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A-level  
**FRENCH**  
**7652/1**

Paper 1 Listening, Reading and Writing

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Mark scheme

June 2021

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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 qualification

## 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>C E</b> (in any order)	<b>C</b> <i>Napoléon</i> est son meilleur film. <b>E</b> Abel Gance était un cinéaste aux talents divers.	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
01.2	<b>A H</b> (in any order)	<b>A</b> L'histoire des grands hommes fascinait Abel Gance. <b>H</b> Abel Gance a tourné un seul film sur <i>Napoléon</i> .	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
01.3	<b>D F</b> (in any order)	<b>D</b> Son œuvre est à la fois vieille et moderne. <b>F</b> Aujourd'hui le public apprécie toujours <i>Napoléon</i> .	2	(in any order)

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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	N	Négative	1	

Qu	Key Idea	Accept	Mark	Notes
02.4	N	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 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	<b>Bullet point 1</b> <ul style="list-style-type: none"> <li>• <u>les habitants peuvent découvrir de nouvelles cultures</u></li> <li>• <u>on peut participer à des activités (gratuites) qui favorisent les échanges culturels</u></li> </ul>		2	<b><u>Reject</u></b>
	<b>Bullet point 2</b> <ul style="list-style-type: none"> <li>• <u>on peut goûter des plats différents/consulter des recettes</u></li> <li>• <u>on peut en savoir plus sur des traditions des nouveaux habitants en visitant des stands</u></li> <li>• <u>on peut voir une exposition de photos</u></li> </ul>	partager des recettes	3	<b><u>Reject</u></b>
	<b>Bullet point 3</b> <ul style="list-style-type: none"> <li>• <u>les élèves donnent plus facilement leurs opinions</u></li> <li>• <u>cela encourage la créativité dans les écoles</u></li> </ul>		2	<b><u>Reject</u></b>



**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	il faut lutter contre la corruption = 1 et réduire les pouvoirs du président = 1		2	il faut réduire la corruption et les pouvoirs du président = 2

Qu	Key Idea	Accept	Mark	Notes
04.2	il faut diversifier l'économie = 1 et encourager le tourisme = 1	il faut réduire la dépendance du pétrole il faut attirer plus de touristes	2	

Qu	Key Idea	Accept	Mark	Notes
04.3	il faut améliorer la formation des professeurs = 1 ils devraient s'exprimer avec plus de liberté = 1		2	

Qu	Key Idea	Accept	Mark	Notes
04.4	il faut introduire des lois = 1 les femmes sont victimes de violences = 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.

Qu	Key Idea	Accept	Mark	Notes
05	K	rythmer	1	must be in this order
	J	renouvelle	1	
	H	remporté	1	
	G	rassemblant	1	
	M	vive	1	
	D	international	1	
	B	grâce	1	
	C	inespéré	1	
	E	particulières	1	
	A	frontières	1	

Qu	Accept	Mark	Notes
06.1	combattants	1	

Qu	Accept	Mark	Notes
06.2	refuge	1	

Qu	Accept	Mark	Notes
06.3	territoire	1	

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Qu	Accept	Mark	Notes
06.4	hostilité	1	

Qu	Accept	Mark	Notes
06.5	précaires	1	

Qu	Accept	Mark	Notes
06.6	doléances	1	

Qu	Accept	Mark	Notes
06.7	favoriser	1	

Qu	Accept	Mark	Notes
06.8	fait honneur	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	elle a souhaité une bonne nuit (aux hommes) = 1	elle est allée dans sa chambre	2	
	elle était fatiguée = 1	épuisée		

Qu	Key Idea	Accept	Mark	Notes
07.2	elle a fermé la porte à <u>clef</u> = 1		2	
	elle a tiré les rideaux = 1	elle a fermé les rideaux		

Qu	Key Idea	Accept	Mark	Notes
07.3	ils ont entendu une clameur/la voix de Mathilde = 1	les cris (de Mathilde) Mathilde crier	3	
	des coups de revolver = 1			
	le bruit d'une lutte/de meubles renversés = 1	tables		

Qu	Key Idea	Accept	Mark	Notes
07.4	elle était couverte de sang = 1		2	
	elle respirait = 1	elle était vivante		

Qu	Key Idea	Accept	Mark	Notes
07.5	la fenêtre était fermée = 1  il n'y avait pas de cheminée = 1  il n'y avait personne dans la chambre = 1	Personne sous le lit  Personne derrière les meubles	3	

## 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.

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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 (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 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 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

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.

