
FRENCH

3015/02

Paper 2 Reading

For examination from 2019

MARK SCHEME

Maximum Mark: 45

Specimen

This document consists of **16** 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.

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1 General Marking Principles

- 1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 2 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5 (b)), but if the candidate has produced an answer that is another word in French they will not score (1.6).

1.2 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 <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

1.3 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discarded by the candidate, no mark can be awarded.
(c)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(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 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2.
(b)	Both correct answers on line 1 and line 2 wrong = 1.

(or vice-versa)

1.5 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. <i>mon, ton, son</i> etc., unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

1.7 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.

1.8 No response and '0' marks**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.

1.9 Extra material: Section 3

In **Section 3** 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 3**, 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 3) 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, but which is not explicitly mentioned in the Mark Scheme:	the Examiner needs to decide, by consulting the text, 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 specifically refused in the Mark Scheme:	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.

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	C	1	
2	D	1	
3	D	1	
4	B	1	
5	C	1	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	C	1	
7	D	1	
8	E	1	
9	F	1	
10	A	1	

Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	A	1	
12	B	1	
13	A	1	
14	B	1	
15	C	1	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	pittoresque	1	
17	peu	1	
18	enfants	1	
19	boulangerie	1	
20	voitures	1	

Section 2 Exercise 2

- 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) unless the Mark Scheme specifies otherwise.
- Accept lifting unless it is specifically refused in the Mark Scheme.
- Read Section 1: General Marking Principles.
- Accept *mon, ma, mes, ton, ta, tes, son, sa, ses* etc.

Question	Answer	Marks	Guidance
21	KEY CONCEPT: passer vacances «(de) venir passer les vacances (avec moi)» venir vacances / aller vacances / partir en vacances	1	Refuse: de faire une randonnée tc but HA (incomplete)
22	KEY CONCEPT: randonnée / marche + montagne randonnée en montagne «mon père veut aller faire une randonnée en montagne en juillet»	1	Refuse: aller en montagne (need idea of walk)
23	KEY CONCEPT: partir avec d'aller avec lui / de partir avec lui(de) l'accompagner «comme j'adore la marche en montagne j'ai demandé à mon père de partir avec lui»	1	Refuse: partir avec Adrien (if Adrien is mentioned, check answer carefully)

Question	Answer	Marks	Guidance
24	KEY CONCEPT: randonnée difficile il pense que la marche c'est (trop / très / beaucoup) difficile «(il m'a dit:) cette randonnée va être trop difficile pour toi»	1	Refuse: difficile tc (no mention of randonnée / marche) (il pense que) c'est difficile tc (need «randonnée / marche») trop tc randonnée trop tc
25	KEY CONCEPT: (une) marche (de) 15 km «alors hier pour montrer à mon père que je peux le faire je suis parti avec lui faire une marche de 15 km»	1	Refuse: marche de 15 tc marché de 15 km (but only penalise use of «marché» for «marche» once across the whole exercise)
26	KEY CONCEPTS: (ignore tense) EITHER pouvait / peut / a pu / pourrai faire marche Charles/il pouvait faire cette marche OR (a) fait marche Charles/il (a) fait la marche «il a vu que je pouvais faire cette marche»		Refuse: «c'est décidé je vais l'accompagner» il pouvait / peut le faire (needs «marche» or equivalent)
27	KEY CONCEPT: inviter Adrien / inviter copain «en plus hier soir à table Papa a eu une excellente idée. Il m'a dit 'Charles invite ton copain Adrien à venir avec nous en juillet. Ce sera bien plus amusant pour toi'»	1	Refuse: «en plus hier soir à table Papa a eu une excellente idée» tc excellente (idée) partir avec Adrien (no idea of «inviter») Adrien va venir (no idea of «inviter»)
28	KEY CONCEPT: dizaine (de) jours «nous pensons partir le 15 juillet pour une dizaine de jours» 10 jours	1	Refuse: 15 / quinze jours 15 juillet tc but HA une dizaine tc
29 1st bullet	KEY CONCEPT: tent(e) «pourrais-tu prendre ta tente pour nous deux»	1	Refuse: tant / tante son / «mon père va emporter une tente»

Question	Answer	Marks	Guidance
29 2nd bullet	KEY CONCEPT: cart(e) «en plus si tu as toujours ta belle carte de la région peux-tu l’apporter»	1	

Section 3

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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 1: General Marking Principles.

