



Cambridge International AS Level

FRENCH LANGUAGE

8682/21

Paper 2 Reading and Writing

October/November 2021

MARK SCHEME

Maximum Mark: 70

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **13** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

List of annotations that may appear in the mark scheme:

BOD = benefit of doubt given

HA = harmless addition

INV = invalidates

NBOD = no benefit of doubt given

TC = *tout court* = on its own

TOL = tolerate

TV = too vague

T+ = goes too far

Section 1

Question	Answer	Marks	Not Allowed Responses
Question 1			
1(a)	réglons	1	
1(b)	imminente	1	à l'avenir (<i>wrong para</i>)
1(c)	montre la voie	1	
1(d)	<u>se</u> banalise	1	
1(e)	presque jamais	1	

Question	Answer	Marks	Not Allowed Responses
Question 2			
Responses which do not fit directly into the 'footprint' left by the original word are not allowed – i.e. no additions, no deletions.			
2(a)	<u>Beaucoup de commerces</u> n'acceptent plus le liquide.	1	
2(b)	<u>La disparition</u> est prévue par la Banque.	1	
2(c)	<u>Les banques sont contentes que</u> le cash disparaisse/ait disparu.	1	
2(d)	<u>On n'a</u> qu'à toucher un bouton.	1	
2(e)	<u>Beaucoup</u> déclarent ; « <u>Nous</u> ne nous déplaçons presque jamais avec du cash. »	1	

Question	Answer	Marks	Not Allowed Responses
Question 3			
Candidates must not copy word for word from the text.			
3(a)	Selon les prévisions de sa Banque centrale, qu'est-ce qui va arriver en Suède dans un proche avenir ? En quoi les prévisions pour la Chine sont-elles différentes ? (deuxième paragraphe)	2	
	✓a On n'acceptera plus/pas (du tout)/refusera le liquide. Les billets et les pièces disparaîtront.	1	<i>Lack of future tense</i> [disparition] disparitir
	✓b La Chine y arrivera (bien) avant (2030)/ plus vite.	1	[même scénario] occourir
3(b)	Qu'est-ce qu'il sera peut-être possible de faire à l'avenir grâce aux empreintes digitales ou à une image de l'iris ? (troisième paragraphe)	2	
	✓a Identifier/reconnaître les gens/clients. Vérifier/prouver son identité/s'identifier.	1	[reconnaissance] reconitir [vérification] vérifier
	✓b Autoriser/faire (instantanément) les paiements.	1	[autorisation]

Question	Answer	Marks	Not Allowed Responses
3(c)	Pourquoi devient-il moins facile d'utiliser les distributeurs de billets (<i>un point</i>) ? Quels malheurs peuvent arriver à la suite d'une visite au distributeur (<i>deux points</i>) ? (<i>quatrième paragraphe</i>)	3	
	✓a Il y en a/existe de moins en moins Ils deviennent de moins en moins nombreux.	1	[nombre diminue]
	✓b L'argent peut être volé.	1	[vol] rempli HA
	✓c On peut perdre l'argent/les billets	1	[perte] perdre de INV billets
3(d)	Qu'est-ce que les <u>commerçants</u> ne devront plus faire après la disparition du cash ? Nommez <u>quatre</u> actions. (<i>cinquième paragraphe</i>)	4	
	✓a Garder/avoir du cash/de l'argent dans la caisse.	1	
	✓b Rendre de/faire la monnaie (au client).	1	[monnaie à rendre] retounondré/réduer
	✓c Compter/encaisser les recettes/sommes encaissées/l'argent/faire la caisse (chaque jour).	1	[encaissement] encaissementer
	✓d Transférer/transporter l'argent/les/des billets <u>à la banque</u> .	1	[transfert(s)] transférer de INV billets transférir disminuir

Question	Answer	Marks	Not Allowed Responses
3(e)	Qu'est-ce que les <u>banques</u> ne devront plus faire après la disparition du cash (<i>trois points</i>) ? Comment augmenteront-elles leurs bénéfices (<i>un point</i>) ? (<i>derrnier paragraphe</i>)	4	
	✓a Entretien des distributeurs.	1	[entretien]
	✓b Convoyer/transporter/livrer l'argent/les fonds en sécurité à d'autres agences/ banques.	1	[convoi]
	✓c Contrôler les faux billets.	1	[contrôle]
	✓d Elles prendront/génèreront/gagneront/ recevront des commissions/frais. <i>Allow present or En ...</i>	1	[génération] charger une commission

For the Quality of Language mark for Question 3, see guidance on the last two pages.

Section 2

Question	Answer	Marks	Not Allowed Responses
Question 4			
Candidates must not copy word for word from the text.			
4(a)	Que fait-on plus souvent dans un monde sans cash (<i>deux points</i>) ? (<i>premier paragraphe</i>)	2	
	✓a On consomme/fait des achats/achète/ dépense plus.	1	[consommation]
	✓b On s'endette/accumule des dettes.	1	[accumulation] Les paiements sont réels et douloureux HA

Question	Answer	Marks	Not Allowed Responses
4(b)	Pourquoi sommes-nous plus conscients de la réalité de nos dépenses si nous payons en liquide (deux points) ? (premier paragraphe)	2	
	✓a Nous touchons l'argent.	1	[passe entre ...mains]
	✓b Nous voyons l'argent.	1	[devant ... yeux]
4(c)	Pourquoi parle-t-on de « l'exclusion bancaire » ? Pourquoi les personnes âgées peuvent-elles être désavantagées par l'absence d'alternative au cash ? (deuxième paragraphe)	2	
	✓a Certaines personnes n'ont pas accès/ne peuvent/savent pas utiliser/manquent d'accès aux moyens de paiement modernes.	1	[manque] as a noun non tout le monde
	✓b Elles peuvent souvent se sentir/être plus faibles en informatique.	1	[pas fortes ... informatique] informations acostumbre agile

