



AS
FRENCH
7651/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2022

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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tc = tout court ie with no addition or qualifications

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	Key Idea	Accept	Mark	Notes
01.1	B H (in any order)	<p>B Les attitudes à l'égard de la taille de la famille ont évolué.</p> <p>H Les personnes âgées de moins de 18 ans n'ont plus le droit de se marier.</p>	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
01.2	A D (in any order)	<p>A On rencontre fréquemment des jeunes mères dans le passé.</p> <p>D Les couples choisissent de se marier plus tard qu'auparavant.</p>	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
01.3	E G (in any order)	<p>E L'affection envers ses enfants est d'une importance fondamentale.</p> <p>G Les revenus du couple peuvent influencer le nombre d'enfants dans une famille.</p>	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
02.1	A	1 548	1	

Qu	Key Idea	Accept	Mark	Notes
02.2	B	16 millions	1	

Qu	Key Idea	Accept	Mark	Notes
02.3	C	Les 65 ans et plus	1	

Qu	Key Idea	Accept	Mark	Notes
02.4	A	Le cinéma français se porte bien	1	

Qu	Key Idea	Accept	Mark	Notes
02.5	C	Les services de cinéma à domicile	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 and the mark are 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 70 and 90 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 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.

Qu	Key Idea	Accept	Mark	Notes
03	Bullet point 1 <ul style="list-style-type: none"> les parents ne voulaient pas envoyer leurs enfants à l'école = 1 il n'y avait pas assez d'argent (pour acheter du matériel scolaire) = 1 	les parents n'étaient pas convaincus que les enfants avaient besoin d'une éducation/les parents ne voulaient pas participer le projet manquait d'argent	2	
	Bullet point 2 <ul style="list-style-type: none"> ils ont choisi les volontaires = 1 ils ont contribué au choix des thèmes (du programme scolaire) = 1 	on a permis aux parents de choisir les volontaires et de proposer des thèmes = 2	2	Reject: ils sont devenus volontaires
	Bullet point 3 <ul style="list-style-type: none"> les enfants ont appris à lire/à compter = 1 les <u>mères</u> de famille ont pu travailler =1 les volontaires ont découvert les traditions locales = 1 	les <u>femmes</u> ont gagné de l'argent les volontaires ont assisté à des festivals	3	Reject Conter etc

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	apprendre (aux élèves) à écouter = 1 et à pratiquer = 1		2	

Qu	Key Idea	Accept	Mark	Notes
04.2	écouter (des morceaux) de musique = 1 identifier les instruments (de musique) = 1 apprendre à chanter = 1		3	Reject: music

Qu	Key Idea	Accept	Mark	Notes
04.3	visite de l'opéra = 1 ou d'un studio (de musique contemporaine) = 1 assister/aller à un concert (de musique francophone) = 1		3	Reject: studio de danse/télé etc Reject: insister/idea of helping ³⁴

Qu	Key Idea	Accept	Mark	Notes
04.4	réduire les fausses idées des élèves	ils ne connaissent guère généralement l'opéra	1	

Qu	Key Idea	Accept	Mark	Notes
04.5	assister à une répétition	spectacle	1	Reject: idea of helping

Qu	Key Idea	Accept	Mark	Notes
04.6	la culture de l'époque = 1 les langues (vivantes) = 1		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.

Question 5

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
05.1	P	Positive	1	

Qu	Key Idea	Accept	Mark	Notes
05.2	N	Négative	1	

Qu	Key Idea	Accept	Mark	Notes
05.3	N	Négative	1	

Qu	Key Idea	Accept	Mark	Notes
05.4	P	Positive	1	

Qu	Key Idea	Accept	Mark	Notes
05.5	P+N	Positive + Négative	1	

Qu	Key Idea	Accept	Mark	Notes
05.6	P+N	Positive + Négative	1	

Qu	Key Idea	Mark	Notes
06.1	favoriser	1	

Qu	Key Idea	Mark	Notes
06.2	lutte	1	

Qu	Key Idea	Mark	Notes
06.3	conviction	1	

Qu	Key Idea	Mark	Notes
06.4	soutien	1	

Qu	Key Idea	Mark	Notes
06.5	rencontres	1	

Qu	Key Idea	Mark	Notes
06.6	rompre	1	

Qu	Key Idea	Mark	Notes
06.7	amour propre	1	

Qu	Key Idea	Accept	Mark	Notes
07.1	il est allé voir une veuve	il voulait consoler une veuve	1	