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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.
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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
08	<b>Bullet point 1</b> <ul style="list-style-type: none"> <li>• <u>leur santé mentale est fragile</u></li> <li>• <u>ils sont fatigués</u></li> </ul>	les autres foyers ne les acceptent pas à cause de leur santé mentale	2	<b><u>Reject</u></b>
	<b>Bullet point 2</b> <ul style="list-style-type: none"> <li>• <u>il peut apporter de l'alcool</u></li> <li>• <u>on lui permet d'avoir un chien</u></li> <li>• <u>il veut s'amuser</u></li> </ul>		3	<b><u>Reject</u></b>
	<b>Bullet point 3</b> <ul style="list-style-type: none"> <li>• <u>la police n'est pas intervenue</u></li> <li>• <u>les voisins ne se sont pas plaints</u></li> </ul>		2	<b><u>Reject</u></b>

Qu	Key Idea	Accept	Mark	Notes
09.1	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.2	F	Faux	1	

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

Qu	Key Idea	Accept	Mark	Notes
09.4	F	Faux	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	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.8	ND	Information non-donnée	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			
<b>09.9</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.		
Box		Accept	Notes
1	Why do we send	Pourquoi est-ce qu'on envoie/envoie-t-on	Accept : nous envoyons
2	people to prison	des gens en prison	
3	in the 21st century?	au 21ème siècle ?	
4	Prisons are overcrowded	Les prisons sont bondées/surpeuplées	
5	and many of the excellent	et beaucoup des excellents	
6	training and education programmes	programmes (excellents) de formation et d'éducation	accept : instruction
7	have been closed.	ont été fermés.	
8	Incarceration is no longer	L'incarcération n'est plus	
9	the best policy	la meilleure politique	

10	nowadays.	de nos jours/actuellement/aujourd’hui.	
11	We must not forget	Nous ne devons pas/on ne doit pas/il ne faut pas oublier	
12	either	non plus	
13	that prisons separate families	que les prisons séparent les familles	
14	and harm family relationships.	et nuisent/sont nuisibles/font (du) mal aux relations familiales/rapports familiaux.	blessent
15	It would be preferable	Il serait préférable de/mieux serait de	
16	to develop the options	développer les/des options	
17	outside of prison	en dehors de la prison	
18	and use more electronic tagging	et (d’) utiliser davantage/plus le bracelet électronique	accept : plural bracelets
19	and community work,	et les travaux/le travail d’intérêt général,	accept : TIG
20	which remain the choice	qui restent le choix/les choix	
21	of the inmates themselves.	des détenus eux-mêmes.	Accept : les prisonniers
22	The Justice Minister agrees.	La/le ministre de la Justice est d’accord/en accord.	
23	She said in her speech	Elle a dit dans son discours/son adresse	
24	to parliament last month:	au parlement le mois dernier :	
25	“Our ambitious plans	« Nos plans/projets ambitieux	
26	will allow us to	nous permettront/vont nous permettre de	
27	reduce the prison population	réduire la population carcérale	
28	and at the same time	et en même temps	
29	guarantee	(de) garantir	
30	the safety of the public.”	la sécurité du public. »	

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<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
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**

	<b>Accept</b>	<b>Reject</b>
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>Box</b>		<b>Accept</b>	<b>Notes</b>
1	Il y a sept ans,	Seven years ago	Reject: wrong number
2	la France est devenue	France became	Reject: wrong tense
3	le quatorzième pays du monde	the fourteenth country in the world	Reject: of the world
4	à autoriser le mariage homosexuel.	to allow gay/same sex/homosexual marriage.	Reject: the marriage
5	Anna est mère d'une collégienne, Louise,	Anna is mother of a schoolgirl, Louise,	
6	qui vient d'avoir douze ans.	who (has) just turned 12/has just had/celebrated her 12th birthday.	Reject: wrong number has just been 12
7	Quand Louise est née,	When Louise was born,	
8	aux yeux de la loi,	in the eyes of the law,	
9	elle n'avait qu'une seule mère, Anna,	she had only/just one mother, Anna,	Reject: omission of only/just

10	dont la conjointe, Rachel,	whose partner, Rachel,	
11	vivait avec elle	had been living with her	
12	depuis la naissance de Louise.	since the birth of Louise/Louise's birth.	
13	Les deux femmes avaient du mal	The two women had difficulty	
14	à expliquer à leur fille pourquoi	explaining to their daughter why	
15	ses deux mamans ne pouvaient pas se marier.	her two mums/mothers could not get married.	
16	Anna a écrit un testament,	Anna wrote a will,	Reject: testament/statement
17	stipulant que c'était Rachel	stipulating that it was Rachel	
18	qui devrait avoir la garde de Louise	who should/ought to have custody of Louise	
19	s'il lui arrivait quoi que ce soit.	if anything happened to her.	
20	Après leur mariage, tout s'arrangera.	After their marriage/wedding, everything will turn out right.	

<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
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