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**FRENCH (MAURITIUS)**

**9094/06**

Paper 6 Transfer of Meaning

**October/November 2019**

MARK SCHEME

Maximum Mark: 80

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**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.

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This document consists of **10** 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.

## Section 1: 40 marks

Question	Answer	Marks
1	<p>The candidate is asked to render the sense of the original without necessarily providing a word-for-word translation. As long as communication of the main points required is achieved, paraphrase and circumlocution are acceptable.</p> <p>16 marks are given, on the basis of 3 for elements of content for each question and 4 for the correctness of French.</p> <p>Each question requires 3 statements drawn from the text and each correct statement will be awarded 1 mark for content. No half marks are to be awarded for content. Note that more than 1 statement may occur within one sentence. Write the number of ticks as a single digit in the margin at the end of each question.</p> <p>Award a language mark of up to 4 at the end of <b>Question 1</b>, using the grid on page 4.</p>	
1(a)	<p><b>Qu'est-ce qu'on apprend au sujet des nouvelles lois sur l'emploi en France ? (premier paragraphe)</b></p> <p>3 marks, 1 each for any of the following:</p> <ul style="list-style-type: none"> <li>• For some time the government has been concerned about the unemployment rate.</li> <li>• Laws will be introduced, which will lead to the erosion of workers' rights in large(r) organisations.</li> <li>• Companies to have more freedom to change conditions, such as working hours / pay.</li> <li>• No need for (formal) agreements with trade unions.</li> <li>• It will also make it easier for them to make decisions about hiring and dismissing employees.</li> <li>• The laws have encountered much criticism (from trade unions)</li> </ul>	
1(b)	<p><b>Pourquoi la majorité des travailleurs se réjouissent-ils du projet de loi sur la communication électronique ? (deuxième paragraphe)</b></p> <p>3 marks, 1 each for any of the following</p> <ul style="list-style-type: none"> <li>• All organisations employing in excess of 50 people will have to discuss out-of-hours e-communication with workers</li> <li>• Workers should have the right to ignore electronic communications outside working hours.</li> <li>• The agreement should aim to decide the times when messages can be sent or answered.</li> <li>• This should result in the reduction of unpaid overtime</li> <li>• This should result in an improvement in work-life balance.</li> <li>• This may also lead to an improvement in personal relationships / better sleep patterns / a greater sense of well-being.</li> </ul>	

Question	Answer	Marks
1(c)	<p><b>Pourquoi est-ce que tout le monde ne sera pas satisfait de la mise en place de ces restrictions? (troisième paragraphe)</b></p> <p>3 marks, 1 each for any of the following</p> <ul style="list-style-type: none"> <li>• Work completed outside normal working hours can be a help to some</li> <li>• Flexibility to choose when to deal with emails and texts, can be an advantage to those with children.</li> <li>• For a single parent / Pierre Dumarchais, the ability to do some work in the evenings allows time to collect the children / prepare the evening meal.</li> <li>• Others welcome the opportunity to complete some tasks while commuting to or from work.</li> <li>• Reading / writing emails on the train is a sensible use of time.</li> </ul>	
1(d)	<p><b>Pourquoi cette mesure est-elle importante, et quels en seraient en réalité les effets ? (quatrième paragraphe)</b></p> <p>3 marks, 1 each for any of the following:</p> <ul style="list-style-type: none"> <li>• (Surveys suggest that) managers are spending an average of one day per week dealing with communications.</li> <li>• Half of that time is thought to be devoted to reading and answering emails which are not relevant.</li> <li>• If this law resulted in the reduction in the amount of unnecessary communication, it would save industry a (considerable) sum of money.</li> <li>• The likelihood is that this (reduction) will not happen</li> <li>• The result may be that other necessary tasks will need to be completed outside normal working hours, (if emails are to be the priority during the week).</li> </ul>	

### Quality of language – Section 1, Question 1

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

In the event of a candidate receiving a mark of 0 overall for content, the quality of language mark should also be 0.

