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# AS French

7651/1 - 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.

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## Section A

*(All text in italics lifted from 2017 MS, content and placing needs to be reviewed)*

**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
01.1	N	1	

Qu	Accept	Mark	Notes
01.2	P	1	

Qu	Accept	Mark	Notes
01.3	N	1	

Qu	Accept	Mark	Notes
01.4	P	1	

Qu	Accept	Mark	Notes
01.5	P+N	1	

Qu	Accept	Mark	Notes
01.6	N	1	

Qu	Accept	Mark	Notes
02.1	C	1	

Qu	Accept	Mark	Notes
02.2	A	1	

Qu	Accept	Mark	Notes
02.3	C	1	

Qu	Accept	Mark	Notes
02.4	C	1	

Qu	Accept	Mark	Notes
02.5	B	1	

Qu	Accept	Mark	Notes
02.6	C	1	

Qu	Accept	Mark	Notes
02.7	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.*

Qu	AO3 quality of language marks in listening and reading summary tasks
5	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.
4	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.
3	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.
2	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.
1	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.

*There is no need to use different items of vocabulary from the original text/listening passage in order to access a high AO3 mark as the AO3 mark is for manipulating structures and showing a grasp of grammar. This could include using different items of vocabulary in some cases but need not necessarily.*

*Examiners will award the AO3 mark on a 'best fit' basis. If, for example, a student produces 70 words of material which is relevant to six of the seven content points but omits one content point entirely, that student could still have access to 5 marks for AO3. A mark of zero for AO1/AO2 will lead automatically to a mark of zero for AO3 but otherwise the AO1/AO2 mark and the AO3 mark are awarded independently.*

*If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.*

Qu 3	Accept (key idea underlined)	Mark	Notes
0.3	<b>Bullet 1</b> <ul style="list-style-type: none"> <li>• <u>les maisons sont en ruines / ruinées / les maisons ne sont pas réparées</u></li> <li>• <u>les habitants n'ont pas assez d'argent pour (faire) réparer leurs maisons</u></li> <li>• <u>un tremblement de terre/ un désastre / un catastrophe a causé des dégâts</u></li> <li>• <u>beaucoup d'habitants quittent le quartier/habitent des appartements modernes</u></li> </ul>	3 from 4	Must have idea of financial hardship Ignore wrong date Reject un accident
	<b>Bullet 2</b> <ul style="list-style-type: none"> <li>• <u>les enfants veulent empêcher le (re)logement</u></li> <li>• <u>et encourager le tourisme</u></li> </ul>	2	
	<b>Bullet 3</b> <ul style="list-style-type: none"> <li>• c'est une bonne idée de <u>faire une visite guidée/ d'avoir un(e) guide</u></li> <li>• <u>on peut manger une crêpe</u></li> </ul>	2	Insist on crêpe Reject just oignons/ tomates



Qu	Accept	Mark	Notes
04.1	Elle a utilisé des petites annonces (1) et des agences/ sites (de rencontres). (1)	2	Accept: des journaux Reject: agents

Qu	Accept	Mark	Notes
04.2	les hommes (qu'elle a rencontrés) ne voulaient pas d'enfants elle ne (les) trouvait pas (ces hommes) attrayants/attirants	2	Les homes n'aiment pas les enfants

Qu	Accept	Mark	Notes
04.3	elle a rencontré un psychologue (1) elle a dû montrer qu'elle était stable	2	Tolerate mis-spellings of psychologue

Qu	Accept	Mark	Notes
04.4	il avait une (bonne) profession il avait un physique similaire (aux membres de sa famille)	2	professionnels et physiques <b>t.c.</b> = 2

Qu	Accept	Mark	Notes
04.5	elle était courageuse ils ne la jugeaient pas	2	Reject use of 1 <sup>st</sup> person me

**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. 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	B, C, F, H, L	5	In any order

Qu	Accept	Mark	Notes
06.1	C	1	

Qu	Accept	Mark	Notes
06.2	C	1	

Qu	Accept	Mark	Notes
06.3	A	1	

Qu	Accept	Mark	Notes
06.4	C	1	

Qu	Accept	Mark	Notes
06.5	B	1	

Qu	Accept	Mark	Notes
06.6	C	1	

Qu	Accept	Mark	Notes
06.7	A	1	

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Qu	Accept	Mark	Notes
06.8	A	1	

Qu	Accept	Mark	Notes
07.1	Elle( ap)portait de l'eau (à la maison)	1	Accept:elle rentrait ( à la maison) Accept Present Tense throughout

Qu	Accept	Mark	Notes
07.2	Il voulait l'aider elle a refusé son aide elle a raconté l'incident à ses parents	2	If offrir is used accept incorrect past participles Elle a continué toute <u>seule</u>

Qu	Accept	Mark	Notes
07.3	ils ont grondé la fille parce qu'on ne refuse pas l'aide d'un lion/ on accepte l'aide d'un lion	2	

