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

Paper 1 Listening, Reading and Writing

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**Mark scheme**

June 2023

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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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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	<b>A D</b> (in any order)	<b>A</b> Je ne savais pas que cet hommage à Astérix allait avoir lieu. <b>D</b> Ça me rappelle mon enfance.	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
01.2	<b>E F</b> (in any order)	<b>E</b> La popularité d'Astérix ne va pas durer. <b>F</b> Je ne m'intéresse pas tellement à cette célébration.	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
01.3	<b>C G</b> (in any order)	<b>C</b> Je suis persuadé(e) de la longévité d'Astérix. <b>G</b> Beaucoup de gens admirent les finesses linguistiques des albums.	2	(in any order)

Qu	Key Idea	Accept	Mark	Notes
02.1	C	L'attitude des parents envers les technologies	1	

Qu	Key Idea	Accept	Mark	Notes
02.2	A	Les troubles du sommeil	1	

Qu	Key Idea	Accept	Mark	Notes
02.3	B	Des étrangers	1	

Qu	Key Idea	Accept	Mark	Notes
02.4	B	Un dialogue fréquent entre les adultes et les enfants	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 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.

<b>Mark</b>	<b>AO3 quality of language marks in listening and reading summary tasks</b>
<b>5</b>	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.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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.
<b>0</b>	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	<p><b>Bullet point 1</b></p> <ul style="list-style-type: none"> <li>on invite les immigrants (à la télé) pour parler de la <u>discrimination</u></li> <li>il y a toujours des mauvaises nouvelles au sujet des immigrants</li> <li>on ne pose pas aux immigrants des questions sur des sujets importants</li> </ul>	<p>nous manifestons contre la <u>discrimination/les préjugés/le racisme</u></p> <p>on ne parle pas des succès des immigrants</p> <p>les immigrants ne parlent pas de l'environnement/leurs opinions ne sont pas importantes</p>	3	<p><b><u>Reject</u></b></p> <p>les issues</p>
	<p><b>Bullet point 2</b></p> <ul style="list-style-type: none"> <li>les immigrants n'ont pas l'occasion de parler des sujets qui les intéressent</li> <li>on parle souvent de terrorisme (islamiste) (dans les médias)</li> </ul>	<p>les immigrants ne parlent pas de l'emploi/de l'enseignement</p> <p>il y a beaucoup de reportages sur les attentats/il y a des reportages sur le terrorisme</p>	2	<p><b><u>Reject</u></b></p> <p>les issues</p> <p>reporté/rapporté</p>
	<p><b>Bullet point 3</b></p> <ul style="list-style-type: none"> <li>pourquoi est-ce que les immigrants ont moins de formation (que les Canadiens de souche) ?</li> <li>pourquoi est-ce qu'il n'y a pas beaucoup d'immigrants qui sont journalistes (ou animateurs) ?</li> </ul>	<p>il y a si peu d'immigrants à la télé</p>	2	<p><b><u>Reject</u></b></p>



**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	il a fugué (de chez ses parents) = 1	il a quitté (la maison de) ses parents/il a quitté ses parents	2	Reject: il est parti tc  il a perdu connaissance must be linked to excessive alcohol consumption
	il a squatté = 1			
	il a abusé de l'alcool = 1	il a trop bu/il a perdu connaissance après avoir bu		
	any 2 from 3			

Qu	Key Idea	Accept	Mark	Notes
04.2	il a volé (des boucles d'oreille) dans un magasin = 1	il a fait du vol (à l'étalage)	2	Pendant un vol, il a agressé quelqu'un = 2  Reject : il était agressif/violent
	il a agressé la vendeuse = 1	il a attaqué/frappé une vendeuse/quelqu'un/sa victime		

Qu	Key Idea	Accept	Mark	Notes
04.3	il a trié les cartons (vides) = 1	il a rangé les cartons	2	Reject : les cartes  <b>Reject:</b> il a nettoyé/fait le ménage
	il a conduit des engins/des véhicules = 1	il a rangé les palettes/des objets lourds		

Qu	Key Idea	Accept	Mark	Notes
04.4	il suivra une formation pour devenir chauffeur <u>de camion</u> = 1	il apprendra à conduire <u>un camion</u>	2	
	il travaillera (à temps partiel) à la banque (alimentaire)	il retournera à la banque (à temps partiel)		

