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A-level  
FRENCH  
7652/1

PAPER 1 LISTENING, READING AND WRITING

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Mark scheme

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V1.0

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 Assessment Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

tc = tout court ie with no addition or qualification.

## Section A

### Comprehension questions to be answered in target language but with no AO3 marks

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
01.1	A D F H	4	in any order

Qu	Accept	Mark	Notes
02.1	A	1	

Qu	Accept	Mark	Notes
02.2	C	1	

Qu	Accept	Mark	Notes
02.3	B	1	

Qu	Accept	Mark	Notes
02.4	B	1	

Qu	Accept	Mark	Notes
02.5	C	1	

Qu	Accept	Mark	Notes
02.6	A	1	

Qu	Accept	Mark	Notes
02.7	B	1	

Qu 3	Accept (key idea underlined)	Mark	Notes
<b>Bullet 1</b>	<p><b>Any 2 from 3</b></p> <ul style="list-style-type: none"> <li>Il y <u>aura une réduction du nombre de salariés.</u> (1)</li> <li><u>Les salaires vont baisser.</u> (1)</li> <li><u>La qualité des programmes sera touchée.</u> (1)</li> </ul>	2	<p>Accept: Il y aura moins d'emplois.</p> <p>Accept: On gagnera moins d'argent.</p> <p>Accept: Les programmes seront d'une qualité inférieure.</p>
<b>Bullet 2</b>	<p><b>Any 3 from 4</b></p> <ul style="list-style-type: none"> <li>Radio France propose <u>des programmes différents.</u> (1)</li> <li>Les programmes sont <u>destinés à un public varié.</u> (1)</li> <li><u>Elle emploie beaucoup de comédiens.</u> (1)</li> <li><u>La culture est indispensable en période de crise.</u> (1)</li> </ul>	3	<p>Accept: La variété de ses programmes est unique.</p> <p>Accept: Les programmes sont pour les personnes de tous les âges/goûts etc.</p> <p>Accept: Beaucoup d'acteurs sont employés par Radio France.</p> <p>Accept: La culture est importante pour la cohésion sociale.</p>
<b>Bullet 3</b>	<ul style="list-style-type: none"> <li>Il y aura <u>moins de débats/reportages</u> (1)</li> <li>Radio France <u>sera moins variée</u> (1)</li> </ul>	2	<p>Accept: Radio France sera comme les autres stations de radio.</p> <p>Accept: Elle perdra son identité.</p>

### Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.\* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

**\*Example:**

**1**

Text includes *Après avoir fait des études elle est devenue médecin.*

Summary task includes the bullet point *Ce qu'elle a fait avant de devenir médecin.*

Correct answer is *Elle a fait des études.*

Student writes in response to that bullet point *Après avoir fait des études elle est devenue médecin.*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

**2**

Text includes ... *parce que les ordinateurs remplaceront les enseignants.*

Summary task includes the bullet point *Les évolutions technologiques anticipées.*

Correct answer is *Les ordinateurs remplaceront les enseignants* or, to demonstrate successful manipulation, *Les enseignants seront remplacés par les ordinateurs.*

Student writes in response to that bullet point *Parce que les ordinateurs remplaceront les enseignants.*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting).

**Serious errors** are defined as those which affect communication.

**Minor errors include:**

incorrect but close to correct spellings

incorrect genders and consequential errors of agreement

incorrect or missing accents unless these alter the meaning.

**Serious errors include:**

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Key idea	Accept	Mark	Notes
04.1	il la rendrait heureuse	il l'aiderait à redevenir heureuse	1	

Qu	Key idea	Accept	Mark	Notes
04.2	<p><b>Any 3 of 4</b></p> <p>Elle habite assez loin. (1)</p> <p>Sa mère se méfiait de Sandie. (1)</p> <p>Tiphaine la rejette. (1)</p> <p>Elle croit que Sandie lui a volé son père. (1)</p>		3	

Qu	Key idea	Accept	Mark	Notes
04.3	<p><b>Any 3 of 4</b></p> <p>Loane s'entend bien avec Fabrice. (1)</p> <p>Sandie attend un bébé. (1)</p> <p>Tout le monde est content. (1)</p> <p>Le bébé va créer des liens plus forts. (1)</p>	Sandie est enceinte	3	

