



Cambridge Assessment
International Education

Specimen Paper Answers – Paper 2

Cambridge O Level

French 3014

for centres in Mauritius

For examination from 2025

Français

© Cambridge University Press & Assessment 2023 v1

Cambridge Assessment International Education is part of Cambridge University Press & Assessment. Cambridge University Press & Assessment is a department of the University of Cambridge.

Cambridge University Press & Assessment retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

Contents

Introduction	4
Details of the assessment.....	5
Question 1.....	6
Question 2.....	9

Introduction

These specimen answers have been produced by Cambridge ahead of the examination in 2025 to exemplify standards for those teaching Cambridge O Level French 3014. We have selected questions from Specimen Paper 2, Questions 1 and 2.

The marks given are for guidance only and are accompanied by a brief commentary explaining the strengths and weaknesses of the answers. Comments are given to indicate where and why marks were awarded, and how additional marks could be obtained. There is also a list of common mistakes and guidance for candidates for each question.

The specimen materials are available to download from [Mauritius School Support](#)

2025 Specimen Paper 02

2025 Specimen Paper Mark Scheme 02

Past exam resources and other teaching and learning resources are available on [Mauritius School Support](#)

Details of the assessment

The syllabus for Cambridge O Level French 3014 is available at [Mauritius School Support](#)

Paper 2 – Writing

Written paper, 1 hour 15 minutes, 50 marks

Candidates may **not** use dictionaries.

There are 2 writing exercises.

Description of questions

Question 1

Assessment objectives	W1, W2, W3, W4
Task	Candidates write approximately 160–200 words of continuous prose, in response to a short stimulus and/or short prompts printed on the paper. The question includes information on the purpose, format and audience.
Total marks	25 marks

Question 2

Assessment objectives	W1, W2, W3, W4
Task	Task Candidates write a report, or a review or an article of approximately 160–200 words, in response to a short stimulus and/or short prompts printed on the paper. The question includes information on the purpose, format and audience, which are different from those in Question 1.
Total marks	25 marks

The paper is an externally set assessment, marked by examiners in Mauritius.

Question 1

Récemment vous avez aidé quelqu'un qui avait un problème.

Racontez ce qui s'est passé dans un email à un/une ami(e) en expliquant:

- où vous étiez et ce qui s'est passé
- ce que vous avez fait pour aider
- les conséquences que cette expérience.

Écrivez entre 160 et 200 mots.

Vous recevrez jusqu'à **13 points** pour le **contenu**, et jusqu'à **12 points** pour la **qualité de la langue**.

Specimen answer

Salut Benoît

J'espère que tu vas bien.

Le week-end dernier, je suis allé en ville avec mon ami Daniel. Nous aimons tous les deux les jeux vidéo et il y a un magasin que nous fréquentons assez souvent qui vend les derniers jeux. Nous traversons la rue pour aller au magasin quand un vieux homme s'est évanoui juste devant le magasin.

Daniel s'est assis à côté de l'homme pendant que je téléphonais pour une ambulance. Comme il a vu que l'homme avait les yeux ouverts, Daniel a commencé à lui parler. L'homme a dit qu'il avait un fils alors j'ai appelé le fils et il a dit qu'il viendrait tout de suite. Il est arrivé dix minutes plus tard. Il aurait aimé accompagner son père dans l'ambulance, mais ce n'était pas possible et il a dû suivre son père à l'hôpital dans sa voiture. Avant de partir, il m'a remercié de l'avoir appelé.

Plus tard, j'ai parlé de ce qui s'était passé avec ma mère. Elle a dit qu'elle était fière de moi. Je pense que j'irai en ligne pour voir si je peux faire un cours de secourisme.

À bientôt

Marc

Mark for Content / Completion of task = 10 out of 12

Mark for register = 1 out of 1

Mark for Quality of Language – Linguistic range = 8 out of 8

Mark for Quality of Language – Accuracy = 4 out of 4

Examiner comment

The answer fulfils the requirements of the task. It lies towards the upper end of the word count of 160-200 words without exceeding the limit. The response is structured into three paragraphs with each paragraph corresponding to one of the bullet points in the question.

The first paragraph addresses very clearly where Marc was and what he was doing there. This leads into the second part of the bullet point: what happened, which was the old man fainting. The second paragraph explains what both Marc and his friend Daniel did to help, and there is further development with the interaction with the man's son.

From a content point of view, the weakest part is the last paragraph which relates to the third bullet point. Although the response did say what they were intending to do as a result of the incident, there is just one thing mentioned and it is not developed beyond the statement of what Marc intends to do.

Nevertheless, the response does meet the criteria for the top box of the grid and most of it is well-developed within the scope of the word count. A little more development of the third bullet point would have led to full marks for content. A mark of 10 is fully warranted: all information is clearly and effectively conveyed and there is no ambiguity. Although this type of task does not lend itself to a range of opinions and arguments, the answer contains a couple of references to opinions. It is very clearly and logically organised with a range of linking devices.

In terms of range of linguistic structures, this response uses a very wide range of tenses – present, perfect, imperfect, conditional, conditional perfect and future. There are also examples of the use of indirect object pronouns, disjunctive pronouns, reflexive verbs, different types of conjunctions (coordination and subordination) and avoidance of repetition with the use of *telephoner* and *appeler*. The vocabulary used clearly goes beyond the ordinary with choices such as *s'évanouir* and *le secourisme*. The word *magasin* appears three times in the first paragraph. However, the overall impression is of a candidate who is competent and confident with the language. The response very securely meets the criteria for the top band, and when compared with the next band down, the vocabulary cannot be said to be merely generally varied, and the structures used are more than 'slightly complex'. Full marks are appropriate.