Question	Answer	Marks
2	<p><b>Donnez vos réactions personnelles aux trois idées du dernier paragraphe que vous trouvez les plus intéressantes. (lignes 31–38)</b></p> <p><b>N'écrivez pas plus de 140 mots en tout.</b></p> <p>Four separate marks are awarded for <b>Q2</b>:</p> <ul style="list-style-type: none"> <li>• two marks for the candidate's <b>Response to the Text</b> (out of 10), divided between: <ul style="list-style-type: none"> <li>• <b>Reference to the text</b> (out of 5)</li> <li>• <b>Personal response</b> (out of 5)</li> </ul> </li> <li>• two marks for <b>Quality of Language</b> (out of 14), divided between: <ul style="list-style-type: none"> <li>• <b>Accuracy</b> of language (out of 5)</li> <li>• <b>Fluency and Range</b> of language (out of 9)</li> </ul> </li> </ul> <p>Please refer to the grids below.</p> <p><b>Response to the Text: 10 marks</b></p> <p>Accept any 3 of the following:</p> <ul style="list-style-type: none"> <li>• French working practices have usually been perceived as benefitting the workforce.</li> <li>• The 35 hour week is looked on with envy by employees in the UK and America / the long lunch breaks are also much spoken about.</li> <li>• The impression is one of a rather lazy, (carefree) lifestyle, (which is actually contrary to the facts).</li> <li>• (Despite the benefits enjoyed by employees,) productivity rates are significantly higher than in many other industrialised nations.</li> <li>• (Surveys suggest that) levels of stress are relatively low in France.</li> <li>• Other working advantages, such as contributions towards travel costs, generous maternity payments and holiday vouchers (any 2) (also act as an encouragement to maintain levels of productivity).</li> </ul>	

**Refer to the following grids:**

**Response to the text: 10 marks.** (Reference to the text: 5 marks, Personal response: 5 marks)

**Reference to the text**

<b>5</b>	Clearly communicated reference to 3 ideas from the final paragraph.
<b>4</b>	Clearly communicated reference to 2 ideas, and ambiguous reference to other idea(s) from the final paragraph.
<b>3</b>	Clearly communicated reference to 2 ideas from the final paragraph.
<b>2</b>	Clearly communicated reference to 1 idea and ambiguous reference to other idea(s) from the final paragraph.
<b>1</b>	Clearly communicated reference to 1 idea from the final paragraph.
<b>0</b>	No clearly communicated reference to ideas from the final paragraph.

**Personal response**

This will be marked 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.

<b>5</b>	<b>Very good.</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
<b>4</b>	<b>Good.</b> Not the flair and imagination of the best candidates, but still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.
<b>3</b>	<b>Sound.</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
<b>2</b>	<b>Below average.</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free composition.
<b>0–1</b>	<b>Poor.</b> Few ideas to offer on the theme. Banal and pedestrian. No element of response to the text. Repeated error.

**Quality of language: 14 marks.** (Accuracy: 5 marks, Fluency and range: 9 marks)

### Accuracy

<b>5</b>	<b>Very good.</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4</b>	<b>Good.</b> 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.
<b>3</b>	<b>Sound.</b> 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.
<b>2</b>	<b>Below average.</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0-1</b>	<b>Poor.</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

### Fluency and range

<b>8-9</b>	<b>Very good.</b> Uses language articulately and fluently, with a confident use of a variety of sentence patterns. Wide range of vocabulary.
<b>6-7</b>	<b>Good.</b> Genuine effort to rise to the demands of fluent expression in French, but has not quite the confidence and flair and confidence of the best candidates. Good range of vocabulary.
<b>4-5</b>	<b>Sound.</b> Expression rather forced and clumsy, perhaps somewhat anglicised. Limited range of sentence patterns. Adequate range of vocabulary.
<b>2-3</b>	<b>Below average.</b> Almost all sentence patterns are simple. Expression very forced and pedestrian. Vocabulary limited and pedestrian.
<b>0-1</b>	<b>Poor.</b> Only able to produce the simplest sentence patterns. Complete lack of fluency. Very halting and at times incoherent. Vocabulary weak

