

**AS**  
**FRENCH**  
**7651/1**

Paper 1 Listening, Reading and Writing

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**Mark scheme**

June 2024

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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.

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>B D</b><br>(in any order) | <b>B</b> Les enfants risquent de ne pas interagir avec les autres.<br><b>D</b> Les parents doivent donner un exemple à leurs enfants. | 2    | (in any order) |

| Qu   | Key Idea                     | Accept                                                                                                                                              | Mark | Notes          |
|------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------|
| 01.2 | <b>E F</b><br>(in any order) | <b>E</b> Le milieu scolaire pourrait s'ajouter aux efforts des parents.<br><b>F</b> Il faut empêcher les enfants de passer trop de temps à l'écran. | 2    | (in any order) |

| Qu   | Key Idea                     | Accept                                                                                                                                               | Mark | Notes          |
|------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------|
| 01.3 | <b>A H</b><br>(in any order) | <b>A</b> Les enfants peuvent devenir accros aux nouvelles technologies.<br><b>H</b> Les nouvelles technologies peuvent nuire à la santé des enfants. | 2    | (in any order) |

| Qu   | Key Idea | Accept   | Mark | Notes |
|------|----------|----------|------|-------|
| 02.1 | N        | 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 | P+N      | Positive + Négative | 1    |       |

| Qu   | Key Idea | Accept   | Mark | Notes |
|------|----------|----------|------|-------|
| 02.5 | P        | Positive | 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 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 | <b>Bullet point 1</b> <ul style="list-style-type: none"> <li>elle veut voyager (avec son partenaire) = 1</li> <li>elle veut avoir une vie sociale = 1</li> <li>elle n'a pas assez d'argent = 1</li> </ul> | elle ne veut pas emmener les enfants en vacances<br><br>elle veut socialiser/sortir<br><br>avoir des enfants coûte trop          | 3    |                                                                                                         |
|    | <b>Bullet point 2</b> <ul style="list-style-type: none"> <li>sa mère n'a pas pu réaliser ses ambitions = 1</li> <li>elle a fait des <u>emplois</u> ennuyeux = 1</li> </ul>                                | sa mère a abandonné ses ambitions/rêves<br><br>elle a accepté des <u>travaux</u> monotones                                       | 2    | <b>Reject:</b><br><br>sa mère n'avait pas d'ambitions/elle a laissé ses rêves<br><br>elle est ennuyeuse |
|    | <b>Bullet point 3</b> <ul style="list-style-type: none"> <li>il croit que les gens ont des enfants par égoïsme = 1</li> <li>il ne veut pas d'enfants pour protéger l'environnement = 1</li> </ul>         | avoir des enfants peut être jugé comme égoïste<br><br>il y a trop de gens sur Terre/la population de la Terre augmente trop vite | 2    | <b>Reject:</b><br><br>il croit que les enfants sont égoïstes                                            |



**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 |
|-------------|------------------------------------------------|---------------------------|------|-------|
| <b>04.1</b> | ils sont heureux<br>= 1                        | c'était la joie           | 2    |       |
|             | ils s'inquiètent<br>moins (de<br>l'avenir) = 1 | ils sont moins<br>anxieux |      |       |

| Qu          | Key Idea                                                            | Accept                                                                                      | Mark | Notes                              |
|-------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------|------------------------------------|
| <b>04.2</b> | c'est un symbole<br>de la vie<br>quotidienne (des<br>Français) = 1  | c'est un<br>symbole de la<br>France                                                         | 3    | <b>Reject:</b> c'est un symbole tc |
|             | les riches et les<br>pauvres<br>mangent des<br>baguettes = 1        | tout le monde<br>mange des<br>baguettes/<br>toutes les<br>classes<br>sociales en<br>mangent |      |                                    |
|             | c'est un produit<br>très<br>connu/célèbre<br>(dans le monde)<br>= 1 | tout le monde<br>connaît la<br>baguette                                                     |      |                                    |