In this section, take into account the whole of the candidate’s answer.

READ SECTION 1: GENERAL MARKING PRINCIPLES

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements

Question	Answer	Marks	Guidance										
<p>TRUE</p> <table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td>✓</td></tr> <tr><td>✓</td></tr> <tr><td></td></tr> </table> <p>FALSE</p> <table border="1"> <tr><td>✓</td></tr> <tr><td>✓</td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td>✓</td></tr> </table>			✓	✓		✓	✓			✓			
✓													
✓													
✓													
✓													
✓													
30		1	See notes above for marking True/False element										
31		1	See notes above for marking True/False element										
32		1	See notes above for marking True/False element										
33		1	See notes above for marking True/False element										
34		1	See notes above for marking True/False element										

© UCLES 2016 **ACCEPT: wrong gender (accept *il/elle* throughout for Monique)**

Question	Answer	Marks	Guidance
30	FAUX	1	
	ACCEPT: CHECK FAUX IS TICKED CONCEPT is either: <u>ELLE AIDE LES GENS QUI ONT LA VIEMOINS FACILE</u> «(à 55 ans) (...) Monique décide qu'elle veut partir aider les habitants des pays où la vie est moins facile» elle décide de partir aider les gens des pays pauvres / sous développés / moins développés		REFUSE MERE ADDITION OF NEGATIVE Refuse: « (Et puis) à 55 ans l'âge où certains décident qu'il est temps de se reposer , Monique décide qu'elle veut partir aider les habitants des pays où la vie est moins facile»
	or <u>ELLE REJOINT MEDECINS DU MONDE</u> elle rejoint (...) l'organisation Médecins du Monde	1	Refuse: elle rejoint alors l'organisation Médecins du Monde
	or <u>ELLE S'ENGAGE DANS L'ACTION HUMANITAIRE</u>	1	
31	FAUX	1	
	ACCEPT: CHECK FAUX IS TICKED <u>«ELLE DONNE UNE FORMATION»</u> «elle donne une formation aux jeunes qui veulent devenir médecin» elle entraîne les jeunes	1	REFUSE MERE ADDITION OF NEGATIVE Refuse: « (sa première mission est au Mali en Afrique de l'Ouest) où elle donne une formation auxjeunes qui veulent devenir médecin» une formation tc elle donne une information (<i>wrong message</i>) elle s' entraîne les jeunes (<i>wrong message</i>) elle aide les jeunes qui veulent devenir médecin (<i>incomplete</i>)
32	VRAI	1	
33	VRAI	1	

Question	Answer	Marks	Guidance
34	FAUX	1	
	<p>CONCEPT is either: <u>ILS REFUSENT LA MÉDECINE MODERNE / LES MÉDECINS MODERNES</u> il(s)/les parents «refusent la médecine moderne (qui sauverait leur enfant)» il(s) refusent la médecine moderne (qui est meilleure / plus efficace)</p>		<p>Refuse: ils choisissent ce qui n'est pas le mieux (<i>refuse: this is merely the negative of the statement in the question</i>) <u>elle(s)</u> «refusent la médecine moderne (qui sauverait leur enfant)» (<i>«elle(s)» is confusing</i>)</p>
	<p>or <u>ILS CHOISISSENT / PRÉFÈRENT LA MÉDECINE TRADITIONNELLE / LES MÉDECINS TRADITIONNELS</u> il(s)/les parents «décident parfois de choisir la médecin(e) traditionnelle» les parents préfèrent la médecine traditionnelle il(s) choisissent la médecine traditionnelle (qui est mauvaise / moins efficace) ACCEPT: «les parents décident parfois de choisir la médecine traditionnelle et refusent la médecine moderne qui sauverait leur enfant»</p>		<p>Refuse: elle(s) «décident parfois de choisir la médecin(e) traditionnelle» (<i>«elle(s)» is confusing</i>) BUT «(Par exemple), Monique trouve très difficile d'accepter que les parents décident parfois de choisir la médecine traditionnelle et refusent la médecine moderne qui sauverait leur enfant»</p>