## Section 2 (prose exercise): 40 marks

Question	Answer	Marks
3	<p><b>Traduisez le texte suivant en français.</b></p> <ul style="list-style-type: none"> <li>No half marks</li> <li>Do not penalise incorrect or missing accents unless this leads to a different meaning of the word or to confusion or ambiguity.</li> <li>The first narrative tense used will be the main tense. The first deviation (only) from the main narrative tense <u>in a section where a mark would otherwise be awarded</u> should be penalised.</li> </ul>	

	Text	Targeted response	Acceptable alternatives	Reject
1	It was at precisely 3 o'clock in the afternoon	Il était trois heures précises de l'après-midi	C'était / C'est à trois heures Pile / précisément 15h	
2	that the train	quand le train	que ( <i>only with the above</i> )	
3	came into the station.	entra en gare.	arriva à la gare	station
4	With a smile,	(En) souriant	Avec un sourire Un sourire aux lèvres	
5	André felt the earth	André (res)sentit la terre	le sol	
6	tremble beneath his feet.	trembler sous ses pieds.		(se) secouer
7	This train was going to take him	Ce train allait l'emporter	emmener conduire (accept conditional)	
8	far away from the city	loin de la (grande) ville		cité
9	from which he wanted to escape.	qu'il désirait fuir.	dont il voulait s'échapper / s'enfuir / s'évader d'où de laquelle	
10	'It will do me good',	« Cela me fera du bien »,		
11	he thought,	pensa-t-il,	songea-t-il,	
12	'because I have only seen	« parce que je n'ai vu qu'	j'ai vu seulement je connais seulement	



	Text	Targeted response	Acceptable alternatives	Reject
13	a small part of the country.'	une petite partie du pays. »		campagne
14	He had never been on holiday	Il n'avait jamais pris de vacances,	eu n'était jamais allé / parti en vacances n'avait jamais été en vacances	
15	because his career	parce que sa carrière		
16	had always had priority.	avait toujours eu (la) priorité.	avait toujours été prioritaire.	
17	He remembered only one occasion	Il se rappelait une seule occasion	se souvenait de ne ... que	
18	when he had visited	où il avait rendu visite	Quand	
19	relations in the south	à des parents dans le sud	midi de la famille des proches	
20	to attend	pour assister	participer être présent	
21	their son's wedding.	au mariage de leur fils.	aux noces	
22	Travelling,	Voyager,	Un/Le voyage	
23	and especially first class,	et surtout en première classe,	en particulier spécialement	
24	promised to be	promettait d'être	offrait la possibilité d'	
25	an exciting experience.	une expérience passionnante.	excitante	
26	Once on board,	Une fois à bord,	dans le train monté embarqué	
27	he examined his compartment,	il examina son compartiment,		
28	which would later become his bedroom.	qui deviendrait plus tard sa chambre (à coucher).	allait devenir	

	<b>Text</b>	<b>Targeted response</b>	<b>Acceptable alternatives</b>	<b>Reject</b>
29	The decoration was simple, but pleasant.	Le décor était simple mais agréable.	décoration plaisant(e) sympa	charmant(e)
30	The colour made him think	La couleur le / lui fit penser	lui rappela	
31	of the sea	à la mer	la mer (with above)	
32	of which he was dreaming.	dont il rêvait.	De laquelle	
33	He turned his back on the people	Il tourna le dos aux gens	personnes	donna
34	waving on the platform	qui agitaient la main sur le quai,	faisaient au revoir saluaient	
35	and set off along the corridor	et partit dans le corridor se mit à longer le corridor commença à marcher le long du corridor	le couloir	
36	of the carriage	du wagon	...	
37	in search of	cherchant	à la recherche de (pour) chercher en quête de	
38	something to eat.	de quoi manger.	(quelque chose) à manger	nourriture
39	At last, he was starting to calm down	Enfin, il commençait à se calmer Finalement	se relaxer se détendre	Au final À la fin
40	and his heart was beating less quickly.	et son cœur battait moins rapidement.	palpitait vite fort	