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**GCSE**  
**FRENCH**  
**8658/LH**

Paper 1 Listening Higher Tier

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**Mark scheme**

June 2022

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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       | <b>A B D (in any order)</b><br>A (Avoid distractions)<br>B (Eat well)<br>D (Revise in different ways) | 3    |

| Question | Accept                                                                               | Mark |
|----------|--------------------------------------------------------------------------------------|------|
| 02       | <b>Never experienced: A</b> (Being part of a choir)<br><b>Enjoy: E</b> (Songwriting) | 2    |

| Question | Accept                                                                     | Mark |
|----------|----------------------------------------------------------------------------|------|
| 03       | <b>Never experienced: B</b> (Dancing)<br><b>Enjoy: F</b> (Working as a DJ) | 2    |

| Question | Key idea                                                                                                                                                                                            | Accept                                  | Reject                                                                                                                                                                                                                                       | Mark |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 04.1     | more <u>young</u> people / children / teenagers (will) do / play / take up / try / take part in / get involved with sport / the number of young people doing sport will increase / rise / be higher | more <u>young</u> people will be active | lots of young people will do sport (no reference to increase in number)<br><br>more young people will take part / participate / the number of people will increase (no reference to sport)<br><br>More young people will enjoy / watch sport | 1    |

| Question | Key idea                                               | Accept                                                        | Reject                             | Mark |
|----------|--------------------------------------------------------|---------------------------------------------------------------|------------------------------------|------|
| 04.2     | discovered / (better / more well) known / less unknown | more popular / widely practised<br>new / introduced to people | popular <b>tc</b><br>new <b>tc</b> | 1    |

| Question | Key idea                 | Accept                                                          | Reject                                              | Mark |
|----------|--------------------------|-----------------------------------------------------------------|-----------------------------------------------------|------|
| 05.1     | free (of charge / entry) | free to enter / watch / attend<br>free viewing<br>held for free | free to participate / compete<br>open to spectators | 1    |

| Question | Key idea                      | Accept      | Reject                                                                                                                                                | Mark |
|----------|-------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 05.2     | win (free) tickets / a ticket | win a place | earn / have / buy / get / pay for / gain<br>tickets<br>a ticket <b>tc</b><br>win <b>tc</b> (no reference to ticket)<br>buy or win a ticket (negating) | 1    |

| Question | Key idea           | Accept | Reject           | Mark |
|----------|--------------------|--------|------------------|------|
| 06.1     | (on a frozen) lake |        | river / outdoors | 1    |

| Question | Key idea                                                                                     | Accept                              | Reject                                                                                                                                               | Mark |
|----------|----------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 06.2     | (It will not be) not necessary to build / construct / make / find an (new) ice-rink / a rink | no need for a (new) ice-rink / rink | it will be good<br>it will not be necessary to build a new one / no need to find a new place / venue (too vague – must have a reference to ice-rink) | 1    |

| Question | Accept                | Mark |
|----------|-----------------------|------|
| 07.1     | A (can provoke anger) | 1    |

| Question | Accept           | Mark |
|----------|------------------|------|
| 07.2     | B (kiss someone) | 1    |

| Question | Accept                        | Mark |
|----------|-------------------------------|------|
| 08.1     | B (the food portions are big) | 1    |

| Question | Accept                         | Mark |
|----------|--------------------------------|------|
| 08.2     | C (leave a tip after the meal) | 1    |

| Question | Accept         | Mark |
|----------|----------------|------|
| 09.1     | A (landscapes) | 1    |

| Question | Accept             | Mark |
|----------|--------------------|------|
| 09.2     | A (in the morning) | 1    |

| Question | Key idea                                                                                                                             | Accept                                                                                                              | Reject                                                                                                                                                                                                                                 | Mark |
|----------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 10       | 1. (He/Ibrahim) uses/takes <u>Aïcha's/her</u> (exercise) book / notes to do his (home/school)work = 1                                | (He/Ibrahim) copies <u>Aïcha's/her</u> homework/answers/(school)work                                                | wrong name<br>He/Ibrahim uses Aïcha's/her (exercise) book / notes / things <b>tc</b><br>He does not do his homework <b>tc</b><br>He/Ibrahim uses/makes Aïcha to do his homework<br>He/Ibrahim copies Aïcha / her <b>tc</b> (too vague) | 2    |
|          | 2. (He/Ibrahim) tells the/his teacher/says (it's) Aïcha (who) copies (him/his homework) (not him) / (He/Ibrahim) says she copies = 1 | (He/Ibrahim) accuses / blames Aïcha of / for copying<br><br>(He/Ibrahim) lies to the teacher (about who is copying) | (He/Ibrahim) gets her in trouble with the teacher (for copying)                                                                                                                                                                        |      |

