



A-level FRENCH 7652/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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	C E (in any order)	C L'accès payant aux cathédrales est commun dans d'autres pays européens. E Les pratiquants ont du mal à trouver la paix dans les cathédrales.	2	

Qu	Key Idea	Accept	Mark	Notes
01.2	B D (in any order)	B Il y a d'autres manières de financer l'entretien des cathédrales. D Les vacanciers pourraient payer un peu plus pour leur hébergement.	2	

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

Qu	Key Idea	Accept	Mark	Notes
02.2	P	Positive	1	

Qu	Key Idea	Accept	Mark	Notes
02.3	N	Négative	1	

Qu	Key Idea	Accept	Mark	Notes
02.4	P	Positive	1	

Qu	Key Idea	Accept	Mark	Notes
02.5	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 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.

Mark	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	Bullet point 1 <ul style="list-style-type: none"> • Dans le monde du travail, il y a la discrimination envers les femmes maghrébines = 1 • elle ne voulait pas travailler dans l'enseignement = 1 	Elle cherchait un travail dans un secteur dominé par <u>les hommes français</u> (de souche) elle n'a pas choisi l'enseignement/ l'enseignement ne l'intéressait pas	2	Reject: il y a la discrimination envers les femmes tc Answer must have reference to both sexism and racism at work Must refer to job in education
	Bullet point 2 <ul style="list-style-type: none"> • les employeurs ne peuvent pas identifier le demandeur d'emploi = 1 • on a plus de chances d'obtenir une entrevue = 1 	le demandeur (d'emploi) est anonyme/on ne connaît pas le nom du demandeur il est plus facile d'obtenir une interview/un entretien	2	
	Bullet point 3 <ul style="list-style-type: none"> • il a créé sa propre entreprise (de nettoyage) = 1 • on utilise les produits écologiques = 1 • il emploie (plus de) 200 salariés = 1 	il a commencé/fondé une nouvelle entreprise les employés utilisent des produits verts il a recruté 200 travailleurs	3	Reject: il travaille pour une entreprise de nettoyage son entreprise est originale Reject : incorrect number Reject : salaires

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	les politiciens négligent les jeunes = 1	les jeunes n'ont pas de voix	2	Reject: les jeunes sont négligés tc/ils n'ont pas de voie on veut intéresser les jeunes tc
	on veut intéresser les jeunes à la politique = 1	on veut encourager les jeunes à voter		

Qu	Key Idea	Accept	Mark	Notes
04.2	ce sont des étudiants = 1	bénévoles	2	Reject : incorrect number of volunteers
	et des volontaires (dans le reste du pays) = 1			

Qu	Key Idea	Accept	Mark	Notes
04.3	des jeunes participent à une campagne électorale (fictive) = 1	on organise une campagne/des élections	3	Reject: les jeunes y participent tc/campagne Reject : ils parlent en public
	ils doivent collaborer (avec les autres) = 1	les jeunes travaillent <u>avec les autres</u>		
	ils doivent défendre leurs <u>idées</u> en public = 1	ils donnent/justifient leurs <u>opinions</u> (en public)		

Qu	Key Idea	Accept	Mark	Notes
04.4	il faut mener une campagne sur les réseaux sociaux/on peut réaliser des vidéos (informatives) = 1	il faut utiliser des réseaux sociaux/des vidéos informatives	2	Reject : campagne
	il faut parler des sujets qui intéressent les jeunes = 1	les politiciens doivent parler des sujets comme le changement climatique/la pauvreté		

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
05.1	B	Ils vendaient les paroles des chansons.	1	

Qu	Key Idea	Accept	Mark	Notes
05.2	C	Ils organisaient le travail des chanteurs.	1	

Qu	Key Idea	Accept	Mark	Notes
05.3	C	Parce qu'elle avait besoin d'argent.	1	

Qu	Key Idea	Accept	Mark	Notes
05.4	B	Elle en était déçue.	1	

Qu	Key Idea	Accept	Mark	Notes
05.5	A	Le succès s'est fait attendre.	1	

Qu	Key Idea	Accept	Mark	Notes
05.6	C	Elle a réussi à s'adapter aux changements dans son métier.	1	

Qu	Accept	Mark	Notes
06.1	part	1	Answers must have word in accept column, with no additions eg la part

