

## **MARK SCHEME for the May/June 2014 series**

### **3015 FRENCH**

**3015/21**

Paper 2 (Reading and Writing), maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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## 1 General Marking Notes

## 2 General Marking Principles

**2.1** Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 3 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

### 2.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

### 2.3 Reading tasks: more than the stipulated number of boxes ticked/crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (e.g. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3

$$\begin{array}{r}
 5 \quad \text{number of correct ticks} \\
 -2 \quad \text{minus number of extra ticks} \\
 = 3
 \end{array}$$

- (d) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

### 2.4 Reading tasks: for questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1 and line 2 blank = 2  
 Both correct answers on line 1 and line 2 wrong = 1  
 (or vice-versa)

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**2.5 Reading tasks:** answers requiring the use of French (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives e.g. mon, ton, son etc., unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).

**2.6** Unless the Mark Scheme specifies otherwise, **do not accept incorrect French if the word given means something else in French.** (Incorrect French which constitutes a word in any language other than French is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 2.5 above).

**2.7** Annotation used in the Mark Scheme:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
- (b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

**2.8** No response and '0' marks

There is a NR (NO Response) option in scoris.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

**2.9 Extra material: Section 2, Exercise 1**

In **Section 2, Exercise 1**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless this would cause the message to be seriously distorted (in general, incorrect possessives should not be judged to cause distortion: see 2.5(d)) – in which case a lift will be specifically rejected in the Mark Scheme.

**Ignore extra material given in an answer providing that it does not invalidate an answer.**

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## 2.10 Extra material: Section 2, Exercise 2

In **Section 2, Exercise 2** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 2, Exercise 2**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section (c)) provides specific guidance but in cases not covered, the following general rules apply:

<b>(a)</b>	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
<b>(b)</b>	Extra material which constitutes an alternative answer, <b>but which is not explicitly mentioned in the Mark Scheme:</b>	the Examiner needs to decide, by consulting the text and the Team Leader if necessary whether the alternative answer constitutes:  (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded  (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
<b>(c)</b>	Extra material which constitutes an alternative answer <b>specifically refused in the Mark Scheme:</b>	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
<b>(d)</b>	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
<b>(e)</b>	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

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### 3 Detailed Mark Scheme

#### SECTION 1

<b><u>Exercise 1 Questions 1–5</u></b>		
<b>1</b>	<b>C</b>	<b>1</b>
<b>2</b>	<b>A</b>	<b>1</b>
<b>3</b>	<b>B</b>	<b>1</b>
<b>4</b>	<b>C</b>	<b>1</b>
<b>5</b>	<b>D</b>	<b>1</b>
		<b>Total: 5</b>
<b><u>Exercise 2 Questions 6–10</u></b>		
<b>6</b>	<b>C</b>	<b>1</b>
<b>7</b>	<b>E</b>	<b>1</b>
<b>8</b>	<b>B</b>	<b>1</b>
<b>9</b>	<b>A</b>	<b>1</b>
<b>10</b>	<b>F</b>	<b>1</b>
		<b>Total: 5</b>
<b><u>Exercise 1 Questions 11–15</u></b>		
<b>11</b>	<b>C</b>	<b>1</b>
<b>12</b>	<b>B</b>	<b>1</b>
<b>13</b>	<b>B</b>	<b>1</b>
<b>14</b>	<b>C</b>	<b>1</b>
<b>15</b>	<b>A</b>	<b>1</b>
		<b>Total: 5</b>

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## Section 2: Exercice 1 Questions 16–25

- In this exercise, reward the candidate for being able to locate the answer in the passage.
- Ignore extra material (whether French is accurate or inaccurate).
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- **Accept mon, ma, mes, ton, ta, tes, son, sa ses etc., and elle throughout for Sébastien**

ACCEPT	REFUSE
<p><b>16 KEY CONCEPT: (il a un) correspondant anglais</b> 1 « Je suis ravi d’avoir un correspondant anglais »</p>	fait une nouvelle maison
<p><b>17 KEY CONCEPT: Pâques</b> 1 « J’attends avec impatience ton séjour chez nous pendant les vacances de Pâques » 1</p>	Pendant les vacances tc
<p><b>18 KEY CONCEPT: parents divorcés</b> 1 « Mes parents sont divorcés, et je vois mon père rarement » Parce que le père habite à Montpellier.</p>	
<p><b>19 KEY CONCEPT : le frère de Sébastien</b> 1</p>	Le frère tc
<p><b>20 KEY CONCEPT: à Montpellier OR chez son/leur père</b> 1</p>	
<p><b>21 KEY CONCEPT: pris (son) iPod</b> 1 « Par exemple, la semaine dernière elles ont pris mon iPod sans me demander »</p>	
<p><b>22 KEY CONCEPT: garder (ses) sœurs</b> 1 « De temps en temps, si ma mère veut sortir le soir, c’est moi qui dois les garder »</p>	
<p><b>23 KEY CONCEPT is either</b> 1</p> <ul style="list-style-type: none"> <li>• en voyage scolaire</li> <li>or</li> <li>• en Allemagne</li> </ul> <p>« J’ai appris aujourd’hui qu’elles partiront en voyage scolaire en Allemagne pendant ton séjour chez nous »</p>	
<p><b>24 KEY CONCEPT: professeur</b> 1 « Ma mère est professeur au collège où mes sœurs sont élèves »</p>	
<p><b>25 KEY CONCEPT is either</b> 1</p> <ul style="list-style-type: none"> <li>• il étudie dans une autre école</li> <li>or</li> <li>• il va en car scolaire</li> </ul> <p>« Moi, j’étudie dans une autre école et j’y vais en car scolaire »</p>	

