

**GCSE**

**French**

Unit **A701/01**: Listening

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.











Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**A701/01**

These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

<b>Annotation</b>	<b>Meaning</b>
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	incorrect
	unclear
	Caret sign to show omission
	Benefit of doubt
	Harmless addition
	Invalidation
	Repeat
	First answer

<b>Abbreviations and conventions used in the detailed Mark Scheme.</b>	
/	Alternative and acceptable answers for the same marking point
( )	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark
t.c.	Tout court (on its own)

**A701/01**

**Subject-specific Marking Instructions**

**MULTIPLE CHOICE AND NON-VERBAL ANSWERS**

- If more than one box is ticked no mark is awarded.
- If more than one letter is written, mark the one inside the box.
- In some cases candidates are required to write a single word or name
  - if two answers are given, no mark should be awarded (even if one of these responses is correct) as it is not possible to determine which is the response first selected by the candidate.
  - correct spelling of the word or name is not required, as long as there is no ambiguity.
- When the response is a letter in a box, only consider and mark the letter in the box (as it is possible to identify that this is the intended response).

**ANSWERS IN ENGLISH**

- Answers are assessed from the standpoint of the “sympathetic English reader” with no knowledge of target language.
- Where an answer is ambiguous and could equally well be judged right or wrong, give benefit of doubt and mark it as correct.
- Answers do not need to be in the form of full sentences, nor in totally correct English.
- Answers given in a different language are marked wrong unless they are near-cognates. (e.g. in French “*novembre*”)
- Ignore correct but irrelevant / additional information (non-distorting material which does not contradict the correct answer) – Harmless Addition (HA).
- Where the candidate provides a contradictory response and does not understand the context of the questions, no mark should be awarded.
- If two answers are written one above the other, mark the one on or nearest to the line.
- If a candidate writes information in brackets, ignore the brackets, marking anything inside them in the usual way.
- Where the space for answers is set out as (a) and (b) answers are usually interchangeable. Award marks for correct answers wherever they appear.

## Foundation Tier

Exercise 1: Thierry talks about a holiday with his family

Question	Answer	Marks	Guidance
1	C	1	<i>Accept any understandable way of indicating desired response e.g. ticking, circling, writing letter etc.</i>
2	B	1	
3	A	1	
4	B	1	
5	C	1	
6	A	1	
7	B	1	
8	C	1	
	<b>Total</b>	<b>8</b>	

Exercise 2: Young people talk about what they like and dislike eating. Read the list.

Question	Answer	Marks	Guidance
9	E H	2	Answers must be in this order. Enter 2,1 or 0 as appropriate.
10	A M	2	
11	F D	2	
12	K G	2	
	<b>Total</b>	<b>8</b>	

Exercise 3: Fatima talks about her village in Luxembourg and her home.

Question	Answer	Marks	Guidance	
			Do not penalise incorrect spelling. Accept if correct answer clearly understood. Reject answers in French.	
			<b>Accept</b>	<b>Do not accept</b>
13	German	1		
14	forest	1		
15	baker's	1		
16	church	1		
17	modern	1		
18	yellow	1		
19	behind	1		
20	trees	1		
	<b>Total</b>	<b>8</b>		

Exercise 4: Young people talk about how they are going to spend the weekend.

Question	Answer	Marks	Guidance
21	H E	2	Answers must be in this order. Accept if correct answer clearly selected. Enter 2,1 or 0 as appropriate.
22	A K	2	
23	M G	2	
24	J D	2	
	<b>Total</b>	<b>8</b>	



Exercise 5: Samuel talks about his holiday Job.