| Question | Key idea                                                                                                              | Accept                                                              | Reject                                                                         | Mark |
|----------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------|------|
| 11       | 1. (he) went out with / dated a girl when his girlfriend was abroad/away/went out with two girls at the same time = 1 | He cheated on his girlfriend                                        | (He) is talking to other girls<br>He is an idiot<br>He has lots of girlfriends | 2    |
|          | 2. (He) has done it before / it's not the first time (he has done that / he's cheated) = 1                            | It's happened before<br><br>He cheated on his girlfriend before = 2 |                                                                                |      |

| Question | Key idea                         | Accept | Reject             | Mark |
|----------|----------------------------------|--------|--------------------|------|
| 12.1     | (empty/disused/former) office(s) |        | bureau / reception | 1    |

| Question | Key idea | Accept                                                | Reject | Mark |
|----------|----------|-------------------------------------------------------|--------|------|
| 12.2     | cleaning | it has / they have been / being cleaned<br>it's clean | tidied | 1    |

| Question | Key idea | Accept     | Reject                                                                     | Mark |
|----------|----------|------------|----------------------------------------------------------------------------|------|
| 13.1     | hole(s)  | tears/rips | damage<br>marks / stains<br>holes + incorrect answer (e.g. stains / marks) | 1    |

| Question | Key idea                  | Accept                                                         | Reject                                                                  | Mark |
|----------|---------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------|------|
| 13.2     | sewing / doing the sewing | (doing) mending / repairs /<br>repairing / stitching (clothes) | designing / making clothes<br>tailoring / knitting<br>fashion / couture | 1    |

| Question | Accept                                                | Mark |
|----------|-------------------------------------------------------|------|
| 14       | E F (in any order)<br>E (Lack of sleep)<br>F (Stress) | 2    |

| Question | Accept                                                                  | Mark |
|----------|-------------------------------------------------------------------------|------|
| 15       | A D (in any order)<br>A (An addiction)<br>D (Lack of physical activity) | 2    |

| Question | Accept                        | Mark |
|----------|-------------------------------|------|
| 16       | H (Severe weather disruption) | 1    |

| Question | Accept                    | Mark |
|----------|---------------------------|------|
| 17       | A (A broken-down vehicle) | 1    |

| Question | Accept                        | Mark |
|----------|-------------------------------|------|
| 18       | F (Demonstrators on the road) | 1    |

| Question | Accept        | Mark |
|----------|---------------|------|
| 19       | G (Roadworks) | 1    |

| Question | Accept       | Mark |
|----------|--------------|------|
| 20       | N (negative) | 1    |

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

| Question | Accept       | Mark |
|----------|--------------|------|
| 22       | P (positive) | 1    |

| Question | Accept                             | Mark |
|----------|------------------------------------|------|
| 23       | P+N/P&N/PN (positive and negative) | 1    |

| Question | Accept       | Mark |
|----------|--------------|------|
| 24       | N (negative) | 1    |

| Question | Accept                     | Mark |
|----------|----------------------------|------|
| 25.1     | B (étudiant tous ensemble) | 1    |

| Question | Accept                                    | Mark |
|----------|-------------------------------------------|------|
| 25.2     | A+B, A&B, A/B (les enfants + les parents) | 1    |

| Question | Key idea                                                                                                                                            | Accept                                                                    | Reject                                                                          | Mark |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------|------|
| 26       | <b>Aspect positif:</b><br>il y a / toujours de l' / beaucoup d'aide /<br>(une) institutrice / prof(esseur) (l') aide /<br>disponible (pour l'aider) | quelqu'un / une personne aide(r)<br>ils aident lui<br>il reçoit de l'aide | aide <b>tc</b><br>institutrice / prof(esseur) <b>tc</b><br>disponible <b>tc</b> | 1    |
|          | <b>Aspect négatif:</b><br>(l') absence / pas d'aire de jeux                                                                                         |                                                                           | absence de jeux<br>aire de jeux <b>tc</b><br>(il a des) difficultés scolaires   | 1    |

| Question | Key idea | Accept | Reject | Mark |
|----------|----------|--------|--------|------|
|----------|----------|--------|--------|------|

|           |                                                                |                                                           |                                                                           |   |
|-----------|----------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------|---|
|           |                                                                |                                                           |                                                                           |   |
| <b>27</b> | (un) tableau(x) (blanc) = 1<br><br>(une) carte (de France) = 1 | tablo / tableau<br><br>(les) villes où le cirque est allé | table / tablet(tte)<br><br>cart <b>tc</b><br>card<br>les villes <b>tc</b> | 2 |

| Question  | Accept                | Mark |
|-----------|-----------------------|------|
| <b>28</b> | <b>A</b> (célébrités) | 1    |

| Question  | Accept             | Mark |
|-----------|--------------------|------|
| <b>29</b> | <b>A</b> (chambre) | 1    |

| Question  | Accept                    | Mark |
|-----------|---------------------------|------|
| <b>30</b> | <b>A</b> (les jeux vidéo) | 1    |

| Question  | Accept            | Mark |
|-----------|-------------------|------|
| <b>31</b> | <b>C</b> (sports) | 1    |

**Total = 50 marks**