

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

**3015 FRENCH**

**3015/22**

Paper 2 (Reading and Comprehension),  
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.

Page 2	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	3015	22

## 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)

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2014</b>	<b>3015</b>	<b>22</b>

**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.

Page 4	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	3015	22

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

## 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:

(a)	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)	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
(c)	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
(d)	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
(e)	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

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2014</b>	<b>3015</b>	<b>22</b>

### 3 Detailed Mark Scheme

#### SECTION 1

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

Page 6	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	3015	22

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</b> [1]</p> <ul style="list-style-type: none"> <li>• <b>près de Biarritz</b> « Je suis en vacances avec un groupe d'amis dans un centre de loisirs près de Biarritz »</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>(dans un) centre de loisirs</b></li> </ul>	(à) Biarritz tc
<p><b>17 KEY CONCEPT: lits durs</b> [1]</p> <p>« C'est sympa mais les lits sont très durs » Les lits ne sont pas confortables</p>	
<p><b>18 KEY CONCEPT: passer temps plein air/dans la nature</b> [1]</p> <p>« Comme je suis très sportif je suis heureux de passer tout le temps en plein air »</p>	Parce qu'il est sportif Car il peut faire des activités sportives
<p><b>19 KEY CONCEPT : ils vont à la plage</b> [1] (ils font / pratiquent) des sports nautiques. Ils sont à la plage</p>	à la plage ils ont à la plage
<p><b>20 KEY CONCEPT: planche à voile</b> [1]</p> <p>« La semaine dernière j'ai essayé d'apprendre à faire de la planche à voile »</p>	
<p><b>21 KEY CONCEPT: tomber</b> [1]</p> <p>« Je tombais tout le temps et c'était fatigant » Rester debout sur la planche</p>	Rester debout – tc
<p><b>22 KEY CONCEPT: les amis de Patrick</b> [1]</p>	

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2014</b>	<b>3015</b>	<b>22</b>

<p><b>23</b> <i>Any 3 of</i> [1+1+1]</p> <ul style="list-style-type: none"> <li>• <b>KEY CONCEPT: mieux (qu'une planche à voile)</b> « J'ai découvert le bodyboard – c'est comme une planche à voile mais c'est beaucoup mieux »</li> <li>• <b>KEY CONCEPT: (plus) petit</b> « Le bodyboard est plus petit »</li> <li>• <b>KEY CONCEPT: (plus) facile à contrôler</b> « Il est plus facile à contrôler dans les vagues »</li> <li>• <b>KEY CONCEPT: pas de voile</b> « En plus, il n'y a pas de voile! »</li> </ul>	<p>Plus pratique à monter</p>
<p><b>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</b></p>	
<p><b>24</b> <b>KEY CONCEPT: (il y a des) championnats</b> [1] « C'est sérieux: il y a des championnats en France et dans d'autres pays »</p>	
<p><b>25</b> <b>KEY CONCEPT : continuer ce sport</b> [1] « Je suis seulement débutant mais j'ai déjà envie de continuer ce sport à l'avenir »</p>	

**[Total: 12 marks]**

Page 8	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	3015	22

### Exercice 2 Questions 26–36

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
26 <b><u>JEUDI / TOUS LES JEUDIS</u></b> [1]	« L'émission de Bruno (...) passe tous les jeudis »	« L'émission de Bruno, « <i>Un pays là-bas</i> », passe tous les jeudis à la radio »
27 <b>KEY CONCEPT: <u>HAS WON A PRIZE</u></b> [1]	il a obtenu un prix (de la meilleure émission de l'année) « <i>Un pays là-bas</i> » vient d'obtenir le prix de la meilleure émission de l'année »	« Pourtant, « <i>Un pays là-bas</i> » vient d'obtenir le prix de la meilleure émission de l'année »
28 (a) <b>DES PAYSAGES</b> [1]		« À la différence des autres émissions sur les pays étrangers, Bruno ne décrit pas les paysages dans ses reportages ».  Les pays étrangers
(b) <b>LAISSER PARLER LES GENS / RENCONTRER DES GENS</b> [1]	Accept « l'essentiel est de les laisser parler » <u>only</u> if <i>gens</i> is mentioned in 28(a)	« Ce que j'aime c'est d'aller à la rencontre des gens, parce que, pour moi, l'essentiel est de les laisser parler », explique Bruno »  « l'essentiel est de les laisser parler »
29 (a) <b>DES VOYAGES ORGANISÉS</b> [1]	Les vacances où dans la journée on vous...dormir	« j'ai déjà fait des voyages organisés...dormir »
(b) <b>KEY CONCEPT: <u>THEY NEVER MEET THE INHABITANTS</u></b> [1]	ils ne rencontrent jamais les habitants	« J'ai déjà fait des voyages organisés: dans la journée on vous promène en autocar, puis le soir on vous ramène directement à l'hôtel pour manger et dormir. Moi, je trouve ça vraiment triste de ne jamais rencontrer les habitants »
30 <b>KEY CONCEPT: <u>TO SHOW LISTENERS THAT PEOPLE WERE LIKE THEM</u></b> [1]	il voulait montrer aux auditeurs « que ces gens étaient comme eux » il voulait montrer aux auditeurs que ces gens « leur ressemblaient »	Sensibiliser les auditeurs  « Je voulais absolument montrer à mes auditeurs que ces gens étaient comme eux, qu'ils leur ressemblaient »