Question	Answer	Marks	Guidance
25	a month and a half / 6 weeks	1	<b>Do not accept</b> answers using numbers of days (e.g. “42 days”) <b>Do not accept</b> a long time/ a few weeks
26	suburbs / outskirts/ edge of town/not near his house / out of town <u>centre</u> / not near town <u>centre</u>	1	<b>Do not accept</b> outside of city / out of town / not near town / in countryside
27	(mother’s) car / mother drove him / mother gave him a lift / he was driven / he was dropped off/	1	Concept of <b>car</b> required. Inclusion of “mother” not required. Inclusion of wrong person (e.g.”father” )invalidates. <b>Do not accept</b> he was taken; mother took him.
28	(got )(quite a lot of/a lot of) tips / a good tip clients gave him money (to buy a drink);	1	<b>Accept</b> “ Tips – not good pay”. HA. <b>Do not accept</b> “good tips/salary”; “good pay(INVL) and tips” <b>Do not accept</b> “free drinks”
29	delicious/tasty/savoury/nice / super (positive adjective) + dish (es) / food / meal(s) / “delicieuse” food	1	<b>Both</b> positive adjective + appropriate noun required. <b>Do not accept</b> plates / platters.
30	impolite / rude / “unpolite” customers / clients	1	<b>Do not accept</b> awkward. <b>Do not accept</b> people <b>Both</b> appropriate adjective + clients / customers required
31	builder / mason / bricklayer /brickie	1	<b>Do not accept</b> “maison”; macon; decorator; stonemason <b>Do not accept</b> inclusion of “masseur” “masseuse” <b>Do not accept</b> For his Dad TC ( <b>but HA</b> ).
32	Easter	1	<b>Do not accept</b> Spring / summer / in the future
	<b>Total</b>	<b>8</b>	

**Appendix 1 – Transcript:****OCR GCSE French Listening (A701) – Extra paper Recording Draft 2 (16/10/14)**

**Note:** *Exercise 4 and 5 at Foundation Tier are also Exercises 1 and 2 at Higher Tier. The text is identical but the question numbers are different.*

**Instructions/Information for candidates:** to be recorded by English presenter as in previous years, following prescribed OCR text.

[5 second pause]

**(Ed: Ex. 1. Very steady, very clear delivery throughout exercise. One boy speaker.)**

**EP (English presenter):** Exercise 1. Questions 1-8. Thierry talks about a holiday with his family.

**You will hear some short statements in French. You will hear each statement twice. Tick the correct box.**

[3 second pause]

**Example. What country do they go to?**

[3 second pause]

**B1: *On va en vacances en Espagne.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: The answer is A. Now answer the questions. Tick one box for each.**

[3 second pause]

**Question 1. Where do they stay on holiday?**

[3 second pause]

**B1: *Nous passons les vacances au bord de la mer.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 2. How do they get to their holiday destination?**

[3 second pause]

**B1: *Pour aller en vacances on prend le bateau.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 3. Where do they stay during the holiday?**

[3 second pause]

**B1: *On loge dans un appartement.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 4. What do they usually do in the morning?**

[3 second pause]

**B1: *D'habitude le matin on prend un bain de soleil.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 5. What does Thierry like to do in the afternoon?**

[3 second pause]

**B1: *L'après-midi je suis bien fatigué donc je dors.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause] (continued)

**EP: Question 6. What do they usually eat for dinner?**

[3 second pause]

**B1: *Normalement, pour le dîner, on mange du poisson.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 7. Where do they go in the evening?**

[3 second pause]

**B1: *Le soir, nous allons dans une boîte de nuit. C'est marrant!***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 8. At about what time do they go to bed?**

[3 second pause]

**B1: *On se couche vers une heure.***

[5 second pause]

**Repeat French stimulus.**

[8 second pause]

***[70 words/2 unfam]***

*(Ed. Ex. 2. Young people talk about what they like and dislike eating. 3 female and 2 male adolescent voices. Authentic familiar style but very steady pace.)*

**EP:** Exercise 2. Questions 9-12. Young people talk about what they like and dislike eating. Read the list.

[12 second pause]

**Listen to the interview and choose the correct letters.**

[3 second pause]

**Example. Céline.**

[3 second pause]

**M1 (Int): Céline. Qu'est-ce que tu aimes manger?**

**G1 (Céline): J'aime manger des carottes.**

**M1: Et qu'est-ce que tu n'aimes pas manger?**

**G1: Je n'aime pas le bifteck.**

[8 second pause]

Repeat example.

