

AS
FRENCH
7651/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2023

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	A H (in any order)	A La Grand-Place se trouve au centre de Bruxelles. H Il y avait du monde sur la Grand-Place.	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
01.2	E G (in any order)	E La version féminine du Manneken Pis est moins connue. G C'était difficile de trouver le Manneken Pis.	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
01.3	C D (in any order)	C La réputation du Manneken Pis est plutôt exagérée. D La Grand-Place est illuminée la nuit.	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
02.1	P	Positive	1	

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

Qu	Key Idea	Accept	Mark	Notes
02.3	P	Positive	1	

Qu	Key Idea	Accept	Mark	Notes
02.4	N	Négative	1	

Qu	Key Idea	Accept	Mark	Notes
02.5	N	Négative	1	

Qu	Key Idea	Accept	Mark	Notes
02.6	P+N	Positive + Négative	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	<p>Bullet point 1</p> <ul style="list-style-type: none"> • elle a organisé des ventes <u>de gâteaux</u> = 1 • elle a fait des animations (pour les enfants) = 1 • elle a monté un concert (pour les personnes handicapées) = 1 	<p>elle a vendu des <u>gâteaux/desserts</u></p> <p>elle a organisé des spectacles (pour les enfants)</p>	3	<p>Reject:</p> <p>elle a fait des gâteaux</p> <p>vante/vendes</p> <p>elle a aidé les enfants</p>
	<p>Bullet point 2</p> <ul style="list-style-type: none"> • la Croix-Rouge intervient dans des catastrophes = 1 • l'organisation fournit de l'eau dans les sécheresses = 1 	<p>l'organisation aide les pays touchés par des catastrophes en fournissant de l'eau = 2</p>	2	
	<p>Bullet point 3</p> <ul style="list-style-type: none"> • elle apprécie la formation = 1 • son estime de soi/son estime d'elle-même est meilleure = 1 	<p>elle a appris/obtenu de nouvelles compétences</p> <p>elle est devenue plus confiante</p>	2	<p>estime tc</p> <p>estime de moi</p>

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	(la journée au) collègue = 1	on parle de ce qui s'est passé à l'école	3	Reject: la journée tc
	les actualités (du jour) = 1	les informations		
	les fausses informations = 1			

Qu	Key Idea	Accept	Mark	Notes
04.2	les notes (scolaires) = 1	les résultats	3	
	le choix d'amis = 1			
	le temps passé devant l'écran = 1	le temps passé devant la télé/l'ordinateur/ le téléphone		

Qu	Key Idea	Accept	Mark	Notes
04.3	si les enfants se sentent obligés d'être présents	quand les enfants n'ont pas le choix	1	

Qu	Key Idea	Accept	Mark	Notes
04.4	avoir envie d'être ensemble = 1	aimer passer du temps avec les parents/les enfants	3	
	ne pas (constamment) faire des reproches à ses enfants = 1	ne pas gronder les enfants/ il ne faut pas juger les enfants		
	rester ouvert = 1			

Qu	Key Idea	Accept	Mark	Notes
04.5	(il faut) résoudre les tensions familiales	se parler (franchement)	1	

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	Mark	Notes
05.1	durablement	1	

Qu	Key Idea	Mark	Notes
05.2	croissance	1	

Qu	Key Idea	Mark	Notes
05.3	en parallèle	1	

Qu	Key Idea	Mark	Notes
05.4	frappante	1	

Qu	Key Idea	Mark	Notes
05.5	fournisseur	1	

Qu	Key Idea	Mark	Notes
05.6	achats	1	

Qu	Key Idea	Mark	Notes
05.7	apprentissages	1	

Qu	Key Idea	Mark	Notes
05.8	compétences	1	

Qu	Key Idea	Accept	Mark	Notes
06.1	C	Il vient d'une famille nombreuse.	1	

Qu	Key Idea	Accept	Mark	Notes
06.2	C	Il a pris des leçons de musique.	1	

Qu	Key Idea	Accept	Mark	Notes
06.3	A	Il trouve du succès dès la première année.	1	

