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

Paper 1 Listening, Reading and Writing

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**Mark scheme**

June 2019

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Version: 1.0 Final

\*6A197652/1/MS\*

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	B	1	

Qu	Accept	Mark	Notes
01.2	A	1	

Qu	Accept	Mark	Notes
01.3	C	1	

Qu	Accept	Mark	Notes
01.4	B	1	

Qu	Accept	Mark	Notes
02	B E J K (in any order)	4	Accept only letters in boxes unless the original answer has been crossed out and the letter outside the box is the new answer. Do not credit if there are two or more letters in the same box..

## 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 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 politiciens ne parlent pas des sujets qui intéressent les jeunes</u></li> <li>• <u>ils sont difficiles à comprendre</u></li> <li>• <u>ils n’abordent jamais les questions qui les concernent (directement)</u></li> </ul>	Ils parlent une langue bizarre et compliquée Ils parlent d’une façon bizarre ils ne répondent pas directement aux questions/ aux problèmes des jeunes	3	<b>Reject</b> nous but possible nfp later in question
	<b>Bullet point 2</b> <ul style="list-style-type: none"> <li>• <u>les politiciens n’écoutent pas les jeunes</u></li> <li>• <u>on ne parle pas de la politique dans les écoles/on devrait organiser des débats</u></li> </ul>	les jeunes n’ont pas de voix / une voix les politiciens ignorent les jeunes l’éducation politique ne fait pas partie des programmes scolaires	2	<b>Reject</b> Note: any ambiguity caused by use of “ils” should be reflected in mark for AO3. Content mark not affected les élèves ne comprennent pas la politique
	<b>Bullet point 3</b> <ul style="list-style-type: none"> <li>• <u>les politiciens sont des personnes âgées/ils ne semblent pas vivre dans le monde réel</u></li> <li>• <u>ce sont des gens corrompus</u></li> </ul>	les politiciens ont une image négative / néfaste des gens (trop) ambitieux les jeunes pensent qu’ils sont égoïstes	2	<b>Reject</b> raisons/ idées / opinions / points de vue used instead of ambitions

**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	(à cause des) attaques des Islamistes/radicaux/terroristes et du pillage de nombreux objets culturels	2	Reject: Musulman Reject: attaques t.c. Accept: (à cause du) terrorisme Reject: piage Accept spelling that contains « il » e.g. pilage

Qu	Accept	Mark	Notes
04.2	on a caché des manuscrits (dans la ville) et on a transféré/envoyé d'autres (vers la capitale)	2	Wrong tense not penalised Accept cacher and transférer in infinitive

Qu	Accept	Mark	Notes
04.3	(Ils étaient) exagérés/les médias ont exagéré	1	

Qu	Accept	Mark	Notes
04.4	Les manuscrits seront préservés Les manuscrits seront restaurés ils seront digitalisés ils seront accessibles sur Internet	3 from 4	

Qu	Accept	Mark	Notes
04.5	des spécialistes/experts (internationaux) et les pays européens/la France	2	Reject: les pays étrangers



**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	Accept	Mark	Notes
05.1	V	1	

Qu	Accept	Mark	Notes
05.2	V	1	

Qu	Accept	Mark	Notes
05.3	ND	1	

Qu	Accept	Mark	Notes
05.4	F	1	

Qu	Accept	Mark	Notes
05.5	F	1	

Qu	Accept	Mark	Notes
05.6	F	1	

Qu	Accept	Mark	Notes
05.7	ND	1	

Qu	Accept	Mark	Notes
05.8	V	1	

<b>Qu</b>	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
<b>05.9</b>	<b>F</b>	<b>1</b>	

<b>Qu</b>	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
<b>05.10</b>	<b>V</b>	<b>1</b>	

**Question 06**

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
06.1	<p>elle veut (apprendre à) prendre des photos</p> <p>elle veut photographier ses vêtements/ses créations</p> <p>elle aime le contact humain/rencontrer d'autres jeunes</p>	2 from 3	If answered in first person (je) penalise first occurrence then nfp

Qu	Accept	Mark	Notes
06.2	<p>ce sont des enfants vulnérables/défavorisés/pauvres</p> <p>ils sont motivés/ ils ont de la motivation</p>	2	