Qu	Accept	Mark	Notes
06.2	fossé	1	Must have accent

Qu	Accept	Mark	Notes
06.3	affectés	1	Must have accent

Qu	Accept	Mark	Notes
06.4	principales	1	

Qu	Accept	Mark	Notes
06.5	défavorisés	1	Must have accents

Qu	Accept	Mark	Notes
06.6	imprévue	1	Must have accent

Qu	Accept	Mark	Notes
06.7	de première nécessité	1	Must have accents

Qu	Accept	Mark	Notes
06.8	l'Hexagone	1	Reject : l'hexagone

Qu	Accept	Mark	Notes
06.9	épargné	1	Must have accents

Qu	Accept	Mark	Notes
06.10	appuyé	1	Must have accent

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	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
07.2	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
07.3	F	Faux	1	

Qu	Key Idea	Accept	Mark	Notes
07.4	F	Faux	1	

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

Qu	Key Idea	Accept	Mark	Notes
07.6	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
07.7	F	Faux	1	

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

Qu	Key Idea	Accept	Mark	Notes
07.9	F	Faux	1	

Qu	Key Idea	Accept	Mark	Notes
07.10	F	Faux	1	

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Qu	Key Idea	Accept	Mark	Notes
08	Bullet point 1 <ul style="list-style-type: none"> le prix du sucre a chuté = 1 le gouvernement n'a pas tenu ses promesses = 1 	<p>il y avait une dépression/crise économique</p> <p>le gouvernement n'a pas fait ce qu'il avait promis de faire/à cause des mensonges du gouvernement/le gouvernement était malhonnête/le gouvernement a brisé ses promesses</p>	2	Reject: il y avait une crise tc
	Bullet point 2 <ul style="list-style-type: none"> les gens/manifestants ont paniqué = 1 des personnes étaient blessées = 1 	<p>la fusillade a provoqué/causé la panique/la peur</p> <p>il y avait des blessés/les gendarmes ont blessé vingt-cinq personnes</p>	2	Reject: les gendarmes ont paniqué Reject : un lourd bilan/incorrect number of victims
	Bullet point 3 <ul style="list-style-type: none"> <u>le gouvernement</u> a essayé de l'empêcher <u>de parler à la presse</u> = 1 il a rencontré des journalistes (malgré les menaces) = 1 il a accusé/dénoncé le ministre (des Armées) = 1 	<p><u>le gouvernement</u> ne voulait pas qu'il parle aux journalistes/<u>les politiciens</u> l'ont menacé de <u>ne pas parler à la presse</u></p> <p>les journalistes lui ont parlé/il a fait une interview</p> <p>il a dit que le ministre était responsable/coupable/raciste</p>	3	

Qu	Key Idea	Accept	Mark	Notes
09.1	les détenus étaient enfermés 22 heures sur 24 = 1	la plupart du temps	3	Reject: les détenus étaient enfermés tc
	la maison d'arrêt/la prison était surpeuplée = 1	il y avait la surpopulation/il y avait trop de monde		Reject : surpeuplé
	<u>les jeunes</u> étaient avec des malfaiteurs (les plus) sérieux = 1			Reject : il y avait des malfaiteurs graves

Qu	Key Idea	Accept	Mark	Notes
09.2	il ne pouvait pas se former = 1	il n'avait pas de formation	3	Reject: la formation tc
	il s'ennuyait = 1	c'était ennuyeux		Il était ennuyant tc
	sa famille lui manquait = 1	il ne voyait pas sa famille		Reject la solitude tc/sa famille se manquait

Qu	Key Idea	Accept	Mark	Notes
09.3	il a parlé de ses problèmes <u>avec un gardien</u> = 1	il s'est confié à <u>un gardien</u>	3	Reject: il a parlé tc
	ils ont organisé (ensemble) une chorale = 1	il a créé une chorale		il a participé à une chorale
	ils ont enregistré un album = 1	ils ont sorti un album		

Qu	Key Idea	Accept	Mark	Notes
09.4	(on veut) faire changer le regard de la société sur les ex-détenus = 1	on veut combattre les préjugés de la société	3	Reject: on veut regarder la société
	combattre la récidive = 1	éviter la récidive		
	réinsérer les ex-détenus = 1	encourager la réinsertion		