**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	P+N	Positive + Négative	1	

Qu	Key Idea	Accept	Mark	Notes
05.2	N	Négative	1	

Qu	Key Idea	Accept	Mark	Notes
05.3	P	Positive	1	

Qu	Key Idea	Accept	Mark	Notes
05.4	P+N	Positive + Négative	1	

Qu	Key Idea	Accept	Mark	Notes
05.5	N	Négative	1	

Qu	Key Idea	Accept	Mark	Notes
05.6	N	Négative	1	

Qu	Key Idea	Accept	Mark	Notes
05.7	P	Positive	1	

Qu	Key Idea	Accept	Mark	Notes
05.8	P	Positive	1	

Qu	Key Idea	Accept	Mark	Notes
06.1	D	Denis	1	

Qu	Key Idea	Accept	Mark	Notes
06.2	C	Cynthia	1	

Qu	Key Idea	Accept	Mark	Notes
06.3	C	Cynthia	1	

Qu	Key Idea	Accept	Mark	Notes
06.4	M	Mimi	1	

Qu	Key Idea	Accept	Mark	Notes
06.5	D	Denis	1	

Qu	Key Idea	Accept	Mark	Notes
06.6	C	Cynthia	1	

Qu	Key Idea	Accept	Mark	Notes
06.7	M	Mimi	1	

Qu	Key Idea	Accept	Mark	Notes
06.8	C	Cynthia	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	Key Idea	Accept	Mark	Notes
07.1	Arsène Lupin s'est évadé = 1	Lupin s'est échappé	3	Reject : il a évadé tc  Copying whole text eg il a lu : Après s'être évadé etc = 2
	il voyage à bord du bateau = 1	il est sur le bateau/il est à son/sa/ses bord		
	il a une blessure au <u>bras</u> = 1	il est blessé au <u>bras</u> (droit)		

Qu	Key Idea	Accept	Mark	Notes
07.2	il y a eu un coup de tonnerre = 1	il y a eu un orage	2	
	les ondes électriques étaient interrompues = 1	l'électricité a été interrompue/il y a eu une panne d'électricité		

Qu	Key Idea	Accept	Mark	Notes
07.3	il est entré dans le château du/chez le baron Schormann = 1	il a cambriolé le château (du baron Schormann)	2	
	il est parti les mains vides = 1	il n'a rien volé		

Qu	Key Idea	Accept	Mark	Notes
07.4	il exprime sa déception = 1	il se sent déçu	2	il est déçu car les meubles sont faux = 2
	il veut voler des meubles authentiques = 1	les meubles sont faux/ne sont pas authentiques		

Qu	Key Idea	Accept	Mark	Notes
<b>07.5</b>	<p>elle accueillait ses hommages avec faveur = 1</p> <p>elle riait de ses bons mots = 1</p> <p>elle s'intéressait à ses anecdotes = 1</p>		3	<p>elle trouvait ses bons mots amusants et ses anecdotes intéressantes = 2</p> <p>Reject first use of mes but then accept (NFP)</p>

Qu	Key Idea	Accept	Mark	Notes
<b>07.6</b>	<p>ils pourraient travailler ensemble = 1</p> <p>ils conduiront/conduiraient une enquête = 1</p> <p>ils pourraient partager la récompense = 1</p> <p>Any 2 from 3</p>		2	<p>Reject first use of nous but then accept (NFP)</p>

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#### 2

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<b>0</b>	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>elle pensait que les femmes n'avaient pas assez de droits</li> <li>elle voulait réformer le système éducatif</li> </ul>	les droits pour des femmes étaient importants pour elle  le système éducatif ne marchait pas bien	2	<b>Reject:</b> elle luttait pour les droits tc  <b>Reject :</b> la réformation
	<b>Bullet point 2</b> <ul style="list-style-type: none"> <li>elle écrivait des articles (pour encourager la solidarité)</li> <li>elle demandait aux ouvriers de commencer une grève</li> <li>elle participait à l'occupation de la fac</li> </ul>	elle a contribué au journal de la faculté  elle dormait dans la/une bibliothèque	3	elle était journaliste  elle a fait grève
	<b>Bullet point 3</b> <ul style="list-style-type: none"> <li>l'avortement est légal</li> <li><u>les conditions</u> de travail pour les femmes sont meilleures</li> </ul>	on a dépénalisé l'avortement  on a amélioré <u>les conditions</u> de travail des femmes	2	

Qu	Accept	Mark	Notes
09.1	aux abords	1	

Qu	Accept	Mark	Notes
09.2	pancartes	1	

Qu	Accept	Mark	Notes
09.3	démuni	1	

Qu	Accept	Mark	Notes
09.4	envenimées	1	

Qu	Accept	Mark	Notes
09.5	brûlées	1	

Qu	Accept	Mark	Notes
09.6	baissent	1	

Qu	Accept	Mark	Notes
09.7	prévue	1	

Qu	Accept	Mark	Notes
09.8	dispositifs	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			
Box		Accept	Notes
09.9	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.		
1	Macron was welcomed	Macron a été accueilli/ Macron était accueilli	
2	by several hundred people	par plusieurs centaines de personnes/gens	<b>Reject:</b> cent personnes
3	in the capital,	dans/à la capitale,	
4	where, one year after the end	où, un an/une année après la fin	
5	of the 'yellow vests' movement,	du mouvement (des) « gilets jaunes »,	
6	the situation is still tense.	la situation est toujours/encore tendue/reste tendue.	
7	Having promised	Ayant promis/Après avoir promis de	
8	to create jobs	créer des emplois/des boulots/du travail/des postes/des jobs/la création des emplois	