Qu	Accept	Mark	Notes
06.3	<p>(on veut) renforcer les <u>compétences</u> (sociales) des jeunes</p> <p>(leur) donner des informations sur leurs droits</p> <p>les rendre plus confiants (face à l'avenir)/ leur donner des raisons d'espérer/d'être optimistes</p>	3	

Qu	Accept	Mark	Notes
06.4	<p>(elle veut) raconter son histoire (au public)</p> <p>pour rendre <u>les jeunes</u> plus optimistes</p>	<p>2</p> <p>pour leur donner l'espoir</p>	

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Qu	Accept	Mark	Notes
<b>06.5</b>	(elle les /nous invite à) visiter/venir à l'exposition/ une exposition/ venir voir les photos	1	Verb needed with idea of exposition

Qu	Accept	Mark	Notes
07	<b>H E D G A F B L K M</b> (must be in this order)	10	Accept only letters in boxes unless the original answer has been crossed out and the letter outside the box is the new answer. Do not credit if there are two or more letters in the same box. If words have been used instead of letters, please escalate.

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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.)

**2**

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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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**Serious errors** are defined as those which affect communication.

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*incorrect genders and consequential errors of agreement*

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*incorrect verb forms especially irregular forms*

*incorrect use of pronouns*

*missing or incorrect agreements of adjectives or past participles.*

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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
08	<b>Bullet point 1</b> <ul style="list-style-type: none"> <li>• <u>ils n'aimaient pas l'arrivée du son</u></li> <li>• <u>il fallait reconstruire/équiper des studios</u></li> <li>• <u>la carrière de certains acteurs était finie</u></li> </ul>	ils étaient hostiles/ils voyaient l'arrivée du son d'un mauvais œil/ ils étaient contre / ils n'étaient pas d'accord/ ils n'étaient pas contents/ ils étaient malheureux/ c'était une réaction négative  la reconstruction des studios coûtait cher  certains acteurs ne trouvaient plus de travail/c'était la fin de bien des carrières la perte d'emplois	3	<b>Reject</b>    la mort du cinéma
	<b>Bullet point 2</b> <ul style="list-style-type: none"> <li>• <u>ils croyaient que le son allait détruire l'art du cinéma</u></li> <li>• <u>l'exportation des films est devenue plus difficile</u></li> </ul>	ils allaient perdre trente ans de travail  ils allaient perdre de l'argent (à cause des problèmes de langues)	2	<b>Reject</b>  un problème de langues t.c.
	<b>Bullet point 3</b> <ul style="list-style-type: none"> <li>• <u>l'économie ne marchait pas bien</u></li> <li>• <u>le fascisme se développait en Europe</u></li> <li>• <u>le cinéma parlant était divertissant</u></li> <li>• <u>une chance de s'évader de la réalité</u></li> </ul>		2 from 4	<b>Reject</b>

Qu	Key Idea	Accept	Mark	Notes
09.1	bientôt		1	

Qu	Key Idea	Accept	Mark	Notes
09.2	pratiques		1	

Qu	Key Idea	Accept	Mark	Notes
09.3	plébiscitées		1	

Qu	Key Idea	Accept	Mark	Notes
09.4	incontournables		1	

Qu	Key Idea	Accept	Mark	Notes
09.5	significatif		1	

Qu	Key Idea	Accept	Mark	Notes
09.6	conséquences		1	

Qu	Key Idea	Accept	Mark	Notes
09.7	réclament		1	

Qu	Key Idea	Accept	Mark	Notes
09.8	état d'esprit		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	Reject
1	Living without the internet	Vivre sans Internet/ l'internet	Vivant/se passer d'internet/ habiter
2	would be a nightmare	serait un cauchemar	Tense other than conditional
3	for those who are	pour ceux qui ont	
4	under 40.	moins de 40 ans. pour les moins de 40 ans = 2	
5	They use it	Ils l'utilisent / ils s'en servent / ils en font usage / ils l'emploient	
6	at home and at work	chez eux et au / à leur travail à la/ leur maison / à (leur) domicile	à leur emploi
7	almost daily	presque/ quasiment/ quotidiennement/tous les jours / presque au quotidien	
8	for finding information quickly	pour afin de (re)trouver vite/rapidement <u>des</u> informations/ renseignements	chercher