Question 09.5 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			
09.5	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	Everyone agrees	Tout le monde est d'accord	Accept: Tous sont d'accord/tout le monde convient
2	that it is important to	qu'il est important de	Accept : c'est important de
3	rehabilitate criminals	réinsérer les malfaiteurs	Accept: réhabiliter les criminels Reject : <u>des</u> criminels
4	when they come out of prison.	quand ils sortent de (la) prison.	Accept: quand ils sont libérés/ils quittent la prison
5	They have been forgotten	On les a oubliés	Accept: ils ont été oubliés
6	in the past.	dans le/au passé.	Accept : auparavant
7	Obviously,	Evidemment,	Accept: Sûrement/bien entendu/incontestablement/clairement
8	by employing ex-prisoners,	en embauchant/employant des ex-détenus,	Accept: des/d'anciens prisonniers Reject : <u>les</u> ex-détenus
9	we will be able	nous pourrons	Accept: on pourra/on va pouvoir On va être capable de

10	to reduce the risk of reoffending.	réduire le risque de (la) récidive.	Accept: diminuer
11	This would be	Cela/ça/ce serait	
12	in society's interest.	dans l'intérêt de la société.	
13	Furthermore,	D'ailleurs,	Accept: En plus, en outre, ce qui plus est
14	if we fought against prejudices,	si nous combattons/on combattait les préjugés,	Accept: si nous luttons/on luttait contre
15	we would improve	nous améliorerions/on améliorerait	
16	the life of these people.	la vie de ces gens.	Accept: ces personnes
17	Such a measure	Une telle mesure	
18	would allow the government	permettrait au gouvernement de	
19	to spend its limited resources	dépenser ses ressources limitées	
20	in a more effective manner.	d'une/de manière plus efficace.	Accept: d'une façon
21	Without mutual aid,	Sans (l')entraide,	
22	it is impossible to	il/c'est impossible d'	
23	avoid neglecting	éviter de négliger	
24	those who	ceux qui	
25	often risk	risquent souvent de	Accept : souvent risquent de
26	falling into delinquency.	tomber dans la délinquance.	
27	Although they are	Bien qu'ils soient	Accept: Quoiqu'ils soient
28	still young,	toujours jeunes,	Accept: encore
29	they will become	ils deviendront/vont devenir	
30	ill and depressed.	malades et déprimés.	Accept: tristes

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	Être parent et vivre seul	Being a parent and living alone	Accept: To be a parent
2	avec au moins un enfant	with at least one child	Reject: infant
3	de moins de dix-huit ans	under eighteen years of age/ younger than 18	Accept: under 18 Reject: wrong number
4	est devenu une situation plus fréquente	has become a more frequent/common situation	
5	de nos jours.	nowadays.	Accept: today/at the present time. Reject: of our days.
6	Comparés aux parents	Compared with parents	Accept: In comparison with
7	vivant en couple,	living in a couple,	Accept: as a couple/together
8	les monoparents,	single parents,	Accept: parents on their own Reject: mono parents,
9	dont la plupart sont des femmes,	of which the majority are women,	Accept: who are mainly/mostly/for the large part women/females

			Reject: who are women to
10	sont la seule source de revenus du ménage.	are the only source of revenue in the house(hold).	Accept: are the only source of income
11	Selon une enquête récente,	According to a recent survey,	Accept: study Reject: following a recent enquiry
12	ces parents étaient plus touchés	these parents were more affected	Accept: hit by/affected Reject: wrong tense (eg are more affected)
13	par le chômage	by unemployment	Accept: by being out of work
14	ou exerçaient des emplois à temps partiel.	or carried out part-time jobs.	Accept: did/undertook/worked part-time Reject: temporary jobs.
15	Le niveau de vie de ces familles	The standard of living of these families	Reject: the level/the life to
16	est nettement plus faible	is clearly weaker/lower	Accept: distinctly/obviously/noticeably
17	que celui des familles traditionnelles.	than that of traditional families.	Accept: conventional/two parent families
18	Si le gouvernement avait tenu ses promesses,	If the government had kept its promises,	Accept: had stuck to its promises Reject: wrong tense
19	il y aurait eu plus de soutien pour les mères célibataires	there would have been more support for (the) single mothers	Reject: wrong tense
20	qui élèvent des enfants.	who are bringing up children.	Accept: who are raising children. Reject: wrong tense

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