



A-level FRENCH 7652/1

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 qualification

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	C H (in any order)	C J'avais de mauvais rapports avec mes parents. H Un mariage a changé ma vie.	2	

Qu	Key Idea	Accept	Mark	Notes
01.2	F G (in any order)	F J'ai vécu la plupart de ma vie sans parents. G Je souffre de difficultés qui me rendent distrait.	2	

Qu	Key Idea	Accept	Mark	Notes
01.3	A E (in any order)	A Notre propriétaire s'est débarrassé de notre logement. E On n'arrive pas à payer les coûts de location.	2	

Qu	Key Idea	Accept	Mark	Notes
02.1	B	L'insécurité de l'emploi.	1	

Qu	Key Idea	Accept	Mark	Notes
02.2	C	Le ministre n'a pas tenu ses promesses.	1	

Qu	Key Idea	Accept	Mark	Notes
02.3	A	Beaucoup de travailleurs ne font pas grève.	1	

Qu	Key Idea	Accept	Mark	Notes
02.4	B	Il y aura de nouvelles grèves.	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 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.

Mark	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	Bullet point 1 - elle a dû remonter le moral de son frère = 1 - elle a été déprimée = 1 - elle avait des problèmes à l'école = 1 - elle a trouvé les démarches administratives difficiles = 1 Any 3 from 4	l'humeur de son frere elle avait la dépression/elle était triste elle ne pouvait pas (se) concentrer en classe/elle avait des difficultés scolaires il était difficile d'obtenir une aide financière/de l'argent	3	Reject : morale Must have reference to school/class etc
	Bullet point 2 - elle a plus de maturité = 1 - elle a plus d'estime <u>de soi</u> = 1	elle est devenue plus mûre/mature elle a plus de confiance (en soi)/elle est plus assurée/confiante	2	Reject : mur (but not mure) Reject : indépendante
	Bullet point 3 - elle veut avoir des enfants = 1 - elle veut un partenaire qui est prêt à s'occuper de son frère/elle va continuer à garder son frère = 1	elle veut fonder une famille elle ne va pas mettre Fabien dans une institution/son frère va habiter avec elle	2	Reject : Elle veut trouver un partenaire solide tc (with no reference to looking after her brother)

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	ses parents étaient musicaux = 1	l'influence de ses parents /ils l'ont encouragée à jouer des instruments	2	Reject: ses parents tc
	les grands classiques de la chanson <u>française</u> = 1	elle aime les chansons <u>françaises</u> /la chanson <u>française</u>		Reject: answers with no reference to French music

Qu	Key Idea	Accept	Mark	Notes
04.2	elle est entrée au Conservatoire (de Bordeaux à l'âge de 12 ans) = 1	elle a étudié/fait des études au conservatoire/ dans le conservatoire tc	2	Reject: elle a visité le conservatoire
	elle a chanté/joué de la guitare comme musicienne de rues = 1	elle a chanté dans les rues		

Qu	Key Idea	Accept	Mark	Notes
04.3	Une invitation à une audition/on l'a invitée à participer à une émission (de télé-réalité)/elle a participé à une émission = 1	elle a fait une audition pour une émission/un concours/elle a participé à un concours	2	Reject: elle a chanté tc
	elle a gagné le concours = 1			elle a participé à un concours qu'elle a gagné = 2

Qu	Key Idea	Accept	Mark	Notes
04.4	Elle veut sortir des singles = 1 elle veut se faire un nom à l'étranger/elle veut faire une tournée à l'étranger = 1	elle veut faire des disques elle veut être connue dans d'autres pays/elle veut faire une tourné(e) en dehors de la France sortir des singles et une tournée à l'étranger = 2	2	Reject: answers with no reference to outside France Reject: faire un tour/elle veut aller à l'étranger/elle veut faire un tourne (no accent)

