



Cambridge O Level

FRENCH

3014/01

Paper 1 Reading and Usage

For examination from 2025

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **10** 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 descriptions 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

This component forms part of the assessment of Cambridge O Level French and tests the following Assessment Objectives:

AO1: Reading and Usage

- R1 Identify and select relevant information.
- R2 Understand ideas, opinions and attitudes. Demonstrate understanding of the connections between ideas, opinions and attitudes.
- R3 Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings.
- R4 Select appropriate examples of grammatical structures and vocabulary in context.

Additional Guidance

The following guidance underpins the detailed instructions provided in the mark scheme. Where a decision is taken to deviate from this guidance for a particular question, this will be specified in the mark scheme.

It is not possible to list all acceptable alternatives in the mark scheme. If you encounter an answer which is not covered by the mark scheme, you will need to make a decision about whether it communicates the required elements in consultation with your Team Leader /Principal examiner and award marks accordingly.

- **Marking rationale:**

(a)	In Exercise 1 and Exercise 2 (which require short answer responses), spelling errors are tolerated where they do not interfere with the communication of the correct answer. However, where the error creates another word with a different meaning if the word is a key detail the mark is not awarded.
(b)	Where candidates include additional unnecessary information, use the following rule: <ul style="list-style-type: none"> • If the excess detail is irrelevant and does not interfere with the communication of the correct answer, the mark(s) may be awarded • If the excess detail contains clearly incorrect information, i.e. negates the correct answer, the mark(s) should not be awarded.
(c)	In general, synonyms are accepted but where a candidate has rearranged or re-worded the answer, please check carefully that the key information has been conveyed.

- **Crossing out:**

(a)	If a candidate changes his/her mind about 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.

- **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 one box stipulated), and neither has been crossed out/discarded by the candidate, no mark can be awarded.

- **For questions requiring more than one element for the answer, 1 and 2, where the answers are interchangeable:**

(a)	Both of the correct answers are on line 1 and line 2 blank (or vice versa) = 2 marks
(b)	Both correct answers on line 1 and line 2 contains a wrong answer (or vice versa) = 1 mark

- **Annotations used in the mark scheme:**

(a)	INV = invalidation. This is used when the additional material included by the candidate is judged to invalidate an otherwise correct answer and therefore prevents him/her from scoring the mark. (INV = 0)
(b)	tc = 'tout court'. This means that, on its own, the material is not sufficient to score the mark.
(c)	HA = harmless addition. This means that the candidate has included additional material which, in conjunction with the correct answer, does not prevent him/her from scoring the mark.

Detailed Mark Scheme**Exercise 1**

Question	Answer	Marks	Guidance
1(a)	La stupéfaction / (la) (grande) surprise / l'étonnement / ils ont été surpris / stupéfaits / étonnés / émerveillés	1	REFUSE: Le choc / choqués
1(b)	35 000 ans / 350 siècles	1	REFUSE: 35 000 ans <u>avant</u> notre ère (addition invalidates)
1(c)	Une chute de pierres / des rochers / des glissements de pierres	1	REFUSE: Un glissement de terrain
1(d)	les hommes / les artistes ont / avaient travaillé / peint sur des murs propres / les hommes avaient nettoyé les murs avant de (les) peindre / Les murs avaient été lavés <u>d'abord</u>	1	Need to convey the idea that the walls were cleaned before being painted
1(e)	C'est le nom de l'un des hommes / d'un / de l'homme qui l'a découverte	1	REFUSE: Le nom de l'un des hommes t.c. Lift of full sentence starting with 'On pense que...' Le nom des hommes qui...
1(f)	Air / atmosphère humide la grotte est / était humide	1	REFUSE: mouillé(e)
1(g)	Température fraîche / froide / basse / la grotte est / était fraîche Doués / habiles / talentueux / des artistes (préhistoriques)	1	REFUSE: à cause de la température t.c. Need to convey the idea that the painters were talented
1(h)	Les hommes / les êtres humains / l'espèce humaine / l'homme	1	REFUSE: L'auteur est impressionné par les peintures (not about the men) Le travail des hommes était unique et original (as above)

