si on veut faire des études à l'université il faut partir / pour des études superieures il faut partir OR no university il n'y a pas d'université / ce n'est pas possible d'étudier à l'université OR no school/university of journalism pas d'école/université de journalisme	1	Refuse: pas de choix il faut partir tc but HA pour faire des études il faut partir elle ne peut pas étudier sur l'île faire des études à l'université / étudier à l'université tc but HA il n'y a pas beaucoup d'universités = INV pas d'école = tc pas de journalisme = tc

Section 3 Exercise 1

Question	Answer	Marks	Guidance
26	C	1	
27	B	1	
28	C	1	
29	D	1	
30	A	1	
31	C	1	

Section 3 Exercise 2

(Beginning to Pause 1)

Question	Answer	Marks	Guidance
32	(le) tourism(e) / t(o)uriste OR (agence de) voyages / voyager	1	Refuse: office / bureau de tourisme librairie
33	Paris (et sa région) à Paris rayon de / à / sur Paris est le plus important les livres de / à / sur Paris	1	Refuse: il aime les livres et Paris le livre est / et Paris l'histoire de Paris: refuse extra incorrect material not on transcript
34	passe vite / passe vit / passe viit le temps passe très vite OR pas de problème / non problème OR ça lui plait / il aime ça	1	Refuse: le temps pas très vite problème

(Pause 1 to Pause 2)

Question	Answer	Marks	Guidance
35	(s'occuper des) com(m)ande(s) OR contact(er) (des) clients	1	Refuse: contact tc il se coupe des clients téléphoner / email les clients
36	ranger / les livres (sur les étagères) mettre / organiser les livres	1	Refuse: arranger / ronger libres INV

Question	Answer	Marks	Guidance
37	<p>télévision / télé</p> <p>OR</p> <p>(les) émissions de / en / a / avec / sur / pour télévision (sur les livres et les écrivains)</p> <p>émissions sur la télé et les écrivains</p> <p>BUT</p> <p>influences de / en / à / avec / sur / pour télé</p>	1	<p>Refuse: télévision et les livres</p> <p>Refuse: émission tc les écrivains tc but HA</p> <p>Refuse: les émissions et les écrivains tc (no «tele») influencé avec la télévision et les livres influence la télévision</p>

(Pause 2 to end)

Question	Answer	Marks	Guidance
38	<p>need attempt at appropriate verb + cadeau: faire / acheter / donner (un) cadeau</p> <p>ils veulent faire (un) cadeau</p> <p>c'est pour faire (un) cadeau</p>	1	<p>Refuse: acheter un kadeau / quadeau cadeau tc car ils demandent un cadeau pour un cadeau tc / c'est pour un cadeau tc ils demandent conseil pour des cadeaux</p>
39	<p>(la) pres(s)(e) professionnelle</p> <p>il lit régulièrement la presse professionnelle</p> <p>OR</p> <p>(les livres) / (ce) qu'il peut vendre / vendra</p> <p>il peut les vendre</p> <p>(les livres) qu'on (le public) veut acheter</p>	1	<p>Refuse: (la) pres(se) tc (la) presque professionnelle (la) presse profession (la) presse official</p>

Question	Answer	Marks	Guidance
40	<p>pas lourde pas trop de responsabilité OR (la/une/c'est la/c'est une) liberté ça (re)présente la / donne la liberté avoir la responsabilité représente la liberté</p>	1	<p>Refuse: lourde ce n'est pas une responsabilité il aime la responsabilité = INV avoir beaucoup / trop / très de responsabilité représente la liberté cinq employés tc but HA (but beware wrong number of employees = INV)</p>

NB For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa).

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