Question	Answer	Marks	Not Allowed Responses
4(d)	Qu'est-ce que les pirates informatiques essaient de faire (<i>un point</i>) ? Que font les gouvernements et les grandes entreprises pour essayer de se protéger (<i>deux points</i>) ? Pourquoi ceux-ci n'y ont-ils pas réussi (<i>un point</i>) ? (<i>troisième paragraphe</i>)	4	
	✓a Ils ciblent/attaquent/essaient de déstabiliser les institutions financières.	1	[ciblant] [déstabiliser...systèmes essentiels]
	✓b Ils investissent/ont investi des ressources considérables.	1	[investissement]
	✓c Ils mettent/ont mis en place/développent des systèmes de protection.	1	[mise en place]
	✓d Les pirates les contournent (souvent)/ arrivent/réussissent (souvent) à les contourner.	1	[souvent contournés] Ils savent <u>comme</u> ...
4(e)	Selon les Français méfiants, qu'est-ce que les malfaiteurs peuvent faire si on fait des transactions en ligne ? Nommez <u>trois choses</u>. (<i>quatrième paragraphe</i>)	3	
	✓a Piller/voler/Ils pillent/volent de l'argent dans votre compte bancaire.	1	[pillage] intercepter
	✓b Transmettre/donner/BOD vendre/Ils transmettent vos données/BOD informations sans autorisation aux agences de marketing. ...partager avec...	1	[transmission] transmettre dire
	✓c Utiliser/Ils utilisent illégalement vos données dans des campagnes de vente (non sollicitées).	1	[utilisation]

Question	Answer	Marks	Not Allowed Responses
4(f)	Comment les transactions par carte facilitent-elles la lutte contre le trafic de drogues ou le financement du terrorisme ? Comment pourraient-elles être utilisées à des fins sinistres par les gouvernements ? (dernier paragraphe)	2	
	✓a Elles sont traçables. Elles ne sont pas anonymes. Le cash est anonyme.	1	[étant] beaucoup/trop
	✓b Pour nous surveiller/contrôler.	1	[surveillance] (contrôle) poblacion

For the Quality of Language mark for Question 4, see guidance on the last two pages.

Question	Answer	Marks	Not Allowed Responses
Question 5(a) (Summary)			
The summary could include the points below/overleaf up to a maximum of 10.			
5(a)	<p>Résumez les avantages et les inconvénients d'une société sans cash où les paiements sont faits électroniquement, tels qu'ils sont présentés dans les deux textes.</p> <p>Avantages</p> <p>✓a+✓b Pour le consommateur <u>any 2</u>: simple / rapide / commode / appuyer sur un bouton / pas besoin d'aller au distributeur/pas besoin de signature</p> <p>✓c Pas de risque de vol ou perte</p> <p>✓d Portefeuilles pas gonflés/poches pas alourdies</p> <p>✓e+✓f Pour le commerçant <u>any 2</u>: plus de sécurité/moins d'argent dans la caisse / pas de monnaie / pas de compte/caisse à faire / pas de cash à porter à la banque/gagner du temps</p> <p>✓g+✓h Pour les banques <u>any 2</u>: pas de distributeurs/ convoi/transport sécurisé/ pas de faux billets/commissions</p> <p>✓i Permet de tracer les paiements/lutter contre la drogue/le terrorisme</p> <p>Inc Inconvénients</p> <p>✓j Consommation et endettement / on comprend moins combien on dépense/dépenses moins réelles/douloureuses</p> <p>✓k Exclusion bancaire/gens qui n'ont pas accès aux/pas forts en nouvelles technologies</p> <p>✓l Risque de cyber-attaques/sabotage informatique</p> <p>✓m Vol des données personnelles</p> <p>✓n Campagnes de marketing/vente</p>	10	

Question	Answer	Marks	Not Allowed Responses										
Question 5(b) (Response to the passage)													
Content marks													
Mark like a mini essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view.													
5(b)	<p>On dit que l'argent ne fait pas le bonheur. Selon vous, quels sont les éléments les plus importants d'une vie heureuse ?</p> <table border="1" data-bbox="320 645 798 1912"> <tr> <td data-bbox="320 645 399 880">5</td> <td data-bbox="399 645 798 880">Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td> </tr> <tr> <td data-bbox="320 880 399 1182">4</td> <td data-bbox="399 880 798 1182">Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</td> </tr> <tr> <td data-bbox="320 1182 399 1417">3</td> <td data-bbox="399 1182 798 1417">Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</td> </tr> <tr> <td data-bbox="320 1417 399 1682">2</td> <td data-bbox="399 1417 798 1682">Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free composition.</td> </tr> <tr> <td data-bbox="320 1682 399 1912">0–1</td> <td data-bbox="399 1682 798 1912">Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</td> </tr> </table>	5	Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.	4	Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.	3	Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.	2	Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free composition.	0–1	Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.	5	
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0–1	Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.												

For the Quality of Language mark for Question 5, see guidance on the penultimate page.

Quality of Language Marks for Questions 3, 4 & 5**Quality of Language – Accuracy**

5	Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4	Good Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3	Sound Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2	Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0–1	Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Additional marking guidance for Quality of Language for Questions 3 and 4

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).