9	on the island,	dans/sur l'île,	
10	the president will meet	le président rencontrera/va rencontrer (avec)	
11	business leaders	des/les chefs/leaders/dirigeants d'entreprise(s)/d'affaire(s)	<b>Reject</b> : des entreprises/d'industries/de sociétés
12	at an official lunch	lors/pendant/à/pour un déjeuner officiel	<b>Reject</b> : repas
13	before leaving La Réunion	avant de quitter/partir de La Réunion/avant son/le départ de la Réunion	<b>Reject</b> : avant tc
14	in the early evening.	en début de soirée/tôt (dans) le soir/dans la soirée.	
15	At a press conference,	Pendant/dans/à/lors d'une conférence de presse,	
16	the president had said	le président avait dit	must be pluperfect
17	that he would not hesitate	qu'il n'hésiterait pas à	must be conditional
18	to establish a curfew	instaurer/établir/appliquer/introduire/mettre en place un couvre-feu	
19	if the demonstrators continued	si les manifestants continuaient à/d'	must be imperfect
20	to attack police officers.	attaquer/agresser les forces de l'ordre/les policiers/les gendarmes/la police.	
21	This measure would be	Cette mesure/ce dispositif serait	must be conditional
22	strongly enforced	rigoureusement/fortement appliqué(e)	
23	by the police.	par la police/les forces de l'ordre/les policiers/les gendarmes.	
24	The president wants	Le président veut que	
25	the inhabitants of the island	les habitants/les résidents/les riverains de l'île	
26	to know that	sachent que	
27	the fight against poverty,	la lutte/le combat contre la pauvreté,	
28	especially help	surtout/en particulier/particulièrement (de) l'aide	
29	for the youngest,	pour les plus jeunes,	
30	will be his priority.	sera/va être sa priorité.	must be future tense

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<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
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**

	<b>Accept</b>	<b>Reject</b>
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>			
<b>10</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.		
<b>Box</b>		<b>Accept</b>	<b>Notes</b>
1	Vous avez envie de participer au combat contre la faim	Do you want/wish/feel like/desire to take part/participate in the fight/combat/struggle/war against hunger/famine  Accept you want to etc provided a question mark appears at the end of the sentence.	<b>Reject:</b> Have you envy?
2	en tant que bénévole ?	as a volunteer/charity worker?	<b>Reject:</b> to be benevolent
3	Depuis de nombreuses années,	For many/numerous years,	
4	notre association caritative organise des événements	our charity/charitable organisation/association has been organising/has organised events	<b>Reject:</b> our charity organises
5	pour soutenir financièrement	to support financially	
6	nos missions à l'étranger.	our missions abroad/foreign missions.	

7	A titre d'exemple,	As an example/to give an example/for example/by way of an example,	<b>Reject:</b> the title of an example
8	le Cameroun traverse actuellement une crise humanitaire.	Cameroon is presently/currently/at the present time going through/undergoing/experiencing a humanitarian crisis.	<b>Accept:</b> French spelling of Cameroon
9	Le pays est en proie à	The country is prey to/plagued by/is in the grips of/in the throes of/subjected to	
10	un conflit permanent	(a) permanent/constant conflict	
11	entre le gouvernement et les groupes armés anglophones.	between the government and English-speaking/anglophone/anglophonic armed groups.	English armed groups
12	L'est du pays a dû accueillir des réfugiés	The east of the country (has) had to welcome/accept/take in refugees	
13	qui ont tenté de fuir	who (have) attempted/tried to flee (from)/escape	
14	la guerre ou la sécheresse.	war or drought.	
15	Nous mettrons bientôt en œuvre	We will soon put into operation/put into effect/put in place/implement	
16	des programmes visant à renforcer	programmes aiming/seeking to reinforce/strengthen/aimed at/with a view to reinforcing/that aim to reinforce	
17	le bien-être des habitants.	the well-being of the people living there/inhabitants/the inhabitants' well-being.	<b>Reject :</b> the habitants
18	Venez rejoindre nos rangs	Come (and) join our ranks	
19	pour éviter que davantage de personnes	to avoid more people	
20	ne soient touchées par la malnutrition.	being affected by malnutrition.	<b>Reject :</b> <b>not</b> being affected

<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
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