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 (vrai)	1	

Qu	Accept	Mark	Notes
05.2	F (faux)	1	

Qu	Accept	Mark	Notes
05.3	V (vrai)	1	

Qu	Accept	Mark	Notes
05.4	ND (information non-donnée)	1	

Qu	Accept	Mark	Notes
05.5	ND (information non-donnée)	1	

Qu	Accept	Mark	Notes
05.6	V (vrai)	1	

Qu	Accept	Mark	Notes
05.7	F (faux)	1	

Qu	Accept	Mark	Notes
05.8	ND (information non-donnée)	1	

Qu	Accept	Mark	Notes
06.1	D (Demba)	1	

Qu	Accept	Mark	Notes
06.2	A (Albert)	1	

Qu	Accept	Mark	Notes
06.3	D (Demba)	1	

Qu	Accept	Mark	Notes
06.4	C (Claudette)	1	

Qu	Accept	Mark	Notes
06.5	C (Claudette)	1	

Qu	Accept	Mark	Notes
06.6	D (Demba)	1	

Qu	Accept	Mark	Notes
06.7	D (Demba)	1	

Qu	Accept	Mark	Notes
06.8	A (Albert)	1	

Question 07

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
07.1	sérieux	1	

Qu	Accept	Mark	Notes
07.2	obéissante	1	

Qu	Accept	Mark	Notes
07.3	froide	1	

Qu	Accept	Mark	Notes
07.4	gauche	1	

Qu	Accept	Mark	Notes
07.5	avec courtoisie	1	

Qu	Accept	Mark	Notes
07.6	stupéfaite	1	

Qu	Accept	Mark	Notes
07.7	maigre	1	

Qu	Accept	Mark	Notes
07.8	de manière diligente	1	

Qu	Accept	Mark	Notes
07.9	blême	1	

Qu	Accept	Mark	Notes
07.10	délicatesse	1	

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Qu	Key Idea	Accept	Mark	Notes
08	Bullet point 1 - la reconnaissance faciale est plus rapide que la vidéosurveillance classique = 1 - les images sont meilleures/de meilleure qualité = 1	on peut gagner du temps en utilisant la reconnaissance faciale/il n'est pas nécessaire de regarder des images pendant des heures les images de la vidéosurveillance classique sont souvent trop floues/de mauvaise qualité/ les images de la reconnaissance faciale sont moins floues/plus claires	2	Reject: le temps tc sauver du temps
	Bullet point 2 - on ne donne pas son consentement à l'usage des images = 1 - une personne mal intentionnée pourrait voler son identité = 1 - on ne peut pas toujours compter sur la technologie = 1	c'est une menace sur la vie privée il y a le risque du vol d'identité la technologie n'est pas au point/ne marche pas/des personnes ont été arrêtées à tort	3	Reject: la vie privée tc la technologie tc Reject : des arrêtes
	Bullet point 3 - Il faut d'abord mettre en place l'infrastructure = 1 <u>les malfaiteurs</u> pourraient trouver des moyens de rendre le système inefficace = 1	il faut installer des caméras/des serveurs <u>les criminels</u> peuvent tromper les caméras (en se déguisant)	2	Reject: les caméras/ les serveurs tc le maquillage/les masques tc

Qu	Key Idea	Accept	Mark	Notes
09.1	des militants d' <u>extrême-droite</u> = 1 qui ne venaient pas de la région = 1	des partisans <u>de l'extrême droite</u> ils n'habitaient pas Saint-Brevin/ils n'étaient pas riverains	2	Reject: des militants tc des gens de la région

Qu	Key Idea	Accept	Mark	Notes
09.2	ils étaient en faveur du centre = 1 certains/des gens pensaient que le site était trop près d'une école = 1	ils étaient d'accord avec la création du centre certains ont proposé un site différent	2	Reject: answers suggesting that all residents wanted a new site eg Les gens ont proposé un site différent

Qu	Key Idea	Accept	Mark	Notes
09.3	on a vu des jeunes qui portaient des vêtements noirs = 1 une manifestation a eu lieu = 1	Il y avait des jeunes en noir qui ont participé à une manifestation = 2	2	Reject: answers which do not refer to clothing

Qu	Key Idea	Accept	Mark	Notes
09.4	les jeunes ont intimidé <u>le maire/Yannick</u> = 1 le maire a reçu des menaces <u>de mort</u> = 1 on a mis feu à sa maison = 1 le maire a démissionné = 1	il y avait une campagne d'intimidation qui visait <u>le maire</u> il y avait des menaces <u>de mort</u> contre le maire il y avait un incendie chez lui il a démissionné/jeté l'éponge	4	Reject: must have reference to intimidation of <u>the mayor/Yannick</u> must be clear that it was the mayor's house which was targeted

Qu	Key Idea	Accept	Mark	Notes
09.5	il ne pouvait rien faire = 1 il a dû protéger la liberté d'expression = 1	il n'a pas agi à cause de la liberté d'expression = 2	2	Je ne peux rien faire, je dois défendre = 1 nfp for first person