Qu	Key Idea	Accept	Mark	Notes
07.2	la veuve n'était pas chez elle	elle n'était pas là/à la maison	1	

Qu	Key Idea	Accept	Mark	Notes
07.3	il a été surpris = 1	étonné/choqué	2	
	Jacques/son fils était là = 1	Gertrude n'était pas seule		

Qu	Key Idea	Accept	Mark	Notes
07.4	il a enlevé ses chaussures/il a amorti le bruit de ses pas = 1		2	Reject: il a cache/est caché
	il s'est caché (derrière un rideau) = 1			

Qu	Key Idea	Accept	Mark	Notes
07.5	il a porté à ses lèvres les doigts de Gertrude = 1	il a embrassé (les doigts de) Gertrude	2	
	il est parti/il l'a quittée = 1			

Qu	Key Idea	Accept	Mark	Notes
07.6	il se sentait triste = 1 elle n'a pas parlé de sa rencontre avec Jacques = 1	elle n'a pas mentionné Jacques	2	Reject: tristesse tc

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Qu	Key Idea	Accept	Mark	Notes
08	Bullet point 1 <ul style="list-style-type: none"> • on passe plus de temps devant l'ordinateur/à la maison = 1 • on peut boire (du café) au bureau = 1 • beaucoup de bistrots sont devenus des fastfoods = 1 	<p>les gens mangent chez eux à cause des nouvelles technologies/ils sont accros aux nouvelles technologies</p> <p>il n'est pas nécessaire de sortir pour prendre une boisson</p> <p>il y a de plus en plus de fast-foods</p>	3	<p>Must have idea of new technology reducing business for bistrots</p> <p>Must have idea of coffee machines being at office or reducing custom at bistrots</p> <p>Must have mention of fast-food restaurants taking over or increasing in number</p>
	Bullet point 2 <ul style="list-style-type: none"> • la cuisine (dans les bistrots) est bonne pour la santé = 1 • il faut se détendre à la pause-déjeuner = 1 	<p>la cuisine est faite maison</p> <p>il ne faut pas manger trop vite /il faut se reposer/il y a une ambiance détendu/relax</p>	2	Reject: la cuisine est bonne tc
	Bullet point 3 <ul style="list-style-type: none"> • il faut offrir une connexion WiFi (aux clients) = 1 • on devrait avoir la possibilité de réserver <u>en ligne</u> = 1 	accès à Internet	2	Reject: il faut offrir un menu qui n'est pas cher

Question 09

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
09.1	F	Faux	1	

Qu	Key Idea	Accept	Mark	Notes
09.2	ND	Information non-donnée	1	

Qu	Key Idea	Accept	Mark	Notes
09.3	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.4	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.5	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.6	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.7	F	Faux	1	

Qu	Key Idea	Accept	Mark	Notes
09.8	ND	Information non-donnée	1	

Qu	Key Idea	Accept	Mark	Notes
09.9	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.10	V	Vrai	1	

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.

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.			
Box	French	Accept	Other acceptable answers	Notes
1	Depuis plus de dix ans,	For more than 10 years,		Reject: wrong number of years/since 10 years
2	des centaines de chanteurs amateurs belges participent à	hundreds of amateur Belgian singers have taken part/participated in		Reject: a hundred/present tense
3	un concours, organisé par le Ministère de l'Education.	in a competition, organized by the Ministry of Education.		Reject: minister
4	Près de mille jeunes qui apprennent le français	Nearly a thousand/1,000 young people who are learning/learn French	Almost/near to	Reject: any word suggesting more than 1000 eg close to
5	ont déjà profité de cette expérience.	have <u>already</u> taken advantage of/profited by/from/benefited from this experience.		Reject: wrong tense
6	Ils interprètent une chanson en français	They perform/cover a song in French		Reject: they interpret a French song

7	devant un jury composé de professionnels de la musique	in front of a jury/judging panel made up of/composed of music(al) professionals		
8	ainsi que de professeurs de français.	as well as teachers of French/French teachers.		Reject: professors
9	On vient d'annoncer qu'à partir de cette année,	It has just been announced that, from this year (onwards),		Accept: one has/they have just announced Reject: we have just...
10	la finale sera ouverte à des chanteurs de quinze à trente ans.	the final will be open to singers from 15 to 30 years of age/old.		Reject: wrong numbers/the finale Must have right ages