		Ignore position of adverb	
9	and for managing their finances.	et (pour) gérer leurs finances/ transactions financières.	contrôler/organiser/ s'occuper de
10	However, grave concerns	Cependant / toutefois, pourtant/néanmoins de(s) sérieux soucis/ graves Accept : de sérieuses inquiétudes	sévères
11	have been caused	ont été causés/provoqués/suscités Check agreement is correct but also possible nfp	créés
12	by a lack of security.	par un manque de sécurité.	
13	Can an individual	Un individu peut-il/Est-ce qu'un individu peut	Peut un individu... ? Une personne
14	be certain that	être certain/ sûr que	
15	personal data will remain private?	les données personnelles / coordonnées (personnelles) resteront/ demeureront privées?	renseignements/ détails vont rester
16	Moreover,	D'ailleurs/qui plus est/en outre/ en plus/ de plus/ par ailleurs/ d'autre part	
17	this age group	ce groupe/cette tranche d'âge	
18	more than other users	plus/davantage que d'autres usagers/utilisateurs	des autres/ les autres
19	fears that there are	craint/ a peur qu'il (n') y ait	
20	negative effects	des effets négatifs/ nuisibles / néfastes / de négatifs effets	des conséquences
21	on the brain and on children.	sur le cerveau/ méninge et sur les enfants.	
22	In a world where	Dans un monde où	
23	our use of digital technology	notre usage/utilisation du numérique/de (la) technologie numérique	digitale
24	has doubled since 2011	a doublé depuis 2011	
25	this might be a problem.	ceci/cela/ ça pourrait être / serait peut-être un problème.	
26	The result	Le résultat / la conséquence	
27	is that the French	est que les Français	

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28	are both	sont à la fois/ en même temps / et...et	
29	critical and enthusiastic	critiques et enthousiastes	méfiant
30	towards the web.	envers / en ce qui concerne le web/la toile / vis-à-vis du/de la	vers

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.

<b>Qu</b>			
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.		
<b>Box</b>		<b>Accept</b>	<b>Reject</b>
1	Le 10 mai, lorsque nous sommes rentrés de congés,	(On) the 10 May when we returned/ came back/ got back from holiday(s) /leave,	
2	nous nous attendions	we were expecting/ expected	waiting Any tense other than past
3	à être récompensés pour notre travail,	to be rewarded for our work	recompensed/ paid/ compensated
4	car nous avons entendu dire	Because/ since/ as/ for we had heard/ we had heard it said/ we had heard tell/ we had heard talk that/ we had heard people saying/we had heard word/ we had heard say	Tenses other than pluperfect
5	que l'usine d'à côté	that the factory nearby/next door/next to us/ next to ours	
6	avait augmenté le salaire de base.	had increased the basic salary/ pay/ wage/ minimum wage	Tenses other than pluperfect
7	On était tous très impatients.	We were all very impatient.	One was...
8	Mais, à notre arrivée,	But, (up)on (our)arrival / when we got back,	at our arrival
9	il n'y a eu aucune annonce.	there wasn't any news/announcement/ there was no announcement	advert
10	On a attendu quelques jours,	We waited some / a few/ several days,	one waited... / a couple of days
11	puis on était tellement mécontents	then we were so dissatisfied/discontented/ displeased/ unhappy	annoyed
12	qu'on a commencé à parler de grève.	that we started to talk about/ a strike/striking./	Possible nfp for tense from Box 10 Speak of
13	Nous sommes restés unis	We stayed/ remained united	Possible nfp for tense we kept together
14	en dépit de la pression du patronat	in spite of/ despite the pressure from management/ the bosses	the boss
15	et on a finalement arraché une hausse de 8%.	and we finally achieved/extracted/got/ received/ obtained an 8% raise/increase/rise	Possible nfp from box 10 12 13
16	Peu après le début de la grève,	Just/ shortly / soon / not long after the beginning / start of the strike,	A little / a bit

17	j'ai été licencié.	I was made redundant/laid off/ sacked /fired / dismissed	
18	Je pense que de tels épisodes	I think such episodes/situations	
19	n'apportent rien de bon.	achieve nothing (good)/ do no good/ don't bring any good I think nothing good comes of such episodes =2	
20	J'en suis vraiment déçu.	I am really / truly disappointed <u>about it / by it / in it</u>	very

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