| Qu          | Key Idea                                             | Accept                        | Mark | Notes                                                    |
|-------------|------------------------------------------------------|-------------------------------|------|----------------------------------------------------------|
| <b>04.3</b> | <u>la farine</u> est<br>riche en<br><u>vitamines</u> | <u>l'eau</u> est <u>tiède</u> | 2    | <b>Reject:</b> la farine, l'eau with<br>no qualification |
|             | <u>l'eau</u> n'est pas<br><u>trop froide</u>         |                               |      |                                                          |

| Qu   | Key Idea                                                  | Accept                                                          | Mark | Notes                                       |
|------|-----------------------------------------------------------|-----------------------------------------------------------------|------|---------------------------------------------|
| 04.4 | (les soldats voulaient) un pain facile à porter           | on voulait mettre le pain dans les poches/c'est facile à porter | 3    | <b>Reject:</b> les soldats aimaient le pain |
|      | un boulanger autrichien a introduit la baguette en France | la baguette vient d'Autriche                                    |      |                                             |
|      | (les travailleurs voulaient) un pain facile à couper      | on voulait un pain qui n'était pas difficile à couper           |      |                                             |

| Qu   | Key Idea                                                                          | Accept                                                                     | Mark | Notes                                                |
|------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------|------|------------------------------------------------------|
| 04.5 | <u>chaque jour</u><br><u>douze</u> millions de Français vont dans une boulangerie | douze millions de Français vont à une boulangerie<br><u>tous les jours</u> | 2    | <b>Reject:</b> incorrect numbers of French/baguettes |
|      | on vend plus de <u>six</u> milliards de baguettes <u>chaque année</u> .           | six milliards de baguettes sont vendues <u>tous les ans</u>                |      |                                                      |

**Section B****Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

**Question 5**

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

| Qu   | Key Idea  | Mark | Notes |
|------|-----------|------|-------|
| 05.1 | restituer | 1    |       |

| Qu   | Key Idea  | Mark | Notes |
|------|-----------|------|-------|
| 05.2 | reprendre | 1    |       |

| Qu   | Key Idea | Mark | Notes |
|------|----------|------|-------|
| 05.3 | liens    | 1    |       |

| Qu   | Key Idea | Mark | Notes |
|------|----------|------|-------|
| 05.4 | affiches | 1    |       |

| Qu   | Key Idea   | Mark | Notes |
|------|------------|------|-------|
| 05.5 | contempler | 1    |       |

| Qu   | Key Idea   | Mark | Notes |
|------|------------|------|-------|
| 05.6 | présentées | 1    |       |

| Qu   | Key Idea | Mark | Notes |
|------|----------|------|-------|
| 05.7 | inciter  | 1    |       |

| Qu | Key Idea | Accept     | Mark | Notes                 |
|----|----------|------------|------|-----------------------|
| 06 | G        | sondés     | 1    | must be in this order |
|    | C        | désordre   | 1    |                       |
|    | A        | accessible | 1    |                       |
|    | E        | propose    | 1    |                       |
|    | F        | rejeter    | 1    |                       |

| Qu   | Key Idea | Accept | Mark | Notes |
|------|----------|--------|------|-------|
| 07.1 | F        | Faux   | 1    |       |

| Qu   | Key Idea | Accept                 | Mark | Notes |
|------|----------|------------------------|------|-------|
| 07.2 | ND       | Information non-donnée | 1    |       |

| Qu   | Key Idea | Accept | Mark | Notes |
|------|----------|--------|------|-------|
| 07.3 | F        | Faux   | 1    |       |

| Qu   | Key Idea | Accept | Mark | Notes |
|------|----------|--------|------|-------|
| 07.4 | V        | Vrai   | 1    |       |

| Qu   | Key Idea | Accept | Mark | Notes |
|------|----------|--------|------|-------|
| 07.5 | F        | Faux   | 1    |       |