[8 second pause]

**EP:** You will now hear the whole recording once and then it will be repeated.

[5 second pause]

**EP: \* Question 9. Bernard.**

[3 second pause]

**M1: Et toi Bernard? Qu'est-ce que tu aimes manger?**

**B1 (Bernard): J'adore le chocolat.**

**M1: Et tu n'aimes pas?**

**B1: Je n'aime pas les petits pois.**

[8 second pause]

**EP: Question 10. Yvette.**

[3 second pause]

**M1: Yvette. Qu'aimes-tu manger, toi?**

**G2 (Yvette):** *J'aime les fruits – surtout les pommes.*

**M1:** *Et tu n'aimes pas?*

**G2:** *Je dois avouer que je n'aime pas le yaourt.*

[8 second pause]

**EP: Question 11. Karim.**

[3 second pause]

**M1:** *Karim – qu'est-ce que tu préfères manger?*

**B2:** *Je préfère les glaces.*

**M1:** *Et tu n'aimes pas?*

**B2:** *Le poulet. Ça me dérange l'estomac, le poulet.*

[8 second pause]

**EP: Question 12. Jeanne.**

[3 second pause]

**M1:** *Et toi Jeanne?*

**G3 (Jeanne):** *Ben moi, j'adore les fruits de mer.*

**M1:** *Et qu'est-ce que tu n'aimes pas?*

**G3:** *Je n'aime pas les crêpes.\*\**

*[109 words/3 unfam]*

[8 second pause]

**EP: Listen again.**

[5 second pause]

**Repeat recording from \* to \*\*.**

[8 second pause]

*(Ed: Ex. 3. Fatima talks about her village in Luxembourg and her home. One adolescent female voice. Natural style but still very steady and clear).*

**EP: Exercise 3. Questions 13 to 20. Fatima talks about her village in Luxemburg and her home. Read the questions.**

[20 second pause]

**Listen to Fatima and for each question choose one of the words in brackets and write it in the space.**

**Example.**

[3 second pause]

**G1 (Fatima): *Bonjour! Je m'appelle Fatima et j'habite un village qui s'appelle St. Pierre. C'est un petit village qui se trouve au Luxembourg.***

[5 second pause]

Repeat example.

[5 second pause]

**EP: You will now hear the whole recording once and then it will be repeated.**

[5 second pause]

**EP: \* Questions 13 and 14.**

[3 second pause]

**G1: *Le village est à quinze kilomètres de la frontière allemande. C'est un village très pittoresque. Il se trouve près d'une forêt.***

[8 second pause]

**EP: Questions 15 and 16.**

[3 second pause]

**G1: *Dans le village il y a un tabac et une boulangerie. Il y a aussi une église très ancienne construite il y a longtemps.***

[8 second pause]

**EP: Questions 17 and 18.**

[3 second pause]

**G1: *Ma maison est assez moderne. Moi, ainsi que toute ma famille, nous aimons beaucoup notre maison. J'ai une chambre que je partage avec ma sœur. Les murs de notre chambre sont jaunes et il y a une grande fenêtre.***

[8 second pause]

**EP: Questions 19 to 20.**

[3 second pause]

**G1: *Le jardin est derrière la maison. Il est super et je l'adore. J'aime surtout les arbres dans le jardin – ce sont des chênes. \*\****

***[127 words/4 unfam]***

[12 second pause]

**EP: Listen again.**

[5 second pause]

**Repeat recording from \* to \*\*.**

[12 second pause]



*(Ed: Ex.4. Young people talk about how they are going to spend the weekend. Three female and two male adolescents. Natural style, slightly faster now but still steady and very clear).*

**EP: Exercise 4. Questions 21 - 24. How young people are going to spend the weekend. Read the list.**

[12 second pause]

**Listen to the young people and for each person choose TWO letters, one for their activity on Saturday and one for their activity on Sunday. Example. Naomi.**

[3 second pause]

**G1(Noémie): Samedi, je vais sortir à bicyclette. J'aime bien être en plein air et ça fait du bien de faire du vélo. Dimanche, je vais nager à la piscine pour une heure.**

[8 second pause]

Repeat example.