Qu	Accept	Mark	Notes
07.4	Elle a frappé le lion parce qu'il le lui a demandé /parce qu'il a menacé de la manger/il allait la manger	2	

Qu	Accept	Mark	Notes
07.5	elle avait peur elle était soucieuse/curieuse/ inquiète elle était étonnée elle était soulagée	2	Any two from four

Qu	Accept	Mark	Notes
07.6	les paroles/ les mots sont plus nuisibles que/ font plus mal que la violence	1	Must have idea of being hurtful

## Summary questions

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) 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 AO2 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 AO2 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 AO2 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 AO2 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*

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*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 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.
4	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.
3	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.
2	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.
1	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.
0	The student produces nothing worthy of credit.

*There is no need to use different items of vocabulary from the original text/listening passage in order to access a high AO3 mark as the AO3 mark is for manipulating structures and showing a grasp of grammar. This could include using different items of vocabulary in some cases but need not necessarily.*

*Examiners will award the AO3 mark on a 'best fit' basis. If, for example, a student produces 70 words of material which is relevant to six of the seven content points but omits one content point entirely, that student could still have access to 5 marks for AO3. A mark of zero for AO1/AO2 will lead automatically to a mark of zero for AO3 but otherwise the AO1/AO2 mark and the AO3 mark are awarded independently.*

*If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.*

*Reject answers with information lifted from the text that has been left in the first person of the verb.*

Qu 8	Accept (key idea underlined)	Mark	Notes
08	<b>Bullet 1</b> <ul style="list-style-type: none"> <li>• <u>les conducteurs sont moins stressés / les conducteurs peuvent se reposer</u></li> <li>• <u>les personnes âgées peuvent conduire</u></li> <li>• <u>il y a moins d'accidents routiers</u></li> </ul>	3	
	<b>Bullet 2</b> <ul style="list-style-type: none"> <li>• <u>la circulation régulée peut empêcher / réduire/ diminuer les embouteillages / les bouchons</u></li> <li>• <u>on utilise moins de carburant/il y a moins de pollution</u></li> </ul>	2	
	<b>Bullet 3</b> <ul style="list-style-type: none"> <li>• <u>on ne sait pas qui est responsable en cas d'accident</u></li> <li>• <u>la voiture ne marche pas quand il n'y a pas beaucoup de visibilité / quand la visibilité est mauvaise / quand il fait mauvais</u></li> </ul>	2	

Qu	Accept	Mark	Notes
09.1	V	1	Accept T or tick ✓

Qu	Accept	Mark	Notes
09.2	V	1	Accept T or tick ✓

Qu	Accept	Mark	Notes
09.3	F	1	Accept X

Qu	Accept	Mark	Notes
09.4	F	1	Accept X

Qu	Accept	Mark	Notes
09.5	V	1	Accept T or tick ✓

Qu	Accept	Mark	Notes
09.6	ND	1	Accept PM/?

Qu	Accept	Mark	Notes
09.7	V	1	Accept T or tick ✓

Qu	Accept	Mark	Notes
09.8	V	1	Accept T or tick ✓

Qu	Accept	Mark	Notes
09.9	ND	1	Accept PM/?

Qu	Accept	Mark	Notes
09.10	F	1	Accept X



**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 e.g. 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>
<i>Ce jour-là, il pleuvait.</i>	<i>That day it was raining. That day it was wet. It was a rainy day, that day.</i>	<i>It rained all day. That day the weather was bad.</i>

<b>Qu</b>			
10	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section.		
<b>French</b>	<b>Possible English Answer</b>	<b>Other acceptable answers</b>	<b>Unacceptable answers</b>
Première destination touristique au monde, la France attire plus de 130 000 étudiants étrangers	The world's first/top/premier tourist destination, France attracts more than 130000 foreign students	foremost / leading/ number one in the world students from abroad	the France strange students foreigners tc
qui franchissent ses frontières	who cross its borders	her borders frontiers	border controls
afin d'y apprendre le français	(in order) to learn French there.		Omission of there
Ce genre de tourisme crée des milliers d'emplois dans nos régions.	This type/kind/sort of tourism creates thousands of jobs in our regions.	is creating	genre one thousand millions
Voilà pourquoi l'application «Immersion en France»,	This is why/That's why/Here's why/ there's why / hence why the application/app) 'Immersion in/en France'.		
dont le rôle est de promouvoir les séjours linguistiques	whose / of which the role is to promote language (study) stays/holidays		
vient d'être conçue.	has just been designed/devised/created.		
En choisissant un endroit,	By/whilst/upon / on choosing a place/location/ area		choosing t.c.
l'utilisateur recevra des renseignements sur	the user will receive (some) information on/about	details	
ce qui lui sera possible de faire et voir là-bas.	what he will be able to do and see/ what (it) will be possible for him / them to do and see (over) there.		