

A-level
FRENCH
7652/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2020

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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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	B, E, F, J (in any order)	4	

Qu	Accept	Mark	Notes
02.1	S	1	

Qu	Accept	Mark	Notes
02.2	B	1	

Qu	Accept	Mark	Notes
02.3	D	1	

Qu	Accept	Mark	Notes
02.4	S	1	

Qu	Accept	Mark	Notes
02.5	S	1	

Qu	Accept	Mark	Notes
02.6	B	1	

Level of response marking instructions for A03

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 is one mark 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.

Determine a mark

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 ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

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 mark is appropriate.

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 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.

Qu	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.

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 90 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	Key Idea	Accept	Mark	Notes
03	<p>Bullet point 1 Any two from three:</p> <ul style="list-style-type: none"> • <u>il est difficile pour les handicapés de sortir</u> • <u>le chômage est (deux fois) plus élevé pour les handicapés</u> (que pour les valides). • <u>les piscines ne sont pas adaptées</u> 	<p>les handicapés ont du mal à sortir (par exemple à la piscine)/les piscines sont inadaptées/l'accès aux centres sportifs est difficile.</p>	2	Reject
	<p>Bullet point 2</p> <ul style="list-style-type: none"> • <u>le gouvernement devrait subventionner les entrepreneurs handicapés</u> • <u>les employeurs devraient payer une contribution annuelle</u> • <u>on devrait améliorer la formation des handicapés</u> 	<p>les entrepreneurs handicapés devraient recevoir une subvention</p> <p>on pourrait réduire la contribution annuelle pour les employeurs qui embauchent des handicapés</p> <p>les handicapés ont besoin de (plus de) qualifications</p>	3	Reject
	<p>Bullet point 3</p> <ul style="list-style-type: none"> • <u>les enfants handicapés peuvent visiter le bord de la mer grâce aux chauffeurs de taxis</u> • <u>un centre de loisirs accepte le même nombre d'enfants valides et d'enfants handicapés</u> 	<p>des chauffeurs de taxis conduisent bénévolement des enfants handicapés au bord de la mer</p> <p>il y a un équilibre entre les (enfants) handicapés et les (enfants) valides</p>	2	Reject

Question 04

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Key Idea	Accept	Mark	Notes
04.1	faire vivre aux jeunes le travail du politicien/du gouvernement	donner aux jeunes une expérience du gouvernement	1	

Qu	Key Idea	Accept	Mark	Notes
04.2	les jeunes élus ne sont pas obligés de voter pour leur parti	les (vrais) députés doivent voter pour leur parti	1	

Qu	Key Idea	Accept	Mark	Notes
04.3	ils donnent leur point de vue ils votent (pour ou contre les projets)	leur opinion/leur avis	2	

Qu	Key Idea	Accept	Mark	Notes
04.4	ils rapportent les débats ils publient une édition (à chaque jour de la simulation) [1]	rapporter les débats publier un journal	2	

Qu	Key Idea	Accept	Mark	Notes
04.5	(il a créé) des imitations des Québécois vont en Belgique/ils connaissent une autre culture parlementaire	il y a maintenant un parlement jeunesse belge	2	

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	K D A G E M L C B F (must be in this order)	10	

Qu	Accept	Mark	Notes
06.1	C	1	

Qu	Accept	Mark	Notes
06.2	B	1	

Qu	Accept	Mark	Notes
06.3	B	1	

Qu	Accept	Mark	Notes
06.4	C	1	

Qu	Accept	Mark	Notes
06.5	C	1	

Qu	Accept	Mark	Notes
06.6	A	1	

Qu	Accept	Mark	Notes
06.7	A	1	

Question 07

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Key Idea	Accept	Mark	Notes
07.1	il était étouffé par la chaleur	il avait chaud	3	
	la foule était brutale	il y avait trop de monde		
	il était épuisé	fatigué		

Qu	Key Idea	Accept	Mark	Notes
07.2	il allait partir au combat/à la guerre	il devait entrer dans l'armée/combattre dans la guerre	2	
	il avait peur de la mort	il ne voulait pas mourir		

Qu	Key Idea	Accept	Mark	Notes
07.3	elle était agréable		3	
	elle avait les cheveux longs			
	elle était pâle			

Qu	Key Idea	Accept	Mark	Notes
07.4	Les gens/plus de gens sont montés	il y avait trop de personnes dans le wagon	3	A cause de la foule, il a saisi une main pour ne pas tomber = 3
	la foule a poussé Pierre/il a failli tomber	il ne voulait pas tomber		
	il a saisi une main			

Qu	Key Idea	Accept	Mark	Notes
07.5	la jeune fille a disparu	il ne voyait plus la fille	2	
	il ne lui a pas parlé			

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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.

Determine a mark

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.