As for accuracy, the response is not perfect and does contain some minor errors. Incorrect agreements such as *vieux homme* and *yeux ouvert* are not major mistakes, and the first one in particular is a tricky agreement. A response does not need to be flawless to merit full marks for accuracy and this one has the minor errors of the top band rather than the inconsistency of the second.

A mark of 1 is awarded for register:

The vocabulary and structures used are suitable for an email to a friend. It is not overly formal but avoids some elements that would be characteristic of spoken French such as certain contractions. The choice of greetings and salutations is correct.

This was a generally very good response, although the language was better than the content, but a best fit approach fully justifies a mark of 23.

Total mark awarded = 23 out of 25

Common errors and general guidance for candidates

- The recommended word limit matters and it is important for candidates to remain within the 160–200-word limit. Candidates who write more often make more mistakes and have less time to check their work.
- Candidate should demonstrate their ability to use a wide range of structures and vocabulary. This will often require a conscious effort when writing within a set limit.
- Even when the bullet points indicate that a past tense will be the main tense, candidates can usually introduce other tenses, and this is a way in which they can show their range.
- Candidates should take a moment to consider how their story is going to develop before starting writing. They are advised to spend time planning the response to ensure that they avoid repetition and that a range of linking words are used.
- They should ensure that their idea has scope for all of the bullet points and that they know appropriate vocabulary to pursue their intended subject.

For further information about common mistakes made by candidates, please refer to the Principal Examiner's Report which is published after the first exam series in 2025 on [Mauritius School Support](#)

Question 2

Vous écrivez un article pour le magazine de l'école dont le titre est « **Le téléphone portable: utile ou dangereux?** »

Écrivez un article pour exprimer vos opinions sur ce sujet.

Écrivez entre 160 et 200 mots.

Vous recevrez jusqu'à **13 points** pour le contenu, et jusqu'à **12 points** pour la qualité de la langue.

Specimen answer

La majorité des jeunes ont un téléphone portable et la plupart du temps, c'est une bonne chose. Même quand on est à l'étranger, on peut rester en contact à tout moment en envoyant des messages et des photos à ses amis.

Chaque jour, après avoir terminé mes devoirs, j'aime regarder des vidéos ou écouter de la musique. C'est très facile de télécharger des choses. C'est pratique aussi. Si je vais être en retard je peux téléphoner mes parents, ce qui est très apprécié.

Avec les réseaux sociaux, c'est facile d'organiser des sorties et des fêtes. On n'a pas besoin de faire trente-six coups de téléphone.

Cependant, l'arrivée des influenceurs m'inquiète beaucoup. Certains d'entre eux disent des mensonges ou font des actes dangereux que les adolescents essaient d'imiter. Il y a des enfants qui ont été blessé à cause des influenceurs.

Le cyberharcèlement est un problème aussi. Il arrive trop souvent que les jeunes utilisent leur téléphone portable pour envoyer des messages méchants et pour se moquer des autres. Si un de mes amis faisait ça, il ne serait plus mon ami !

Je vous encourage tous à utiliser votre portable de façon responsable.

Patrick Boutin

Mark awarded for Content / Completion of task = 12 out of 12

Mark awarded for register = 1 out of 1

Mark awarded for Quality of Language – Linguistic range = 7 out of 8

Mark awarded for Quality of Language – Accuracy = 4 out of 4

Examiner comment

This is a well-balanced response to the question which asks for opinions. There is a clear structure to it, focusing on the positives first and then the negative side. It reads like an article rather than an email to a friend. There are many other issues that the response could have included, including hacking, fraud, identity theft, etc, but there is a word limit and also there is no expectation that candidates should explore every possible idea. Candidates are likely to think of things that are more pertinent to teenagers and may well not consider issues that are more relevant to adults. The response has provided six ideas and developed them.

This type of question can lend itself less readily to the use of a range of tenses. It would be perfectly possible to write an article that used just the present tense talking about mobile phones. The response has taken steps to positively introduce variety by giving a specific example in the past of how they have used their phone. The use of a *si* clause also gives the opportunity to use additional tenses.

There are other complex structures too, with *après avoir*, relative clauses, present participle and a passive. There is some excellent topic specific vocabulary but there is repeated use of the verb *être* (present or infinitive, 8 times) and the range of conjunctions is limited.

In terms of register, there is more than one approach which could be taken to a question like this. An article for a school magazine could be written in a detached way with information presented entirely in the third person. However, an article can also include a personal viewpoint, which is the case in this response.

The French is not faultless with *telephoner à* not known, a missed agreement and the wrong form of a verb used. However, there is the correct usage of complex structures, and the errors are largely minor.

Total mark awarded = 24 out of 25

Common errors and general guidance for candidates

- Candidates need to look for opportunities to show off the structures and vocabulary that they have learnt. Examiners can only mark what the candidate writes, and simple structures will not lead to top marks.
- It may help candidates to plan their response first, writing down the vocabulary they know relating to the topic of the question in order to help them to frame their response.
- In a question that seeks two viewpoints such as advantages and disadvantages, candidates do not necessarily need to give exactly equal weighting to the two points of view. They should nevertheless seek to give a balanced response. It can also be beneficial to have a short introduction and a short conclusion.
- It will often be better for candidates not to seek to include every possible point. Choosing a selection of ideas that they can expand on is likely to give a better result.

For further information about common mistakes made by candidates, please refer to the Principal Examiner's Report which is published after the first exam series in 2025 on [Mauritius School Support](#)

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

© Cambridge University Press & Assessment 2023 v1