Question	Answer	Marks	Guidance
1(i)	<p>Award 1 mark for each detail up to a maximum 4 marks</p> <p>Allow answers in the present or in the past</p> <p>Les images / peintures ont l'air / sont / semblent plus fraîches</p> <p>La couleur <u>du fond</u> est plus claire</p> <p>Les images / peintures semblent / sont plus vivantes</p> <p>Les animaux / peintures (de la grotte Chauvet) semblent (beaucoup) plus agressifs / agressives</p> <p>Il y a des scènes d'interaction entre les animaux / les animaux interagissent</p>	4	<p>ACCEPT: idea of the paintings looking fresh / bright / new REFUSE: les images / peintures étaient claires / nettes</p> <p>REFUSE: La couleur des peintures était plus claire Les couleurs étaient plus claires</p> <p>ACCEPT: idea of alive / lively / full of life</p> <p>ACCEPT: idea of less docile</p> <p>ACCEPT: plausible types of interaction REFUSE: Les scènes d'interaction t.c.</p>

Exercise 2

Question	Answer	Marks	Guidance
2	<p><i>Menaces pour les populations de tortues de mer</i></p> <p>Any 3 of 4 responses:</p> <p><u>Manger</u> le plastique (dans la mer)</p> <p>le développement du tourisme sur certaines / les <u>plages</u> / près des <u>plages</u></p> <p>le changement climatique</p> <p>(elles sont parfois capturées dans) les filets de pêche</p>	3	<p>REFUSE: le(s) plastique(s) t.c.</p> <p>REFUSE: Le (développement du) tourisme t.c. Leurs nids sont menacés par les touristes sur les plages <u>les</u> plages sont menacées par le développement du tourisme</p>
3	<p><i>Problèmes concernant l'équipement de suivi que les biologistes ont utilisé</i></p> <p>Any 3 of 4 responses:</p> <p>(Il / l'équipement / l'appareil) tombe quand / dès que <u>la carapace</u> / <u>la tortue grandit</u></p> <p>(l'équipement était / les appareils utilisés étaient) lourd(s)</p> <p>(l'équipement / les appareils) affectai(en)t / limitai(en)t le mouvement <u>des tortues</u>.</p> <p>(les ceintures / l'équipement / les appareils) endommageai(en)t les carapaces / les tortues</p>	3	<p>ACCEPT: answers starting with verb since équipement is in the question (e.g. était lourd / endommageait les carapaces</p> <p>ACCEPT: un appareil / les appareils</p> <p>REFUSE: les balises solaires sont plus légères – not a problem</p> <p>REFUSE: Les tortues avaient du mal à bouger (t.c) – no reference to equipment</p>

Question	Answer	Marks	Guidance
4	<p><i>Raisons pour lesquelles les tortues de mer sont importantes</i></p> <p>Les coquilles des œufs (des tortues) fournissent des nutriments aux / nourrissent les plantes</p> <p>Elles fournissent un habitat à d'autres créatures / Elles peuvent transporter (sur le dos) (de minuscules) ces plantes et animaux</p> <p>Elles <u>encouragent</u> la croissance des plantes <u>sous-marines</u> (en les mangeant).</p>	3	<p>REFUSE: Les œufs t.c</p> <p>REFUSE: use of specific names of marine creatures (e.g. des poissons, des coquillages)</p> <p>ACCEPT: the idea of an enhancing/positive effect on marine plants e.g. les tortues ont un effet positif sur la santé des plantes / herbiers sous-marin(e)s</p>

Exercice 3

Question	Answer	Marks	Guidance
5	H	1	
6	L	1	
7	K	1	
8	D	1	
9	J	1	
10	C	1	
11	A	1	
12	F	1	

Exercise 4

Question	Answer	Marks	Guidance
13	C	1	
14	A	1	
15	B	1	
16	C	1	
17	D	1	
18	D	1	
19	B	1	
20	A	1	
21	A	1	
22	C	1	

Exercise 5

Question	Answer	Marks	Guidance
23	B	1	
24	D	1	
25	B	1	
26	A	1	
27	C	1	
28	C	1	
29	B	1	
30	A	1	
31	D	1	
32	D	1	