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<b>26 (i) KEY CONCEPT: quel jour il va arriver</b> « Ma mère veut savoir quel jour tu vas arriver » 1	
<b>(ii) KEY CONCEPT: s'il y a de choses qu'il n'aime pas manger</b> 1 « s'il y a des choses que tu n'aimes pas manger »	
<b>N.B. 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</b>	

**TOTAL: 12 marks**

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### Exercice 2 Questions 27–36

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 2.10.

**ACCEPT: wrong genders throughout unless Mark Scheme specifies otherwise**

ACCEPT		REFUSE
<b>27 SCIENCES/MATHÉMATIQUES</b>	1	« (Quand Micheline était au lycée,) c'étaient souvent les garçons <b>qui</b> avaient les meilleures notes en sciences et en mathématiques »
« les garçons avaient (souvent) les meilleures notes en sciences et en mathématiques »		
<b>28 KEY CONCEPT: SHE SHOULD STUDY/CONTINUE STUDYING BIOLOGY</b>	1	« À la fin de ses études secondaires, son professeur de biologie lui a dit: « <i>Vous avez un grand talent Micheline. Vous devriez vraiment faire des études supérieures de biologie</i> ».»
de faire des études supérieures de biologie		
<b>29 (ils sont) PROFESSEURS DE MATHÉMATIQUES</b>	1	
<b>30 KEY CONCEPT: GOOD AT THIS SUBJECT</b>	1	« Elle trouvait ça dommage parce que les filles réussissaient très bien dans cette matière »
<b>31 (i) and (ii) ANY 2 OF AMÉLIE WAS HER BEST FRIEND</b>	1+1	« Tous les étudiants ont terminé leurs études avec succès sauf une fille. Elle s'appelait Amélie et elle était tombée malade avant de passer ses examens. C'était une terrible nouvelle pour Micheline. Non seulement Amélie était sa meilleure amie mais en plus les médecins n'avaient pas de réponse à la grave maladie du sang d'Amélie. »
Amélie était sa meilleure amie		
<b>THE DOCTORS WERE AT A LOSS</b>		
« Les médecins étaient sans réponse (devant la grave maladie d'Amélie) »		
« Les médecins étaient sans réponse devant la grave maladie »		
les médecins ne savaient pas quoi faire		
les médecins ne comprenaient pas sa maladie		
<b>N.B. 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</b>		
<b>32 COMPRENDRE LA MALADIE D'AMÉLIE</b>	1	« <i>Je me suis promis alors qu'un jour je comprendrais la maladie d'Amélie.</i> »
<b>33 LES RECHERCHES AVANCENT (TROP) LENTEMENT /N'AVANCENT PAS</b>	1	« Malheureusement, d'abord, les recherches avancent trop lentement et c'est décourageant »



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34 (i) il est déçu par le manque de progrès / il veut étudier la médecine	1	
34 (ii) il est attiré par un salaire plus élevé / veut gagner plus d'argent / il s'installe à l'étranger pour gagner plus d'argent.	1	
35 <u>ELLE EST PASSIONNÉE DE SON TRAVAIL</u>	1	« Passionnée par son travail, Micheline passe parfois des nuits entières dans son laboratoire »
36 ANY 2 OF 1+1 <u>FINDING A SOLUTION TAKES MANY YEARS</u> « trouver une solution peut prendre des années »		« Trouver une solution peut prendre des années » déclare Micheline »
<u>ONE DOESN'T KNOW WHAT ONE WILL DISCOVER</u> (c'est qu') on ne sait jamais ce qu'on va découvrir		
<u>SOLUTION LEADS TO ANOTHER PROBLEM</u> (...) dès qu'on arrive à une solution un autre problème va se présenter (...) dès qu'on arrive à une solution, un autre problème se présente		« <u>Mais moi ça me motive de savoir que</u> dès qu'on arrive à une solution un autre problème vas se présenter »

**TOTAL: 13 marks**

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**Section 3**

**37** sont

**38** en

**39** faisait

**40** se

**41** pour

**42** que

**43** leur / lui

**44** plus

**45** à / de

**46** si

**47** été

**48** où

**49** sous

**50** a

**51** des

**52** de

**53** ont

**54** quand

**55** chez

**56** pas

**[20 marks]**