**Section B****Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
05.1	F	1	

Qu	Accept	Mark	Notes
05.2	F	1	

Qu	Accept	Mark	Notes
05.3	ND	1	

Qu	Accept	Mark	Notes
05.4	V	1	

Qu	Accept	Mark	Notes
05.5	F	1	

Qu	Accept	Mark	Notes
05.6	V	1	

Qu	Accept	Mark	Notes
05.7	ND	1	

Qu	Accept	Mark	Notes
05.8	V	1	

Qu	Accept	Mark	Notes
05.9	V	1	

Qu	Key Idea	Mark	Notes
06.1	sites archéologiques (1) monuments (1) peintures (1) et sculptures (1)	4	

Qu	Key Idea	Mark	Notes
06.2	Elles offrent/donnent un accès à la culture au plus grand nombre de personnes. (1)  Elles immortalisent les œuvres des artistes de rue. (1)  On peut découvrir des détails imperceptibles à l'œil nu. (1)	3	

Qu	Key Idea	Mark	Notes
06.3	Le partenariat entre l'Institut Culturel de Google et l'Opéra National de Paris.	1	

Qu	Key Idea	Mark	Notes
06.4	Le plafond peint par Chagall à 20 mètres de hauteur.	1	



Qu	Key Idea	Mark	Notes
07.1	Seulement 55% disent que la politique est importante (1) mais 83% suivent l'actualité politique. (1)	2	
07.2	Ils participent massivement à une élection présidentielle (1) mais beaucoup moins à une élection municipale. (1)	2	
07.3	L'intensité de la campagne diminue.	1	
07.4	Ce sont ceux qui rencontrent des difficultés d'emploi (1) ou d'insertion. (1)	2	
07.5	L'école peut expliquer la vie politique. (1) Seulement l'école peut donner des repères aux enfants. (1)	2	

Qu 08.1	Accept (key idea underlined)	Mark	Notes
<b>Bullet 1</b>	<ul style="list-style-type: none"> <li>Gervaise est <u>triste</u> / elle est <u>en larmes</u> (1)</li> <li>parce que Lantier <u>n'est pas rentré cette nuit / n'a pas passé la nuit avec elle / n'a pas dormi avec elle.</u> (1)</li> </ul>	2	
<b>Bullet 2</b>	<ul style="list-style-type: none"> <li>Il y a <u>une commode mais il manque un tiroir / mais tous les tiroirs ne sont pas là / elle n'a pas tous ses tiroirs.</u> (1)</li> <li><u>La petite table est pleine de graisse / couverte de graisse / toute grasseuse.</u> (1)</li> <li>Le lit des enfants est <u>en fer.</u> (1)</li> <li><u>Il est devant la commode /il bloque la commode.</u> (1)</li> <li>Il est <u>trop grand pour la chambre / il occupe deux tiers de la chambre / il occupe trop d'espace.</u> (1)</li> </ul>	5	

Qu	Accept (key idea underlined)	Mark	Notes
08.2	<p><u>Il sourit</u> en dormant. (1)</p> <p>Il a <u>un bras passé au cou de son frère</u>. (1)</p>	2	
08.3	<p><u>Elle a une nouvelle crise de sanglots/ elle recommence à pleurer</u>. (1)</p> <p><u>Elle tamponne un mouchoir sur sa bouche / elle couvre sa bouche avec un mouchoir</u>. (1)</p>	2	
08.4	<p><u>Elle retourne à la fenêtre</u>. (1)</p> <p><u>Elle regarde dans la rue</u>. (1)</p>	2	

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Qu	Accept	Mark	Notes
09.1	diverses	1	

Qu	Accept	Mark	Notes
09.2	incluant	1	

Qu	Accept	Mark	Notes
09.3	mettre en place	1	

Qu	Accept	Mark	Notes
09.4	fournir	1	

Qu	Accept	Mark	Notes
09.5	élémentaires	1	

#### **Q09.6 Guidance on level of accuracy in translations into the target language**

##### **Errors of accent**

Errors of accent are accepted unless (a) they are grammatical or (b) the inclusion of the accent(s) causes ambiguity.

