



AS FRENCH 7651/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2025

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](https://www.aqa.org.uk)

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tc = tout court ie with no addition or qualifications

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	B F (in any order)	B Utiliser des pièces et des billets permet de contrôler ses dépenses. F Il peut y avoir des restrictions sur le montant maximum des achats.	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
01.2	C D (in any order)	C La commodité est plus importante que la sécurité. D Avec le paiement sans contact, il est trop facile de dépenser avec excès.	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
01.3	E H (in any order)	E Il existe plusieurs moyens de payer sans contact. H Le piratage des informations bancaires est une préoccupation.	2	(in any order)

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	P+N	Positive + Négative	1	

Qu	Key Idea	Accept	Mark	Notes
02.4	N	Négative	1	

Qu	Key Idea	Accept	Mark	Notes
02.5	P	Positive	1	

Qu	Key Idea	Accept	Mark	Notes
02.6	N	Négative	1	

Level of response marking instructions for AO3

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 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.

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	Key Idea	Accept	Mark	Notes
03	Bullet point 1 - Les plateformes offrent un plus grand choix de films qu'on peut regarder à la maison = 1 <u>Les sujets</u> dans les <u>films français</u> ne sont pas intéressants = 1 - A cause de la <u>grève</u> (aux Etats-Unis) il y a moins de films = 1	Les plateformes sont populaires/on peut rester à la maison grâce aux plateformes/on aime mieux regarder des films à la maison/sans sortir/chez soi Le public n'aime pas <u>les sujets /les thèmes</u> des films <u>français</u>/Les spectateurs ne s'intéressent pas <u>aux sujets</u> des films <u>français</u> il y a un manque de films après la <u>grève</u>	3	on aime rester à la maison allow Netflix etc chez soi le public n'aime pas les films français must be mention of strike
	Bullet point 2 - Les cinémas devraient adopter des nouvelles technologies = 1 - On devrait rendre les salles plus confortables = 1	On peut améliorer la qualité d'image (avec l'aide des nouvelles technologies) On peut installer des sièges confortables/les sièges ne sont pas assez confortables	2	Comfortable/le confort
	Bullet point 3 - On peut manger <u>un repas</u> pendant le film = 1 - Il y a des séances où les parents peuvent amener leurs enfants/les bébés = 1	On sert <u>des repas</u> pendant le film/au siège les enfants peuvent accompagner leurs parents/on encourage les familles à aller au cinéma	2	Reject: on peut manger tc

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	<u>La plupart</u> des pères s'absentent du travail (après la naissance d'un enfant)	<u>La majorité</u> prend un congé parental/ paternel/ <u>la plupart</u> des pères arrêtent de travailler	1	Reject: Les pères s'absentent du travail (no idea of majority)

Qu	Key Idea	Accept	Mark	Notes
04.2	Avant (l'entrée en vigueur du régime québécois), 25% des pères prenaient un congé	Avant, un quart des pères s'absentait du travail	1	Reject: wrong percentage

Qu	Key Idea	Accept	Mark	Notes
04.3	(seulement) très peu d'hommes choisissent un congé parental	Il n'y a pas beaucoup d'hommes qui prennent un congé paternel/ peu prennent un congé paternel	1	Reject : très peux/un peu d'hommes

Qu	Key Idea	Accept	Mark	Notes
04.4	Les études démontrent l'efficacité du <u>système</u> = 1	Les études démontrent que le <u>système</u> marche/le <u>système</u> est efficace	3	Reject : c'est efficace/ça marche
	La présence d'un père rassure les enfants = 1	Les enfants sont rassurés		
	Il y a moins de discrimination contre les femmes (au travail) =1	Les femmes rencontrent moins de discrimination		

Qu	Key Idea	Accept	Mark	Notes
04.5	La France/elle offre 28 semaines de congés	On a 28 semaines de vacances/ Congés/28 heures tc	1	Reject: wrong number

Qu	Key Idea	Accept	Mark	Notes
04.6	Les allocations ne sont pas assez généreuses = 1	On reçoit moins d'argent/on n'est pas assez bien payé	2	
	Ils préfèrent rester sur le marché du travail = 1	Les hommes veulent continuer à travailler		

Qu	Key Idea	Accept	Mark	Notes
04.7	Les allocations sont plus importantes/ généreuses = 1	On reçoit plus d'argent/on est mieux payé	2	
	Les semaines de congés sont moins nombreuses = 1	Il y a moins de congés Il y a plus d'argent mais les congés sont plus courts = 2 marks		

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	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
05.2	F	Faux	1	

Qu	Key Idea	Accept	Mark	Notes
05.3	V	Vrai	1	

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

Qu	Key Idea	Accept	Mark	Notes
05.5	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
05.6	F	Faux	1	

Qu	Key Idea	Accept	Mark	Notes
05.7	F	Faux	1	

Qu	Key Idea	Accept	Mark	Notes
05.8	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
06.1	C	Deux semaines.	1	

