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# A-LEVEL French

7652/1 - Paper 1 Listening, Reading and Writing  
Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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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)

**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. 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	A, C, G, J, L	5	In any order

Qu	Accept	Mark	Notes
02.1	C	1	

Qu	Accept	Mark	Notes
02.2	B	1	

Qu	Accept	Mark	Notes
02.3	A	1	

Qu	Accept	Mark	Notes
02.4	C	1	

Qu	Accept	Mark	Notes
02.5	C	1	

Qu	Accept	Mark	Notes
02.6	B	1	

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**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 70 and 80 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.*

<b>Qu</b>	<b>AO3 quality of language marks in listening and reading summary tasks</b>
<b>5</b>	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 structures accurately where required by the task.
<b>4</b>	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 structures accurately where required by the task.
<b>3</b>	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
<b>2</b>	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
<b>1</b>	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
<b>0</b>	The student produces nothing worthy of credit.

Qu	Accept (key idea underlined)	Mark	Notes
03	<b>Bullet 1:</b> <ul style="list-style-type: none"> <li>il n'y a pas d'<u>eau chaude</u></li> <li><u>les repas ne sont pas chauds</u></li> <li><u>les douches sont sales</u></li> </ul>	3	Accept: les repas sont froids Accept : dégoûtantes
	<b>Bullet 2:</b> <ul style="list-style-type: none"> <li><u>les jeunes détenus sont provoqués</u>(facilement)</li> <li><u>il n'y a pas assez de gardiens</u></li> </ul>	2	Needs to convey actions of other people Must have reference to staffing Accept anything suggesting prison officer <i>officier de sécurité</i> but reject <i>officier tc</i>
	<b>Bullet 3:</b> <ul style="list-style-type: none"> <li><u>les détenus se droguent</u></li> <li><u>les conditions provoquent des suicides</u></li> <li><u>un prisonnier a mis le feu dans sa cellule</u></li> </ul>	2 from 3	Accept: <i>drogue</i>  Accept: <i>Il y avait un feu dans une cellule</i>

Qu	Accept (key idea underlined)	Mark	Notes
04.1	<u>c'est le seul festival qui présente toutes les musiques d'Afrique</u>	1	Accept: <i>toute la musique</i> Reject la musique <b>tc</b>

Qu	Accept (key idea underlined)	Mark	Notes
04.2	<u>les médias (1)</u> <u>on peut voir / écouter des artistes africains (1)</u>	2	Accept answers suggesting exposure for <u>African</u> artists

Qu	Accept (key idea underlined)	Mark	Notes
04.3	<u>participer à des danses (1)</u> <u>jouer des instruments africains (1)</u>	2	Accept – des activités de danse ; danser essayer / voir / regarder des instruments Reject : invitation

Qu	Accept (key idea underlined)	Mark	Notes
04.4	<u>des concerts gratuits (1)</u> <u>un nouveau prix / un prix pour la Francophonie (1)</u>	2	Accept – un nouveau prix pour la Francophonie Reject : plural nouveaux prix Reject prix <b>tc</b>

**Section B**

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

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Qu	Accept	Mark	Notes
05	H	1	Letters must be in this order
	D	1	
	F	1	
	L	1	
	K	1	
	C	1	
	E	1	
	A	1	
	B	1	
	J	1	

Qu	Accept	Mark	Notes
06.1	A	1	

Qu	Accept	Mark	Notes
06.2	C	1	

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Qu	Accept	Mark	Notes
06.3	C	1	

Qu	Accept	Mark	Notes
06.4	B	1	

Qu	Accept	Mark	Notes
06.5	B	1	

Qu	Accept	Mark	Notes
06.6	A	1	

Qu	Accept	Mark	Notes
06.7	B	1	

Qu	Accept	Mark	Notes
06.8	A	1	

Qu	Accept	Mark	Notes
06.9	B	1	

Qu	Accept	Mark	Notes
07.1	l'agitation du voyage il n'a pas mangé les chacals faisaient trop de bruit	3	Must convey idea of <i>agitation</i> <i>le voyage difficile / stressant</i>  <i>il avait faim ; il avait besoin de nourriture</i> Accept : <i>bruit des animaux</i> but reject <i>bruit tc</i> Reject : <i>cris tc</i>

Qu	Accept	Mark	Notes
07.2	on ne voulait rien faire on ne pouvait pas parler on ne pouvait pas respirer	Any 2 of 3	Accept : <i>on ne savait pas où se mettre</i> Accept: <i>l'air était suffoquant</i>

Qu	Accept	Mark	Notes
07.3	il a vu les sauterelles/criquets/insectes les champs en étaient couverts	2	Accept <i>un nuage tc</i> for 1 <sup>st</sup> detail  But for 2 <sup>nd</sup> detail about the fields there must be reference to insects

Qu	Accept	Mark	Notes
07.4	les sauterelles y étaient entrées elles avaient mangé les rideaux (blancs) elles grimpaient aux murs il y avait une odeur	Any 2 from 4	

Qu	Accept	Mark	Notes
07.5	les sauterelles n'étaient plus là elles avaient tout mangé les laboureurs <u>tuaient</u> les œufs	3	Accept: reference to everything being black / ruined