Page 9	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	3015	22

<p>31 <b><u>HE SPENT (MORE THAN) A MONTH WITH AN INDIAN FAMILY (WHO LIVED IN A SMALL VILLAGE)</u></b> [1]</p> <p>Il a passé (plus d')un mois dans une famille indienne (qui habitait un petit village)</p>	<p>« J'ai alors pris la décision de passer plus d'un mois dans une famille indienne qui habitait dans un petit village »</p>
<p>32 <b><u>KEY CONCEPT IS EITHER :</u></b> [1]</p> <ul style="list-style-type: none"> <li>• « <b><u>AVEC DES PLANTES LOCALES</u></b> »</li> <li>• « <b><u>ELLES PRÉPARAIENT DES MÉDICAMENTS POUR LEURS ENFANTS AVEC DES PLANTES LOCALES</u></b> »</li> </ul>	<p>« <u>et les femmes avaient expliqué comment</u> elles préparaient des médicaments pour leurs enfants avec des plantes locales »</p>
<p>33 Any of : [1]</p> <p>Parce qu'ils n'étaient pas / étaient peu habitués aux étrangers.</p> <p>Parce que Bruno était un étranger.</p> <p>Parce qu'ils ne le connaissaient pas.</p>	<p>« Les enfants, peu habitués aux étrangers...de Bruno. »</p>
<p>34 Any of : [1]</p> <p>Quand les enfants l'avaient suivi <u>cela lui a fait plaisir.</u></p> <p>Le fait que les enfants l'avaient suivi <u>lui a fait plaisir.</u></p> <p><u>Il était content d'être suivi par les enfants.</u> « Petit à petit ils s'étaient habitués à lui et l'avaient suivi partout, ce qui a fait grand plaisir à Bruno. »</p>	<p>Quand les enfants l'avaient suivi <b>tc</b></p>
<p>35 <b><u>KEY CONCEPT IS EITHER :</u></b> [1]</p> <ul style="list-style-type: none"> <li>• <b><u>THEY WANTED TO SAY THANK YOU</u></b> « les auditeurs voulaient remercier Bruno (de son reportage fascinant) »</li> </ul> <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> <li>• <b><u>THEY TELEPHONED THE RADIO STATION</u></b> ils ont téléphoné à la station de radio  ils ont dit que le reportage était fascinant</li> </ul>	<p>Le téléphone n'arrêtait pas de sonner</p> <p>Ils ont aimé/adoré l'émission</p> <p>« <u>À la suite de l'émission, le téléphone de la station de radio n'arrêtait pas de sonner:</u> les auditeurs voulaient remercier Bruno de son reportage fascinant »</p> <p>« Quel succès pour Bruno! »</p>

<b>Page 10</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2014</b>	<b>3015</b>	<b>22</b>

<p><b>36 Ils se sentaient proches des habitants d'un village lointain</b> [1]</p> <p><b>Ils sont devenus plus sympathiques envers les habitants</b></p>	<p>« À la suite de l'émission, les auditeurs avaient téléphoné à Bruno pour le remercier de son reportage fascinant et surtout pour lui dire que maintenant ils se sentaient plus proches des habitants de ce village si lointain »</p>
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**[Total: 13 marks]**

<b>Page 11</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2014</b>	<b>3015</b>	<b>22</b>

### Section 3

37 est

38 à

39 que

40 sur

41 ses

42 de / ses

43 lui

44 dans

45 avec

46 avoir

47 avait

48 en

49 les

50 se

51 vers

52 choisi / acheté / pris / demandé / vu

53 qui

54 chez

55 de

56 trop / si / très / + any other appropriate adverbs

**[Total: 20 marks]**