Section 3 Exercise 2

ACCEPT: wrong gender (accept *il/elle* throughout for Nicolas)

Question	Answer	Marks	Guidance
35	<p><u>(UN) COLLÈGUE LE/LUI DEMANDE</u> un/il collègue le/lui demande d'y aller «un collègue lui demande de partir (en Amazonie à sa place)»</p>	1	<p>Refuse: un collègue demande de partir à sa place / avec lui / en Amazonie (<i>wrong messages</i>) il travail pour un magazine tc <u>«(Cependant) il est heureux quand un jour un</u> collègue lui demande de partir en Amazonie à sa place» il replace un collègue</p>

Question	Answer	Marks	Guidance
36	<p>CONCEPT is either: <u>LOIN DES VILLES</u> or <u>LOIN DES ENDROITS TOURISTIQUES</u> ACCEPT: loin des villes et des endroits touristiques</p>	1	<p>Refuse: loin des villes et des endroits touristiques <u>il découvre des paysages sauvages d'un très grande beauté</u> loin des villes et des endroits touristiques <u>il y a paysages sauvages d'une très grande beauté</u> loin des villes et des endroits touristiques <u>en Amazonie</u> (<i>en Amazonie = INV</i>) <u>en Amazonie</u> loin des villes et des endroits touristiques (<i>en Amazonie = INV</i>) en pleine forêt INV <u>il découvre</u> loin des villes et des endroits touristiques en Amazonie</p>
37	<p>CONCEPT is either: <u>ON COUPE LES ARBRES</u> «les arbres ont été coupés» ils vont couper les arbres les gens ont coupé les arbres les arbres sont coupés déboisement</p>	1	
	<p>or: <u>LA FORÊT DISPARAÎT</u> «la forêt a disparu» déforestation ACCEPT: «dans de nombreuses zones (...) les arbres ont été coupés / la forêt a disparu» «les arbres ont été coupés et la forêt a disparu»</p>	1	<p>Refuse: «(dans de nombreuses zones) <u>c'est déjà le désastre</u>: les arbres ont été coupés et la forêt a disparu»</p>
38	<p><u>PROTÉGER ENDROITS SAUVAGES</u> «il va essayer à tout prix de protéger les endroits sauvages du monde» de protéger (les) endroits sauvages (du monde)</p>	1	<p>Refuse: créer une association = INV de protéger la nature / l'environnement (<i>needs «endroits sauvages»</i>) «de retour en France, sa décision est prise: il va essayer à tout prix de protéger les endroits sauvages du monde»</p>

Question	Answer	Marks	Guidance
39 1st bullet	<u>(LES) JEUNES</u>	1	Refuse: «pour cela avec l'argent collecté son association finance un concours destiné aux jeunes» «(ce sont surtout) les jeunes <u>qui doivent apprendre à respecter la nature</u> »
39 2nd bullet	<u>(CRÉER) LE MEILLEUR PROJET ENVIRONNEMENT-NATURE</u> (on) crée le meilleur projet environnement-nature faire / on fait le meilleur projet environnement-nature	1	Refuse: «chaque année les gagnants seront les créateurs du meilleur projet environnement-nature» <u>un</u> meilleur projet environnement-nature (<i>wrong message</i>) créer un projet environnement-nature <u>exceptionnel</u> (<i>not necessarily the best</i>) «on donnera le prix aux créateurs du meilleur projet environnement-nature»
40	Any 1 of: <ul style="list-style-type: none"> • il est sportif • il n'a pas peur du risque • il a la passion des voyages • il a toutes <u>les</u> qualités / il a les qualités nécessaires <p>il a toutes <u>les/des</u> qualités et en plus la passion des voyages</p>	1	Refuse: «ce jeune doit être sportif et surtout ne pas avoir peur du risque. (Nicolas, qui a toutes ces qualités et en plus la passion des voyages devient «le jeune» du programme)» il ne pas avoir peur du risque / il «a toutes <u>ces</u> qualités» (<i>likely to invalidate BUT read answer carefully</i>) il a toutes ces qualités et en plus la passion des voyages il a les qualités