

AS
FRENCH
7651/1

Paper 1 Listening, Reading and Writing

Mark Scheme

June 2020

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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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	Accept	Mark	Notes
01.1	P	1	

Qu	Accept	Mark	Notes
01.2	N	1	

Qu	Accept	Mark	Notes
01.3	P+N	1	

Qu	Accept	Mark	Notes
01.4	P	1	

Qu	Accept	Mark	Notes
01.5	N	1	

Qu	Accept	Mark	Notes
02.1	A	1	

Qu	Accept	Mark	Notes
02.2	E	1	

Qu	Accept	Mark	Notes
02.3	M	1	

Qu	Accept	Mark	Notes
02.4	A	1	

Qu	Accept	Mark	Notes
02.5	E	1	

Qu	Accept	Mark	Notes
02.6	A	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 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.

Qu	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"> • <u>son copain l'a quittée</u> • <u>elle ne supportait pas la solitude</u> 	elle a vécu une rupture amoureuse elle se sentait seule	2	Reject
	Bullet point 2 <ul style="list-style-type: none"> • <u>ils n'étaient pas gênés</u> • <u>Aurélien lui parlait d'une façon naturelle</u> • <u>ils sont tombés amoureux</u> (tout de suite) 	il n'y avait pas de gêne	3	Reject
	Bullet point 3 any 2 from 3 <ul style="list-style-type: none"> • <u>il ne faut pas renoncer trop vite</u> • <u>il vaut mieux rencontrer plusieurs personnes</u> • <u>il faut être patient</u> 	c'est une bonne idée de rencontrer plusieurs personnes au début on ne va pas rencontrer son partenaire idéal tout de suite/il ne faut pas renoncer (au site) trop vite	2	Reject

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	elle sait où elle est née	son lieu de naissance	2	
	quand elle est née	sa date de naissance		

Qu	Key Idea	Accept	Mark	Notes
04.2	elle a été bouleversée	choquée	2	
	elle a été déprimée	triste		

Qu	Key Idea	Accept	Mark	Notes
04.3	elle avait de la chance	elle a connu l'amour	2	
	les enfants adoptés connaissent l'amour			

Qu	Key Idea	Accept	Mark	Notes
04.4	elle ne la juge pas		3	
	elle la trouve courageuse			
	sa mère voulait lui offrir une meilleure vie			

Qu	Key Idea	Accept	Mark	Notes
04.5	elle veut réussir (ses études) elle veut remercier ses parents elle veut que ses parents soient fiers (d'elle)	elle veut plaire à ses parents	3	elle veut réussir pour remercier ses parents = 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	Mark	Notes
05.1	accueil	1	

Qu	Key Idea	Mark	Notes
05.2	corvées/activités	1	

Qu	Key Idea	Mark	Notes
05.3	soins	1	

Qu	Key Idea	Mark	Notes
05.4	assumer	1	

Qu	Key Idea	Mark	Notes
05.5	ouverture d'esprit	1	

Qu	Key Idea	Mark	Notes
05.6	acclimatation	1	

Qu	Accept	Mark	Notes
06	H, B, A, G, E, D, C (in this order)	7	

Qu	Accept	Mark	Notes
07.1	V	1	

Qu	Accept	Mark	Notes
07.2	V	1	

Qu	Accept	Mark	Notes
07.3	F	1	

Qu	Accept	Mark	Notes
07.4	V	1	

Qu	Accept	Mark	Notes
07.5	V	1	

Qu	Accept	Mark	Notes
07.6	ND	1	

Qu	Accept	Mark	Notes
07.7	F	1	

Qu	Accept	Mark	Notes
07.8	F	1	

Qu	Accept	Mark	Notes
07.9	F	1	

Qu	Accept	Mark	Notes
07.10	V	1	

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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.

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***Example:**

1

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Qu	Key Idea	Accept	Mark	Notes
08	Bullet point 1 <ul style="list-style-type: none"> • <u>elle ne savait pas où elle allait habiter</u> • <u>elle avait peur de perdre ses amis</u> 	<p>elle allait peut-être déménager</p> <p>elle ne verrait plus ses amis</p>	2	Reject
	Bullet point 2 <ul style="list-style-type: none"> • <u>ils pourraient abandonner leurs études</u> • <u>ils peuvent boire trop (d'alcool)</u> • <u>ils peuvent se droguer</u> 	<p>quitter l'école</p> <p>devenir ivres</p> <p>prendre des drogues/devenir toxicomanes</p>	3	Reject
	Bullet point 3 <ul style="list-style-type: none"> • <u>il reçoit plus de cadeaux</u> • <u>il n'assiste plus aux disputes</u> 	<p>ses parents lui offrent plus de cadeaux</p> <p>la maison est plus calme</p>	2	Reject

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	il pensait qu'elle devrait faire des études	les études sont importantes	2	
	le métier de chanteuse est incertain/précaire	elle devrait trouver un emploi moins précaire/il connaissait les difficultés de devenir chanteuse		

Qu	Key Idea	Accept	Mark	Notes
09.2	elle a écrit une chanson (rendre hommage à) son père		2	
	un producteur l'a invitée à travailler avec lui			

Qu	Key Idea	Accept	Mark	Notes
09.3	elle a travaillé dur		2	
	elle a une bonne équipe			

Qu	Key Idea	Accept	Mark	Notes
09.4	ses chansons transmettent un message	les paroles font passer un message	2	
	elle veut partager ses expériences			

Qu	Key Idea	Accept	Mark	Notes
09.5	elle veut parler des problèmes de la vie (réelle)		2	
	elle veut établir la musique camerounaise à l'échelle internationale			

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		Accept	Notes
1	Après divers petits métiers,	After diverse small jobs,	Accept : several, various, sundry, lowly
2	Gérard Depardieu a quitté sa ville natale pour Paris.	Gérard Depardieu left his home town for Paris.	Reject: present tense
3	Très peu formé,	With very little training, with little experience	Reject: not formed
4	il a néanmoins obtenu un succès critique.	he nevertheless obtained critical success/acclaim.	Accept: even so/despite this
5	Peu de temps après, sa célébrité s'était étendue	Shortly afterwards, his fame had spread	Must be pluperfect
6	et le cinéma américain lui a proposé des rôles.	and (the) American cinema offered him roles/parts.	Accept: suggested roles to him
7	L'acteur a reçu un grand nombre de récompenses.	The actor (has) received a large number/many awards/prizes/rewards.	
8	Marquée de scandales en tous genres,	Marked by scandals of all kinds,	
9	sa vie privée a été tempétueuse.	his private life has been stormy/tempestuous/he (has) had a stormy private life.	
10	Depuis quinze ans, il vit avec la romancière Clémentine Igou.	For (the last) 15 years, he has lived/been living with the novelist/writer/author Clémentine Igou.	Reject: wrong number of years/ since 15 years/ present tense