
AS

FRENCH

7651/1

Mark scheme

7651

June 2017

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 Assessment Writer.

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.

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

Section A

Qu	Accept	Mark	Notes
01	A C F H L	5	Accept letters in any order

Qu	Accept	Mark	Notes
02.1	C	1	

Qu	Accept	Mark	Notes
02.2	B	1	

Qu	Accept	Mark	Notes
02.3	A	1	

Qu	Accept	Mark	Notes
02.4	B	1	

Qu	Accept	Mark	Notes
02.5	C	1	

Qu	Accept	Mark	Notes
02.6	B	1	

Qu	Accept	Mark	Notes
02.7	C	1	

Level of response marking instructions

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 are marks 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.

Step 1 Determine a level

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 and then use the variability of the response to help decide the mark within 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 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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.

Possible content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Possible content to reach the highest level of the mark scheme.

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 80 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	Accept (Key Idea underlined)	Mark	Notes
0.3	Bullet point 1 <ul style="list-style-type: none"> • <u>on a moins d'enfants</u> que par le passé • <u>les femmes deviennent mères plus tard</u> • <u>les femmes veulent travailler</u>/elles veulent suivre une carrière/elles ne veulent pas rester au foyer 	3	Reject
	Bullet point 2 <ul style="list-style-type: none"> • <u>elles vont à l'université</u>/ elles ont des diplômes universitaires • <u>il est plus facile de trouver des places dans des écoles maternelles</u> 	2	Reject Elles visitent l'université Must have reference to higher education
	Bullet point 3 <ul style="list-style-type: none"> • <u>elles font toujours les ménages</u> • <u>elles s'occupent plus souvent des enfants</u> 	2	Reject

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
04.1	elle a donné de l'argent (à Terre des Hommes) elle a voulu aider des <u>enfants</u> (plus) <u>pauvres</u> (qu'elle)		2	Must be in the past tense Reject if no auxiliary in perfect tense Reject dont for don

Qu	Key Idea	Accept	Mark	Notes
04.2	Elles l'ont encouragée / (elles étaient) encourageantes Elles ont vendu / fait des (petits) gâteaux		2	Must be in the past tense if verb Reject elles m'ont encouragée

Qu	Key Idea	Accept	Mark	Notes
04.3	Ils vendent (des choses) Ils marchent Ils nagent / font de la natation	La vente La marche La natation	3	Reject infinitives tc, but NFP second and third infinitive Accept the names of the charity events La Marche de l'espoir and Nager pour aider

Qu	Key Idea	Accept	Mark	Notes
04.4	On a apporté des vêtements / des draps pour les <u>enfants</u> réfugiés		2	Must be in the past tense Reject porté

Qu	Key Idea	Accept	Mark	Notes
04.5	Elle veut aller en Amérique du sud pour aider des <u>enfants handicapés</u>		2	Reject elle envie

Section B

Qu	Accept	Mark	Notes
05	C E G H L	5	In any order

Qu	Accept	Mark	Notes
06.1	K	1	

Qu	Accept	Mark	Notes
06.2	D	1	

Qu	Accept	Mark	Notes
06.3	B	1	

Qu	Accept	Mark	Notes
06.4	G	1	

Qu	Accept	Mark	Notes
06.5	H	1	

Qu	Accept	Mark	Notes
06.6	F	1	

Qu	Accept	Mark	Notes
06.7	C	1	

Qu	Accept	Mark	Notes
06.8	E	1	

Section B

Qu	Accept	Mark	Notes
07.1	V	1	

Qu	Accept	Mark	Notes
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07.2	V	1	
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Qu	Accept	Mark	Notes
07.3	F	1	

Qu	Accept	Mark	Notes
07.4	ND	1	

Qu	Accept	Mark	Notes
07.5	F	1	

Qu	Accept	Mark	Notes
07.6	V	1	

Qu	Accept	Mark	Notes
07.7	ND	1	

Qu	Accept	Mark	Notes
0.7.8	F	1	

Summary questions

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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.*