Qu	Key Idea	Accept	Mark	Notes
06.4	C	Il vit aujourd'hui surtout en France.	1	

Qu	Key Idea	Accept	Mark	Notes
06.5	C	Il chante sur ses propres expériences.	1	

Qu	Key Idea	Accept	Mark	Notes
06.6	B	Plus il vieillit, plus sa vision est optimiste.	1	

Qu	Key Idea	Accept	Mark	Notes
07.1	elle allait au lac = 1 pour faire une promenade = 1	au lac tc <u>se</u> promener	2	Reject : promener

Qu	Key Idea	Accept	Mark	Notes
07.2	elle jetait du pain au canard	elle donnait à manger au canard	1	

Qu	Key Idea	Accept	Mark	Notes
07.3	il se sentait triste = 1 Angéline l'a oublié = 1	il n'était pas heureux Angéline ne faisait pas attention à lui	2	Reject: la tristesse tc Reject : Elle s'a oublié

Qu	Key Idea	Accept	Mark	Notes
07.4	il était fatigué = 1 il se sentait faible = 1	la chaleur l'a rendu faible et fatigué = 2	2	Reject: faible tc

Qu	Key Idea	Accept	Mark	Notes
07.5	il est tombé à genoux = 1 il a demandé à Angéline de l'épouser = 1	il lui a proposé le mariage	2	Reject: il a proposé tc Reject : s'épouser

Qu	Key Idea	Accept	Mark	Notes
07.6	elle était choquée = 1 elle est partie = 1	c'était un choc pour elle elle a disparu	2	

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Qu	Key Idea	Accept	Mark	Notes
08	Bullet point 1 <ul style="list-style-type: none"> • (il croyait qu') elle était trop âgée = 1 • il l'a quittée (pour une autre femme) = 1 	il la trouvait trop vieille il est allé vivre en concubinage avec une autre	2	Reject: il s'a quitté
	Bullet point 2 <ul style="list-style-type: none"> • elle ne voulait pas l'inquiéter/la stresser = 1 • elle savait qu'elle serait déçue = 1 • elle voulait rendre sa mère fière d'elle = 1 	pour éviter que sa mère soit anxieuse ou déçue = 2	3	
	Bullet point 3 <ul style="list-style-type: none"> • ses amis l'ont soutenue = 1 • elle ne se sent pas jugée = 1 	elle avait de bons amis ils ne la jugent pas	2	

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	V	Vrai	1	

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

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

Qu	Key Idea	Accept	Mark	Notes
09.5	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.6	F	Faux	1	

Qu	Key Idea	Accept	Mark	Notes
09.7	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.8	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	La restauration de Notre-Dame se poursuit.	The restoration of Notre Dame continues/is continuing/ongoing/moving forward/is underway.		Reject: is pursuing
2	Au début, le gouvernement avait lancé un concours	At the start/in the beginning/at first/initially, the government had launched a competition		Reject: wrong tense
3	pour reconstruire le toit, détruit pendant l'incendie.	to rebuild/reconstruct the roof, destroyed during/in/by the fire.		
4	Certains architectes ont proposé des plans assez bizarres,	Some/certain architects (have) suggested/proposed/put forward some fairly/quite/somewhat strange/bizarre/odd/weird plans,		Reject: wrong tense
5	dont l'un comprenait même une piscine !	including one that/one of which even included a (swimming) pool!		Reject: omission of even
6	Notre-Dame allait-elle se transformer en parc d'attractions ?	Was Notre Dame going to be transformed/turned into a theme park?/Would Notre Dame...		Reject: wrong tense
7	Heureusement, ce désir à se moderniser	Luckily/fortunately, this/that desire to modernise (it)		
8	n'a pas convaincu le Premier ministre.	did not convince/has not convinced the Prime Minister.		Reject: wrong tense

9	Le concours a été abandonné	The competition was/has been abandoned	Nfp if concours wrong earlier	Reject: wrong tense
10	et le toit sera reconstruit aussi fidèlement que possible.	and the roof will be rebuilt as faithfully/accurately as possible.	Nfp if toit wrong earlier	Reject: wrong tense