



Cambridge International AS Level

FRENCH

8263/01

Paper 1 Reading

For examination from 2026

MARK SCHEME

Maximum Mark: 40

Specimen

This document has **10** pages. Any blank pages are indicated.

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.

Exercise 1

Question	Answer	Marks	Guidance
1(a)	Les gens qui font du jogging.	1	
1(b)	Ils rient (tout en travaillant). / On les entend rire.	1	
1(c)	Pour ramasser des déchets. / Pour empêcher les déchets de tomber dans la Loire.	1	
1(d)	Elle l'a organisé / créé / en a eu l'idée.	1	
1(e)	Ils attirent / font venir des touristes.	1	
1(f)	Ils laissent / en laissant des / n'emportent / enlèvent pas les restes de pique-nique / les déchets.	1	
1(g)	Ils partiront / vont partir / quitter la ville / continuer leur voyage. / Ils n'y habitent pas.	1	
1(h)	Ils continuent / persistent. Ils n'abandonnent pas le projet / ne renoncent pas au projet.	1	
1(i)	Il peut se faire des amis avec des gens d'horizons différents.	1	
1(j)	Elle va fournir / prêter un camion / un véhicule. / Elle va ramasser les déchets.	1	

Exercise 2

Question	Answer	Marks	Guidance
2	<p>Use the marking criteria for exercise 2, Table A – Reading and Table B – Writing.</p> <p>INDICATIVE READING CONTENT</p> <p>Candidates may refer to any of the points below:</p> <ol style="list-style-type: none"> 1 Facilité de commander - seulement quelques clics. 2 Grand choix d'articles. 3 Magasiner dans un marché mondial. 4 Des aides virtuelles pour trouver le produit qu'on cherche. 5 Achat rapide/immédiat, 24 heures sur 24. 6 Moins intrusif pour les clients timides. 7 Des systèmes automatiques pour aider le client à s'informer. 8 Pas besoin de se déplacer. 	12	

Table A – Reading

Use the table below to give a mark out of eight for Reading.

Level	Description	Marks
4	<ul style="list-style-type: none"> • A very effective response that demonstrates a thorough understanding of the requirements of the task. • Demonstrates understanding of a wide range of relevant ideas and is consistently well-focused. Points are skilfully selected. 	7–8
3	<ul style="list-style-type: none"> • An effective response that demonstrates a competent understanding of the requirements of the task. • Demonstrates understanding of relevant ideas and mostly focused. Points are carefully selected. 	5–6
2	<ul style="list-style-type: none"> • A basic response that demonstrates some understanding of the requirements of the task. • Demonstrates some understanding of relevant ideas. Some indiscriminate selection of ideas and excess material. 	3–4
1	<ul style="list-style-type: none"> • A response that demonstrates limited understanding of the task. • Demonstrates limited understanding of relevant ideas, with limited evidence of selection or focus. 	1–2
0	<ul style="list-style-type: none"> • No creditable response. Performance is below level 1. 	0

Table B – Writing

Use the table below to give a mark out of four for Writing.

Level	Description	Marks
4	<ul style="list-style-type: none"> The summary is concise, very well-organised and coherent. Frequent use of a wide range of cohesive devices and organisational patterns. Consistently effective, accurate and ambitious use of vocabulary and grammar. 	4
3	<ul style="list-style-type: none"> The summary is generally well-organised, concise and coherent. Some use of cohesive devices and organisational patterns. Correct use of simple vocabulary and grammar. Use of some complex vocabulary and grammar with occasional errors. 	3
2	<ul style="list-style-type: none"> The summary is sometimes disorganised and lacks coherence and concision. Little use of cohesive devices and organisational patterns. Some errors in simple vocabulary and grammar. Some use of complex vocabulary and grammar with frequent errors. 	2
1	<ul style="list-style-type: none"> The summary is disorganised, incoherent and lacks concision. Very little use of cohesive devices and organisational patterns. Frequent errors in simple vocabulary and grammar. Little attempt at more complex vocabulary and grammar with frequent errors. 	1
0	<ul style="list-style-type: none"> No creditable response. Performance is below level 1. 	0

Exercise 3

Question	Answer	Marks	Guidance
3(a)	En respectant les règles. / En respectant les autres/opposants.	1	
3(b)	Il peut être / se sentir fier (de lui / de ses efforts). / Avec courtoisie. / Il devrait rester courtois.	1	
3(c)	Ils déversent leur déception sur eux. / ils sont déçus.	1	
3(d)	En étant trop focalisés / se focalisant trop sur les résultats. (1) En exerçant trop de pression sur leurs enfants. (1)	2	
3(e)	D'intervenir trop. / Ils ne devraient pas intervenir trop (dans la pratique sportive de l'enfant). Une trop grande intervention.	1	
3(f)	À l'avis du père, l'arbitre venait d'expulser / a expulsé injustement son fils du terrain. (1) Le père croyait qu'un parent / une mère de l'autre camp se moquait de lui. (1)	2	
3(g)	Ils se sont bagarrés. / Ils ont déclenché une bagarre.	1	
3(h)	Aucune / zéro.	1	

Exercise 4

Question	Answer	Marks	Guidance
4(a)	6	1	
4(b)	10	1	
4(c)	8	1	
4(d)	4	1	
4(e)	9	1	
4(f)	1	1	
4(g)	7	1	
4(h)	2	1	

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