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0.8	Bullet 1: <ul style="list-style-type: none"> <li>on a <u>volé son argent/ on a volé sur son compte en banque</u> (1)</li> <li>il est allé <u>à la police</u> (1)</li> <li>il a <u>remarqué la fraude</u> (1)</li> </ul>	Any <b>2</b> from 3	Accept : on lui a volé de l'argent  Accept: il a notifié la police / s'est plaint à la police
	Bullet 2: <ul style="list-style-type: none"> <li>ils réussissent à <u>obtenir les coordonnées bancaires</u> (1)</li> <li>ils volent d'habitude <u>moins de 100€</u> chaque fois (1)</li> </ul>	2	Accept: des données personnelles  Accept: de petites sommes / plusieurs fois
	Bullet 3: <ul style="list-style-type: none"> <li>on fait <u>beaucoup d'achats en ligne</u> (1)</li> <li><u>la consultation de comptes sur internet</u>(1)</li> <li><u>la réception d'un faux courrier électronique</u> (1)</li> <li><u>la perte / le vol de documents</u> (1)</li> <li><u>les voleurs virtuels sont intelligents/malins</u> (1)</li> <li>on ne prend pas assez de précautions / on ne change pas le mot de passe (1)</li> </ul>	Any <b>3</b> from 6	

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Qu	Accept	Mark	Notes
09.1	cinéphiles	1	

Qu	Accept	Mark	Notes
09.2	à la place (d'/de)	1	

Qu	Accept	Mark	Notes
09.3	appris	1	

Qu	Accept	Mark	Notes
09.4	privilégier	1	

Qu	Accept	Mark	Notes
09.5	mordu	1	

Qu	Accept	Mark	Notes
09.6	abandonné	1	

Qu	Accept	Mark	Notes
09.7	acquérir	1	

### Q09.8 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.

<b>Qu</b>			
<b>09.8</b>	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.		
<b>English</b>	<b>Possible French Answer</b>	<b>Other acceptable answers</b>	<b>Unacceptable answers</b>
Although more and more	Bien que / quoique de plus en plus de		
African filmmakers	cinéastes africains	réalisateurs / metteurs en scène d'Afrique	Africains
are making films	fassent/tournent des films	créent	
western cinema	le cinéma occidental	le cinéma de l'ouest	
remains popular	reste populaire	demeure	
among the young.	parmi/chez les jeunes.		avec / entre
Despite the important subjects	Malgré les sujets importants	en dépit des	
which are well treated	qui sont bien traités		
and the excellent scripts	et les scénarios excellents	les excellents scénarios	
our actors and technicians	nos acteurs et techniciens	comédiens et nos	
have not received the attention	n'ont pas reçu l'attention	Insist on ç	
which they have deserved.	qu'ils ont méritée.	Feminine elles	
If the public watched films more attentively	Si le public regardait les films plus attentivement/avec plus d'attention	visionnait	
there would certainly be	il y aurait certainement	surement certes sans doute	
a better understanding	une meilleure compréhension		
of our objectives.	de nos objectifs	buts / cibles Possible nfp with box 10	
I am convinced that	Je suis convaincu(e)/persuadé(e)		

	que		
the majority of spectators	la plupart des spectateurs	la majorité	
will appreciate our films	apprécieront nos films	Possible nfp	
when the next festival	quand le prochain festival	le festival prochain	
takes place.	aura lieu.	se passera / se déroulera	
A publicity campaign	Une campagne publicitaire / de publicité		de la publicité
will be launched	sera lancée	on lancera	Acute accent needed
in order to encourage	pour/afin d'encourager		
all social classes	toutes les couches sociales	classes	
to discover	à découvrir		
our marvellous work.	notre travail merveilleux.	magnifique	
A Togolese masterpiece	Un chef d'œuvre togolais		une œuvre d'art Togolais
will be produced	sera produit/tourné	réalisé/fait/créé se produira	
within ten years.	en dix /10 ans / d'ici dix ans	dans les dix prochaines années	dans dix ans.

Conversion grid	
Number of ticks	Mark
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

	Accept	Reject
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.

<b>Qu</b>			
<b>10</b>	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.		
<b>French</b>	<b>Possible English Answers</b>	<b>Other acceptable answers</b>	<b>Unacceptable answers</b>
Depuis longtemps, la France ne parvient pas	For a long time France has not been able to/managed	succeeded in has not been successful in...	present tense
à réduire la pauvreté,	to reduce poverty,	...reducing	the proverty
qui s'est encore accrue en 2016.	which again rose/increased in 2016.	has risen/ increased	
Face à ce défi,	In the face of/In response to this challenge / confronted with faced with/by this challenge	facing	
qui n'est guère nouveau,	which is hardly new	scarcely	far from
une association parisienne	an association in Paris/a Paris-based association	organisation Parisian	
visé à connecter des gens	aims to connect people	intends	targets to
qui vivent dans le même quartier :	living/who live in the same district/neighbourhood:	area	quarter
commerçants, habitants et sans-abris	shopkeepers, residents and the homeless	traders/ retailers inhabitants locals	sellers
s'entraident	help each other/one another		help on its own
au lieu d'uniquement se croiser dans la rue.	instead of just/simple passing (each other) in the street.		crossing each other
Sont proposés 24 services gratuits,	There are 24 free services/24 free services are offered/on offer	proposed	
dont la recharge du téléphone et une coupe de cheveux.	including phone (re)charging and a haircut / haircuts	which include/ some of which are	
Les plus démunis,	The most needy/the poorest/ the most destitute	those most in need	
à leur tour, ont la possibilité	in turn, are able/ have the chance/ opportunity /	in their turn / in return	

	possibility to		
de cuisiner pour les habitants	to cook for (the) residents/inhabitants	locals	
mensuellement	monthly/each month	every month	
avec des invendus alimentaires.	with/using unsold food/produce	foodstuff(s)	
Les premiers résultats sont tellement prometteurs	The first/initial results are so promising	outcomes	
qu'on pense exporter cette initiative dans d'autres villes.	that they are/the association is thinking of exporting/ taking this initiative to other towns/cities.	people are thinking of / one is thinking of	

Conversion grid	
Number of ticks	Mark
19-20	10
17-18	9
15-16	8
13-14	7
11-12	6
9-10	5
7-8	4
5-6	3
3-4	2
1-2	1
0	0