Question 09.6 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			
09.6	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	Notes
1	The lack of support	Le manque de soutien	Reject ; la manque le manque du soutien
2	for immigrants	pour (les) immigrants/immigrés	Reject : des immigrants
3	is shameful.	est honteux.	Accept : honteuse if la manque is used in part 1.
4	These people have left	Ces gens ont quitté/sont partis de Ces personnes ont quitté/ sont parties de	Reject : wrong tense
5	their country	leur pays	Reject : leurs pays
6	because of wars.	à cause de/des guerres.	
7	Many of them	Beaucoup d'entre eux	Accept : un grand nombre d'entre eux

8	have received death threats.	ont reçu des menaces de mort.	Reject: wrong tense Ignore incorrect/missing accent
9	They want to protect	Ils veulent protéger	Ignore incorrect/missing accent
10	their families.	leur famille/leurs familles.	
11	But when they arrive	Mais quand ils arrivent	Accept cependant lorsqu'
12	in our country,	dans notre pays,	
13	they often meet hostile militants,	ils retrouvent/rencontrent souvent des militants hostiles,	Reject : ils souvent retrouvent
14	who demonstrate	qui manifestent	
15	against their presence	contre leur présence	Ignore incorrect/missing accent
16	or resort to violence.	ou (qui) ont recours à la violence.	
17	Our elected officials must act	nos élus doivent agir	Accept : représentants/responsables/politiciens élus Ignore missing accent
18	in a firmer manner.	d'une manière/façon plus sévère/stricte/décidée/ferme.	Ignore incorrect/missing accent
19	Fortunately,	Heureusement,	
20	asylum seekers can obtain	les demandeurs/chercheurs d'asile peuvent obtenir	
21	the help which they need	l'aide dont ils ont besoin	
22	by contacting	en contactant	
23	a voluntary group.	un groupe/une association bénévole/volontaire.	Ignore incorrect/missing accent Reject : caritatif
24	These groups might find	Ces groupes/associations pourraient trouver/trouveraient peut-être	Reject: wrong tense
25	a job for them	un travail/un emploi/un boulot/un job pour eux	
26	since the government allows	car/puisque/parce que le gouvernement permet	Accept : donner/accorder (la) permission

27	asylum seekers	aux demandeurs/chercheurs d'asile	
28	to work	de travailler	
29	before they have obtained	avant qu'ils (n') aient obtenu/avant d'avoir obtenu	
30	the status of refugee.	le statut de réfugié.	second acute accent needed

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.

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 then use the conversion grid to award a total of 10 marks.		
Box		Accept	Notes
1	Yasmine Chouikh, dont les parents	Yasmine Chouikh, whose (of whom the) parents	Reject: who's
2	étaient aussi des réalisateurs connus,	were also well-known/famous/famed directors/film-makers,	
3	est devenue journaliste	became a journalist	Reject: wrong tense
4	peu de temps après avoir obtenu son diplôme.	shortly/a short time/a little time soon after obtaining/having obtained her degree.	Reject: a little bit of time Accept: diploma
5	Depuis 2005, elle présente	Since 2005, she has presented/has been presenting	Reject: she presents
6	une émission sur le cinéma	a programme/a show on/about cinema	
7	pour une chaîne algérienne.	for an Algerian (TV) channel.	Reject: chain

8	En tant qu'actrice,	As an actress,	
9	elle avait participé à un film de son père	she had taken part/ participated in her father's film/a film by her father	Reject: wrong tense
10	avant d'écrire le scénario	before writing the script/screenplay/scenario	
11	de plusieurs courts-métrages.	of several short films.	
12	Yasmine vient de sortir	Yasmine (has) just brought out/released	Reject: comes from going out
13	son dernier film,	her latest film,	Reject: last film
14	une comédie drôle et émouvante,	a funny and moving/touching comedy,	Reject: emotive/emotional
15	qui, selon les critiques,	which, according to (the) critics,	
16	est un film à ne pas rater.	is a film not to be missed/not a film to miss/a film you must not miss/can't miss.	Allow: an unmissable film
17	Le film aura de fortes chances	The film will have a strong chance	Reject: wrong tense/plural strong chances
18	de remporter le prix du meilleur film	of winning/taking/to win/to carry off the prize for/of best film	
19	au prochain festival international	at the next international festival	
20	qui doit avoir lieu en Algérie en novembre.	which is due to/scheduled to take place in Algeria in November.	Reject: must take place Allow: is due to be held

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