



AS
FRENCH
7651/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2019

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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	A, D	2	in any order

Qu	Accept	Mark	Notes
01.2	E, H	2	in any order

Qu	Accept	Mark	Notes
01.3	B, C	2	in any order

Qu	Accept	Mark	Notes
02.1	N	1	

Qu	Accept	Mark	Notes
02.2	P+N	1	

Qu	Accept	Mark	Notes
02.3	N	1	

Qu	Accept	Mark	Notes
02.4	P+N	1	

Qu	Accept	Mark	Notes
02.5	P	1	

Qu	Accept	Mark	Notes
02.6	P	1	

Qu	Accept	Mark	Notes
02.7	N	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.

Indicative 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 Indicative 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.

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.

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>il a été choqué/surpris quand il a vu sa grand-mère</u> (dans sa maison de retraite) • <u>les personnes âgées sont souvent seules/isolées</u> • <u>elles ne parlent pas</u> (any 2 from 3)	Accept recognisable spellings of choqué e.g.shocké Accept past tense Accept la solitude des residents Le manque de communication	2	Reject: il a été choqué tc Il a été choqué par la solitude=2
	Bullet point 2 <ul style="list-style-type: none"> • <u>on parle avec les personnes âgées</u> • <u>on les aide à faire des courses</u> • <u>on peut organiser des sorties</u> 		3	Reject idea of doing the shopping for them
	Bullet point 3 <ul style="list-style-type: none"> • <u>on espère distribuer des cadeaux de Noël</u> • <u>on veut organiser des vacances (pour les personnes âgées)</u> 	Accept present and future tenses only	2	Reject past tense but nfp if second idea also expressed in the past

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	Accept	Mark	Notes
04.1	il y a des jolies/coloniales/anciennes/françaises maisons les gens sont sympas/gentils	2	

Qu	Accept	Mark	Notes
04.2	on a détruit des/les maisons <u>historiques</u> /coloniales etc on a construit des bâtiments(trop) hauts/élevés	2	Reject maison tc Reject batiments tc

Qu	Accept	Mark	Notes
04.3	le tourisme crée des emplois et encourage l'échange des cultures	2	Reject les changes/le/la change/un changement

Qu	Accept	Mark	Notes
04.4	il y a des boîtes de nuits/ il y a du bruit le tourisme cause la pollution	2	Le bruit et la pollution=2

Qu	Accept	Mark	Notes
04.5	il ne veut pas conduire le taxi/il ne veut pas faire le même métier (que son père) il veut travailler comme guide	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	Accept	Mark	Notes
05.1	(les) (plus) connus	1	

Qu	Accept	Mark	Notes
05.2	interprète	1	

Qu	Accept	Mark	Notes
05.3	mineurs	1	

Qu	Accept	Mark	Notes
05.4	privilégie	1	

Qu	Accept	Mark	Notes
05.5	identifier	1	Reject l'identifier

Qu	Accept	Mark	Notes
05.6	percevoir	1	

Qu	Accept	Mark	Notes
06	AHDJGKELC must be in this order	9	

Qu	Accept	Mark	Notes
07.1	F	1	

Qu	Accept	Mark	Notes
07.2	F	1	

Qu	Accept	Mark	Notes
07.3	ND	1	

Qu	Accept	Mark	Notes
07.4	V	1	

Qu	Accept	Mark	Notes
07.5	F	1	

Qu	Accept	Mark	Notes
07.6	ND	1	

Qu	Accept	Mark	Notes
07.7	V	1	

Qu	Accept	Mark	Notes
07.8	F	1	

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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 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 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.

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Correct answer is *Elle a fait des études.*

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No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

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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 accurate with only occasional, minor errors. The student shows a good grasp of grammar, syntax and morphology, and is able to manipulate complex structures accurately where required by the task. The student uses a wide range of vocabulary appropriate to the context and the task.
4	The language produced is generally accurate, but there are some more serious errors. The student shows a reasonable grasp of grammar, syntax and morphology, and is often able to manipulate complex structures accurately where required by the task. The student uses a good range of vocabulary appropriate to the context and the task.
3	The language produced is more accurate than inaccurate, but there are some errors even in simple sentences. The student shows some grasp of grammar, syntax and morphology, but complex structures where required by the task are handled less accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
2	The language produced contains many errors even in simple sentences. The student shows little grasp of grammar, syntax and morphology, and is rarely able to manipulate complex structures accurately where required by the task. The student uses a limited range of vocabulary appropriate to the context and the task.
1	The language produced contains many errors of a basic nature. The student's grasp of grammar, syntax and morphology is such that attempts to manipulate any structures where required by the task are rarely successful. The student uses a very restricted range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Qu	Key idea	Accept	Mark	Notes
08	Bullet point 1 <ul style="list-style-type: none"> • <u>les autres (jeunes) le traitaient comme un enfant/bébé</u> • <u>ils étaient agressifs/violents</u> • <u>ils se moquaient de lui</u> 	present tense ils le moquent	3	Reject
	Bullet point 2 <ul style="list-style-type: none"> • <u>il n'avait pas assez d'argent/les moyens</u> • <u>il pensait que les élèves n'allaient pas travailler</u> 	C'était trop cher	2	Reject Abandonner for négliger
	Bullet point 3 <ul style="list-style-type: none"> • <u>la police interrompait les spectacles</u> • <u>on se disputait souvent</u> • <u>il voulait chanter seul</u> 	Any two of three	2	Reject

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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	Accept	Mark	Notes
09.1	les gardes d'enfants étaient chers(chères)/coûtaient cher sa femme gagnait plus que lui	2	Reject too much copying in this case e.g. Etant donné le prix des gardes d'enfant tc Reject sien unless clear to whom it refers

Qu	Accept	Mark	Notes
09.2	la maison n'était pas propre/impeccable/elle pensait qu'il n'a/avait rien fait (toute la journée)	1	Accept Il était paresseux

Qu	Accept	Mark	Notes
09.3	la solitude/il se trouvait seul il ne parlait à personne/le manque de contact	2	

Qu	Accept	Mark	Notes
09.4	il s'est inscrit à un club il voyait des autres il parlait avec eux	3	

Qu	Accept	Mark	Notes
09.5	il va trouver du travail il veut gagner de l'argent/il veut s'offrir un petit plaisir/il n'a pas son propre argent	2	

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 mark per correct section.		
Box		Accept	Notes
1	Cette année, les risques de cyberattaques n'ont jamais été	This year, the risks of cyber attacks have never been	Accept the risk but MUST have singular verb
2	aussi hauts, selon une nouvelle enquête.	as/so high, according to a new report/enquiry/survey/investigation.	
3	En moyenne, les entreprises françaises ont fait face	On average, French businesses (have) faced	Accept: companies/enterprises/firms Reject confronted Reject have been faced with
4	à ce problème plus de 29 fois en 2018.	this problem more than 29 times in 2018.	
5	Le risque le plus répandu est un logiciel hostile	The most widespread risk is (a) malware/hostile software/hostile computer programme	Accept: danger Accept that of
6	qui bloque des fichiers personnels	which blocks personal files	
7	pour demander une rançon à leurs utilisateurs.	(in order) to ask <u>their</u> users for a ransom.	Accept: to demand a ransom from...
8	Par contre, le vol de données personnelles,	On the other hand, the theft/stealing of personal details/data,	Accept whereas/however
9	inquiétant pour beaucoup d'internautes,	(which is) worrying for many internet/web users,	Accept: lots of/a lot of
10	ne concerne qu'un commerce sur dix.	only concerns one in ten businesses/one business in ten.	Accept: affects Reject commerce

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