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Summary questions

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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.*

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No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

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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	Key Idea	Accept	Mark	Notes
08	Bullet point 1 <ul style="list-style-type: none"> • <u>elle a protesté contre la baisse du pouvoir d'achat</u> • <u>et la suppression de l'impôt sur la fortune (pour les riches)</u> 	<p>son pouvoir d'achat est en baisse/les pauvres paient trop d'impôts</p> <p>les riches ne paient pas assez d'impôts</p>	2	Reject: la hausse du prix du diesel
	Bullet point 2 <ul style="list-style-type: none"> • <u>elle ne peut pas offrir des nouveaux cadeaux (à ses enfants)</u> • <u>le logement est trop cher au centre-ville</u> • <u>elle ne peut pas se passer de sa voiture</u> 	<p>elle doit habiter en banlieue parce que c'est moins cher</p> <p>elle est touchée par le prix du carburant</p>	3	Reject: elle n'a pas assez d'argent pour acheter des cadeaux
	Bullet point 3 <ul style="list-style-type: none"> • <u>il a remercié les forces de l'ordre</u> • <u>il a condamné la violence</u> 		2	Reject

Qu	Accept	Mark	Notes
09.1	éventuel	1	

Qu	Accept	Mark	Notes
09.2	recrudescence	1	

Qu	Accept	Mark	Notes
09.3	aboli	1	

Qu	Accept	Mark	Notes
09.4	bévues	1	

Qu	Accept	Mark	Notes
09.5	châtier	1	

Qu	Accept	Mark	Notes
09.6	mis en pratique	1	

Qu	Accept	Mark	Notes
09.7	abattu	1	

Qu	Accept	Mark	Notes
09.8	essayé	1	

Question 09.9 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			
09.9	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	Notes
1	The death penalty was abolished	La peine de mort a été/fut/ était abolie/supprimée	Ça fait longtemps que la peine de mort ... = 2
2	long ago	il y a longtemps	
3	but some are	mais certains/ certaines personnes/ certains/des gens sont	
4	in favour of its return,	en faveur de son retour/ favorables à son retour,	
5	especially for those who	surtout pour ceux qui	
6	are guilty of murder.	sont coupables de meurtre.	
7	They are convinced that	Ils sont persuadés/ convaincus que	
8	the penalty might	la peine/la sanction/ la punition pourrait	
9	dissuade criminals.	dissuader les/des criminels/ malfaiteurs.	

10	Many opponents	Beaucoup d'opposants	
11	do not believe that	ne croient pas/ne pensent pas que	
12	hatred is	la haine soit	
13	an effective way	une manière/une façon/un moyen efficace/effectif(ve)	
14	of dispensing justice.	de rendre justice/de dispenser la justice.	
15	For them,	Pour eux/A leur avis/selon eux	
16	no-one has the right	personne n'a le droit	
17	to kill another human being.	de tuer/d'assassiner un autre (être) humain/une autre personne.	
18	This idea disturbs them.	Cette idée les dérange/perturbe.	
19	Feeding prejudices	Nourrir des préjugés	
20	is never going to be	ne va jamais être/ ne sera jamais	
21	a satisfactory guarantee	une garantie satisfaisante	
22	of a tolerant society.	d'une société tolérante.	
23	Moreover, they are afraid that	D'ailleurs/en/de plus/qui plus est, ils ont peur/craignent que	
24	this extreme measure	cette mesure extrême	
25	is exploited	(ne) soit exploitée/abusée	
26	by politicians	par les/des politiciens/ hommes politiques/les élus	
27	in other countries	dans d'autres pays	
28	because they have used it	car/parce qu'ils l'ont utilisée/employée	
29	in order to extend	pour/afin d'élargir/ étendre/agrandir	
30	their own power.	leur propre pouvoir/puissance.	

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

Question 10 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.

Qu			
10	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	Notes
1	A la recherche d'économies,	In search of/on the lookout for economies/in an attempt to save money	economy
2	le Président avait accepté l'idée	the President had accepted the idea	Reject: accepted/has accepted
3	d'organiser une loterie	of organising a lottery	
4	pour financer la restauration des monuments	to/in order to finance/pay for the restoration of monuments	
5	que les villes de province	which provincial towns/cities/towns in the provinces	
6	n'auraient jamais les moyens de sauver.	would never have the means/have enough money to save.	
7	Le ministère vient de dévoiler	The ministry has just revealed/disclosed/announced/unveiled	Reject: minister
8	les monuments en péril	the endangered monuments/the monuments in danger	

9	dont la restauration devrait être	of which/whose restoration ought to be/should be	NFP wrong translation of restauration
10	en partie financée par le loto.	partly financed by the lottery.	
11	Imprimés dans une usine aux États-Unis,	Printed in a factory in the USA/America/American factory	
12	les 12 millions de tickets à gratter	the 12 million scratch cards/tickets	
13	seront mis en vente	will be (put) on sale	
14	à partir du mois prochain	from next month (onwards)	
15	dans tout le pays.	throughout/accross the country/in the whole country.	
16	Ils seront à quinze euros,	They will cost/be 15 euros	Reject: wrong number Reject: they will be at 15 euros
17	soit le ticket le plus cher	in other words/that is (to say) the dearest/most expensive ticket	
18	de l'histoire du loto français	in the history of the French lottery.	Reject: story
19	Il y a ceux qui prétendent	There are those who claim	Reject: pretend
20	qu'on ne se ruera pas sur les tickets.	that people (one) will not rush (out) to buy tickets/there will not be a stampede/rush for tickets.	

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