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Qu	Accept (Key Idea underlined)	Mark	Notes
08.1	Bullet point 1 <ul style="list-style-type: none"> Les villages sélectionnés <u>doivent être beaux</u> (1) <u>avoir une richesse architecturale</u> (1) 	2	Accept: joli(s) Accept: les bâtiments intéressants Accept any adjective that conveys richness of the architecture
	Bullet point 2 <ul style="list-style-type: none"> Les gens aiment l'émission car <u>ils sont nostalgiques du</u> (petit) <u>village</u> (1) <u>La vie en ville est moins agréable</u> / la vie rurale est plus agréable (1) Les Français sont <u>fiers de leurs régions</u>. (1) 	3	Reject Les gens ont un style de vie urbain
	Bullet point 3 <ul style="list-style-type: none"> Par conséquent, il y a eu <u>une augmentation du nombre de touristes</u>. (1) Bientôt, <u>on va construire des parkings en plus</u>. (1) 	2	Reject References to 20% as not relevant to this town Accept: le nombre de touristes a doublé. Accept: bâtir

Q09

Qu	Accept	Mark	Notes
09.1	idyllique	1	

Qu	Accept	Mark	Notes
09.2	complices	1	Accept très complices

Qu	Accept	Mark	Notes
09.3	rompue	1	

Qu	Accept	Mark	Notes
09.4	chérie	1	

Qu	Accept	Mark	Notes
09.5	comportement	1	

Comprehension questions to be answered in target language but with no AO3 marks

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Accept misspelling provided this does not alter the meaning.

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	Accept	Mark	Notes
09.6	Elle boude (1) Elle refuse de parler / elle ne parle pas (1) Elle désobéit (1)	2	Any two from three Accept: bouderie Actes de désobéissance Reject: refus de paroles tc without an appropriate verb

Qu	Accept	Mark	Notes
09.7	Sa mère croit (aux explications de) son mari (1) Sa mère lui pardonne (tout). (1) Aïda / elle se sent trahie (1)	2	Any two from three

Qu	Accept	Mark	Notes
09.8	Ils se disent tout / Ils disent tout à leurs enfants (1) Ils ne cachent rien à leurs enfants (1) Ils communiquent sans tabou / aucun sujet n'est tabou (1) Ils développent des relations privilégiées avec leurs enfants (1)	2	Any two from four Accept adjectives reflecting openness and honesty, eg ils sont francs for 1 mark Accept infinitives (eg tout se dire)

Qu	Accept	Mark	Notes
09.9	les enfants ne sauront pas (forcément) résoudre leurs problèmes	1	There must be a negative in the response, eg if student lifts whole sentence

Q10 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 e.g. *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 mark per correct section.		
Box		Accept	Notes
1	Cela fait 15 ans que Mathilde a rejoint son association caritative	It's (been) 15 years since Mathilde joined her charity (organisation)	Accept : 15 years ago Mathilde joined her charity Accept: rejoined
2	dont le but principal	whose/of which the main/principal aim/goal/objective/purpose	Accept: where/in which
3	est d'agir contre la pauvreté et l'exclusion en France.	is to act against (the) poverty and exclusion in France.	
4	Après avoir fait	After doing/having done	After collecting food in supermarkets = 2
5	des collectes alimentaires dans les supermarchés,	food collections in (the) supermarkets,	Accept: food pick-ups
6	elle souhaitait s'impliquer encore plus.	she wanted/wished/hoped to involve herself/get/be involved <u>even</u> /still more.	Accept: she was hoping Reject: do even more
7	Elle est donc devenue conseillère auprès des bénéficiaires	<u>So</u> /therefore she became an adviser/a counsellor with/for the beneficiaries	Accept: clients/recipients
8	ce qu'elle a trouvé un véritable défi au départ.	which she found a real/true challenge at the beginning/start	Accept: which she really found a challenge Accept: to begin with
9	C'est un rôle qui lui procure désormais beaucoup de bonheur.	It is a role which now/from now on/henceforth gives/brings her /provides her with a lot/lots of happiness.	Accept: job Accept future tense Accept: a great deal of
10	On devrait admirer une telle mentalité altruiste.	We ought/should admire such a selfless/an altruistic mentality/attitude.	Reject: altruist