| Qu   | Key Idea | Accept | Mark | Notes |
|------|----------|--------|------|-------|
| 07.6 | V        | Vrai   | 1    |       |

| Qu   | Key Idea | Accept | Mark | Notes |
|------|----------|--------|------|-------|
| 07.7 | F        | Faux   | 1    |       |

| Qu   | Key Idea | Accept | Mark | Notes |
|------|----------|--------|------|-------|
| 07.8 | F        | Faux   | 1    |       |

| Qu   | Key Idea | Accept | Mark | Notes |
|------|----------|--------|------|-------|
| 07.9 | V        | Vrai   | 1    |       |

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#### 1

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Summary task includes the bullet point *Ce qu'elle a fait avant de devenir médecin.*

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Student writes in response to that bullet point *Après avoir fait des études elle est devenue médecin.*

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

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.*

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incorrect use of pronouns

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| Mark | AO3 quality of language marks in listening and reading summary tasks                                                                                                                                                            |
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| 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                                                                                                                                                                                       |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 08 | <b>Bullet point 1</b> <ul style="list-style-type: none"> <li>les gens restent plus souvent chez eux/la fréquentation a baissé = 1</li> <li>les films <u>récents</u> étaient mauvais = 1</li> </ul>                                                                                                             | ils ne veulent pas sortir/ils aiment mieux regarder les films à la maison<br><br>les films <u>récents</u> ne sont pas bons/intéressants/sont décevants.              | 2    | <b>Reject:</b> Les gens n'aiment pas regarder les films                                                                                                                                     |
|    | <b>Bullet point 2</b> <ul style="list-style-type: none"> <li>cela menace l'avenir des cinémas <u>indépendants</u> = 1</li> <li>un film qui réussit finance d'autres films = 1</li> </ul>                                                                                                                       | les chaînes indépendantes vont fermer/ne vont pas survivre<br><br>les films à succès subventionnent des films moins populaires                                       | 2    | <b>Reject:</b> Cela menace le cinéma tc                                                                                                                                                     |
|    | <b>Bullet point 3</b> <ul style="list-style-type: none"> <li>on pourrait introduire des offres spéciales <u>en semaine</u> = 1</li> <li>les chaînes de télé ne pourraient pas passer des films <u>le week-end</u> = 1</li> <li>les plateformes devraient financer plus de films <u>français</u> = 1</li> </ul> | on devrait interdire aux chaînes de télé de diffuser des films <u>le week-end</u><br><br>les services de streaming devraient investir dans le cinéma <u>français</u> | 3    | <b>Reject:</b> il faut réduire le prix des places de cinéma tc<br><br>on ne devrait pas passer les films à la télé tc<br><br>les services de streaming devraient investir dans le cinéma tc |

**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 | les clients se connectent au wifi = 1     | les clients utilisent le wifi | 2    |       |
|      | ils travaillent (sur leur ordinateur) = 1 | ils font leur travail         |      |       |

| Qu   | Key Idea                                                             | Accept                                    | Mark | Notes                                     |
|------|----------------------------------------------------------------------|-------------------------------------------|------|-------------------------------------------|
| 09.2 | on a la possibilité de travailler à distance = 1                     | il n'est pas nécessaire d'aller au bureau | 2    | <b>Reject:</b> ils travaillent à domicile |
|      | on veut économiser de l'argent (à cause de la crise énergétique) = 1 |                                           |      |                                           |

| Qu   | Key Idea                                                             | Accept                                                                                         | Mark | Notes                                                                          |
|------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------|
| 09.3 | il n'y a pas assez de places pour les clients qui veulent manger = 1 | il doit refuser des clients qui veulent manger                                                 | 2    | <b>Reject:</b> il n'y a pas de places                                          |
|      | il perd de l'argent = 1                                              | les clients qui mangent dépensent plus d'argent/il perd de l'argent/le café n'est pas rentable |      | <b>Reject :</b> la période la plus rentable without reference to people eating |