##### **Errors of spelling**

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

##### **Errors of gender**

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

##### **Alternative answers**

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

##### **A successful translation**

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

##### **Repeated errors**

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Qu			
09.6	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks.		
Box		Accept	Reject
1	It seems that charities	Il semble que les organisations caritatives	
2	are becoming	deviennent	
3	more and more dependent	de plus en plus dépendantes	
4	on the contribution	de la contribution	
5	of voluntary workers	des bénévoles / des volontaires	
6	to make a significant difference	pour faire une différence sensible / importante / significative	
7	to the lives of those people	à la vie de ces gens / à la vie de ceux	
8	they help.	qu'elles aident.	
9	In Senegal last year	Au Sénégal, l'année dernière	
10	I visited a nursery school	j'ai visité une école maternelle	
11	where volunteers	où des volontaires	
12	had introduced schemes	avaient mis en place / introduit des projets	
13	to stimulate	pour stimuler	
14	the children's development	le développement des enfants	
15	in the... way	de la façon	
16	...most productive...	la plus productive	
17	one could imagine.	qu'on puisse imaginer.	
18	Children were enriching their vocabulary	Les enfants enrichissaient leur vocabulaire	
19	by singing songs;	en chantant des chansons ;	
20	they were improving	ils amélioraient	
21	their co-ordination	leur coordination	
22	by taking part	en participant	
23	in sports activities.	à des activités sportives	
24	And the young French students	Et les jeunes étudiants français	
25	I interviewed	que j'ai interviewés	
26	and who were managing	et qui géraient	
27	this whole range of activities	toute cette gamme d'activités	
28	were clearly happy	étaient évidemment heureux	
29	to have been able	d'avoir pu	
30	to intervene.	intervenir.	

**[10 marks]**

<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
28-30	10
25-27	9
22-24	8
19-21	7
16-18	6
13-15	5
10-12	4
7-9	3
4-6	2
1-3	1
0	0

**Q10 Acceptable quality of English in translations into English****Errors in spelling**

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

**Alternative answers**

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

**Successful translation**

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

**Example**

	<b>Accept</b>	<b>Reject</b>
Ce jour-là, il pleuvait.	That day it was raining. That day it was wet. It was a rainy day, that day.	It rained all day. That day the weather was bad.

Qu			
10	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up.		
Box		Accept	Reject
1	Jeudi soir une trentaine de clandestins	On Thursday evening about 30/30 or so illegal immigrants	30
2	ont attaqué	attacked	Verb in wrong tense
3	une patrouille de police	a police patrol	A patrol of police
4	et dégradé des poids lourds	and damaged lorries / HGVs	
5	stationnés à Dieppe.	parked (up) in Dieppe.	
6	Les forces de l'ordre ont été obligées	The police were obliged / forced	forces of order
7	d'appeler des renforts de Rouen	to call for / on reinforcements from Rouen	
8	pour maîtriser la situation.	to control / get control of the situation	
9	Les policiers fonctionnent	The police are operating / functioning	
10	dans une situation de plus en plus violente	in an increasingly / more and more violent ...	
11	et absurde car aucune solution n'est proposée	... and absurd situation because no solution is being put forward / is proposed / suggested	
12	pour réduire le nombre croissant	to reduce the increasing / growing number	
13	d'immigrés clandestins	of illegal immigrants	clandestine
14	qui menacent la sécurité publique.	(who are) threatening public safety / security.	
15	Le Front National offre son soutien	The National Front / FN is offering / offers its support	
16	aux routiers et aux Dieppois	to the lorry / truck drivers and the people of Dieppe	
17	qui subissent ces violences,	who are suffering these acts of violence	violences
18	ainsi qu'aux policiers qui y font face.	as well as the police who are facing them / dealing with them.	
19	Il faut agir rapidement afin de retrouver	We have to act quickly in order to regain	
20	la maîtrise de nos frontières.	control of our borders / frontiers.	

[10 marks