Qu	Key Idea	Accept	Mark	Notes
06.2	B	Des films en version originale.	1	

Qu	Key Idea	Accept	Mark	Notes
06.3	A	Elles sont à l'extérieur.	1	

Qu	Key Idea	Accept	Mark	Notes
06.4	C	On prend une boisson.	1	

Qu	Key Idea	Accept	Mark	Notes
06.5	C	Des films de fiction.	1	

Qu	Key Idea	Accept	Mark	Notes
06.6	B	A la fin du festival.	1	

Qu	Key Idea	Mark	Notes
07.1	désespoir	1	

Qu	Key Idea	Mark	Notes
07.2	lumineux	1	

Qu	Key Idea	Mark	Notes
07.3	pieds nus	1	

Qu	Key Idea	Mark	Notes
07.4	épuisé	1	

Qu	Key Idea	Mark	Notes
07.5	retrouver	1	

Qu	Key Idea	Mark	Notes
07.6	ramasser	1	

Qu	Key Idea	Mark	Notes
07.7	bondir	1	

Qu	Key Idea	Mark	Notes
07.8	muets	1	

Qu	Key Idea	Mark	Notes
07.9	peur	1	

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Example:*1**

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Qu	Key Idea	Accept	Mark	Notes
08	Bullet point 1 - Elle prépare les repas (pour les personnes qui ont des besoins) = 1 - Elle leur parle = 1	Elle fait la cuisine elle leur tient compagnie	2	Reject: elle les aide tc
	Bullet point 2 - Sa femme et lui ne voient pas souvent leurs petits-enfants = 1 - Ils ne sortent pas souvent = 1	Ils négligent leur famille Ils n'ont pas de vie sociale	2	Reject : ils négligent sa famille
	Bullet point 3 - Leur travail n'est pas valorisé par les ministres = 1 - Ils ne reçoivent pas de formation = 1 - Ils ne s'inquiètent pas de la santé des aidants = 1	Le gouvernement ne reconnaît pas leur travail ils ne sont pas formés les aidants sont épuisés/fatigués et l'Etat ne semble pas s'en inquiéter	3	Reject: Leur travail n'a pas de valeur

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	musique qu'elle aime = 1 (musique) qui peut aider (les autres) = 1	musique qui lui plaît	2	

Qu	Key Idea	Accept	Mark	Notes
09.2	peur de se perdre (artistiquement) = 1 peur de se laisser influencer / d'être influencée (par tout le monde)/peur de l'influence des autres = 1	elle ne veut pas que les autres l'influencent	2	

Qu	Key Idea	Accept	Mark	Notes
09.3	prendre son / leur temps = 1 produire quelque chose dont on est / ils sont fier(s) = 1	travailler lentement/il n'y a pas d'urgence	2	

Qu	Key Idea	Accept	Mark	Notes
09.4	elle a travaillé dur = 1 les producteurs l'écoutent = 1	les producteurs acceptent ses idées/ grâce à son travail les producteurs l'écoutent = 2	2	

Qu	Key Idea	Accept	Mark	Notes
09.5	elle va chanter ses chansons = 1 elle va rencontrer son public / un public venu pour elle = 1	elle ne va plus chanter de reprises ses fans	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 tick per correct section.			
Box	French	Accept	Other acceptable answers	Notes
1	A Paris, il y a un taxi qui se conduit seul.	In Paris, there is a taxi which drives itself.	There is a taxi which needs no driver/a self-driving taxi.	Reject: which drives alone/on its own
2	Des voitures sans conducteur viennent d'être testées	Driverless/self-driving cars <u>have just been</u> tested	Some cars without drivers <u>have just been</u> tested	Reject: wrong tense come from being tested
3	par des volontaires au milieu du trafic réel.	by volunteers in the middle of real traffic/in real traffic conditions/environment.	in real traffic	Reject: in the middle of the traffic
4	On appelle le taxi avec son téléphone portable.	One calls the taxi on one's phone.	You call the taxi on your phone.	We, they, you acceptable but must have the correct possessive adjective
5	En peu de temps, le véhicule arrive.	In a short time, the vehicle arrives/comes.	Soon/a little later/a bit later/in a bit	Reject: in little time
6	Il n'y a personne au volant ; c'est effrayant.	There's no-one/nobody at/behind the wheel/steering wheel; it's frightening.	No-one's behind the wheel, it's scary	Reject: there's a person
7	On prétend qu'une voiture totalement indépendante	It is claimed (that) a totally independent car	One claims that a totally autonomous car	Reject: pretends
8	pourrait faire baisser le taux d'accidents sur la route.	could/might lower the number of accidents on the road/road accidents.	could reduce the number of traffic accidents/the accident rate	

9	A l'avenir, est-ce que nous allons dormir	In (the) future, will we be sleeping/are we going to sleep	will we be asleep	
10	en conduisant nos voitures ?	while driving our cars?		