[8 second pause]

**EP: You will now hear the whole recording and then it will be repeated.**

[5 second pause]

**EP: \* Question 21. Bruno.**

[3 second pause]

**B1 (Bruno): Samedi, je vais jouer au tennis avec mes amis et l'après-midi, j'espère jouer au golf avec mon père. Dimanche, je travaillerai dans le jardin. Je vais arroser les légumes et cueillir des fleurs.**

[8 second pause]

**EP: Question 22. Véronique.**

[3 second pause]

**G2 (Véronique): Ce week-end, samedi, je vais passer la journée en montagne pour faire de l'alpinisme. J'adore ça! Dimanche je devrai étudier parce que j'ai beaucoup de travail à faire pour l'école.**

[8 second pause]

**EP: Question 23. Ahmed.**

[3 second pause]

**B2 (Ahmed): Samedi, je vais voir mes grands-parents. Ils sont vieux et j'aime bien m'occuper d'eux. Dimanche je jouerai de la guitare avec mes copains dans notre groupe.**

[8 second pause]

**EP: Question 24. Camille.**

**G3 (Camille): Samedi, je ferai des courses en ville. Je veux de nouveaux vêtements et je devrai acheter un cadeau d'anniversaire pour ma mère. Le lendemain je ferai du bricolage dans ma chambre. Je vais poser du papier peint. Ça sera si joli! \*\***

**[163 words/ 4 unfam]**

[8 second pause]

**EP: Listen again.**

[3 second pause]

**Repeat from \* to \*\*.**

[12 second pause]

*(Ed. Exercise 5. Samuel talks about his holiday job. 1 female adult interviewer and 1 male adolescent (Samuel). Natural style, slightly faster but steady and clear. Some rephrasing and hesitation can be included.)*

**EP: Exercise 5. Questions 25 to 32. Samuel talks about his holiday job. Read the questions.**

[20 second pause]

**Listen to Samuel and answer the questions briefly in English.**

[3 second pause]

**Example.**

[3 second pause]

**F1 (Interviewer): Samuel, tu as travaillé pendant les vacances, n'est-ce pas?**

**B1 (Samuel): Oui. J'ai travaillé dans un restaurant.**

[8 second pause]

Repeat example.

[8 second pause]

**EP: You will now hear the whole recording once and then it will be repeated.**

[5 second pause]

**EP: \* Questions 25-27.**

[3 second pause]

**F1: Tu y as travaillé pendant combien de temps?**

**B1: Pendant...euh... un mois et demi. C'était long, tu te rends compte?**

**F1: Et c'était où, le restaurant – près de chez toi?**

**B1: Mais non, il se trouvait en banlieue – moi, j'habite au centre-ville.**

**F1: Alors comment es-tu allé au restaurant?**

**B1: Malheureusement il n'y avait pas d'autobus et c'était trop loin pour y aller à vélo, mais ma mère m'a emmené en voiture. C'est sympa, non?**

[8 second pause]

**EP: Questions 28-30**

[3 second pause]

**F1: Et c'était bien payé, le boulot?**

**B1:** *Pas très bien, non, mais j'ai reçu pas mal en pourboires.*

**F1:** *Et c'était comment, le travail? Qu'est-ce que tu as aimé le plus?*

**B1:** *Ce que j'ai aimé, c'était apprendre comment préparer des plats délicieux.*

**F1:** *Et qu'est-ce que tu n'as pas aimé?*

**B1:** *Ce qui m'énervait, c'étaient les clients impolis.*

[8 second pause]

**EP:** Questions 31 and 32.

[3 second pause]

**F1:** *Et finalement, Samuel, que feras-tu pour ton prochain travail?*

**M1:** *Je vais travailler pour mon père comme maçon.*

**F1:** *C'est chouette! Et quand est-ce que tu feras ce travail? En été?*

**B1:** *Non. J'espère faire ce travail à Pâques.*

**F1:** *Merci Samuel.\*\**

[179 words/5 unfam]

[8 second pause]

**EP:** Listen again.

[3 second pause]

**Repeat recording from \* to \*\*.**

[12 second pause]

**EP:** That is the end of the test.

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