| Qu   | Key Idea                                                   | Accept                     | Mark | Notes                                                      |
|------|------------------------------------------------------------|----------------------------|------|------------------------------------------------------------|
| 09.4 | les travailleurs profitent de l'électricité (gratuite) = 1 | l'électricité est gratuite | 2    | <b>Reject:</b> l'électricité tc<br>ils ne boivent pas/rien |
|      | ils ne consomment pas beaucoup = 1                         | ils boivent très peu       |      |                                                            |

| Qu   | Key Idea                                 | Accept                                        | Mark | Notes                                    |
|------|------------------------------------------|-----------------------------------------------|------|------------------------------------------|
| 09.5 | elle va baisser/réduire le chauffage = 1 | elle va rendre le café moins chaud/plus froid | 2    | <b>Reject:</b> il n'y a pas de chauffage |
|      | elle va interdire le rechargement = 1    |                                               |      |                                          |

|  |  |                                                           |  |  |
|--|--|-----------------------------------------------------------|--|--|
|  |  | elle ne permet pas aux clients de recharger les appareils |  |  |
|--|--|-----------------------------------------------------------|--|--|

| Qu   | Key Idea                                                                                          | Accept                                                                      | Mark | Notes                                                                                                         |
|------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------|
| 09.6 | il va interdire le wifi à certains clients = 1<br><br>il va augmenter le volume de la musique = 1 | certains ne peuvent plus utiliser le wifi<br><br>la musique sera plus forte | 2    | <b>Reject:</b> il n'y a pas de wifi (il va interdire le wifi à tout le monde)<br><br>il n'y a plus de musique |

## 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   | J'ai été ravie de pouvoir aider les autres,                                                                                   | I was delighted to be able to help others,                                         | I have been/was (very) pleased/excited                          | <b>Reject:</b> to help others (omitting pouvoir)              |
| 2   | car je me suis sentie vraiment utile.                                                                                         | since I felt really useful.                                                        | because I felt of real use/as it made me feel really useful.    | <b>Reject:</b> wrong tense (eg I feel) very useful            |
| 3   | Je suis sûre que le bénévolat m'a donné                                                                                       | I am sure (that) voluntary work gave me                                            | I'm certain volunteering has given me                           | <b>Reject:</b> wrong tense (eg I was certain/gives me         |
| 4   | la possibilité de créer des rapports interpersonnels forts.                                                                   | the chance/the possibility to create strong interpersonal relations/relationships. | the opportunity to make strong interpersonal bonds/attachments. | <b>Accept:</b> strong relationships with others/other people. |
| 5   | Je n'oublierai jamais Marie,                                                                                                  | I will never forget Marie                                                          |                                                                 | <b>Reject:</b> wrong tense                                    |
| 6   | qui va avoir 100 ans en décembre,                                                                                             | who is going to be/will be 100 (years old) in December,                            |                                                                 | <b>Reject:</b> who will have... wrong number                  |
| 7   | et qui m'a appris comme la vie peut être dure                                                                                 | and who taught/showed me how hard life can be/how life can be hard                 | who has taught me how life can be hard/harsh/difficult          |                                                               |
| 8   | quand tu as connu trois guerres.                                                                                              | when you have known/seen three wars.                                               | when you have lived through three wars.                         | <b>Reject:</b> wrong number                                   |
| 9   | En plus, j'ai acquis des compétences                                                                                          | Moreover, I (have) acquired skills                                                 | What's more/furthermore, I acquired/gained skills               | <b>Reject:</b> competencies                                   |

|    |                                                                  |                                                           |                                                            |                                                                     |
|----|------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------|
| 10 | qui rendront ma vie professionnelle beaucoup plus enrichissante. | which will make my professional life much more enriching. | which will make my working life more rewarding/fulfilling. | <b>Reject:</b> more rich/enriched<br>wrong tense eg which make/made |
|----|------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------|