

Cambridge O Level

FRENCH

3014/01

Paper 1 Reading and Usage

October/November 2025

MARK SCHEME

Maximum Mark: 50

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.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **13** printed pages.

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

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- **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/discounted 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 online 1 and line 2 blank (or vice versa) =2 marks
(b)	Both correct answers online 1 and line 2 contains a wrong answer (or vice versa) =1 mark

- **For questions requiring more than one element for the answer, 1, 2 and 3 where the answers are interchangeable:**

(a)	Only answers written on a line should be considered, unless it is crossed out and the candidate clearly indicated what the new answer is.
(b)	2 correct answers are online 1, 1 correct answer on line 2 (or 3) and one incorrect answer on line 2 (or 3) = 2 marks (the candidate can only be awarded one mark for the line with 2 answers)
(c)	2 correct answers are on line 1, 1 correct answer on line 2 (or vice versa) and line 3 blank = 3 marks (could suggest the candidate thought it was one continuous line)
(d)	2 correct answers on one line, 1 incorrect answer on another line and 1 incorrect answer on the last line = 1 mark

For any scenario not covered above, the main rules to refer to are:

- only marks answers written on lines (they can be finished off the line but must start on the line)
- if there is more than one answer on any line, the candidate will lose 1 mark as this shows a lack of understanding of the text. (e.g. 2 correct answers on one line + 1 incorrect answer on a different line= 1 mark)
- the only time candidates can get full credit for more than one answer on one line is when there is evidence that they thought the several lines provided were one continuous line.

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

(a)	INV=invalidation. This is used when the additional material included by the candidate is judged to invalidate another wise 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.
(d)	A word in brackets () is not an essential part of a candidate's response. The response may be credited without the inclusion of the bracketed word.
(e)	Part of an answer that is <u>underlined</u> must be included in the candidate's response for the mark to be credited.

Detailed Mark Scheme Exercise 1

Question	Answer	Marks	Guidance
1(a)	1984/depuis 1984	1	REFUSE: en 1984 REFUSE: depuis 41ans
1(b)	(l') enthousiasme Must convey the idea of success <ul style="list-style-type: none"> ils ont été des millions à se déplacer engouement exalté(s) excité(s) 	1	REFUSE: devant l'enthousiasme REFUSE: fasciné, émerveillé, satisfait, intéressé, admiré ACCEPT: aimé, apprécié
1(c)	de nombreux musées et bâtiments publics peuvent se visiter gratuitement les visites sont gratuites l'accès est gratuit c'est gratuit	1	REFUSE: C'est gratuity REFUSE: portes ouvertes (tc) ACCEPT: C'étaient des journées portes ouvertes
1(d)	des monuments historiques musées et châteaux musées (tc) châteaux (tc) abbayes (tc) édifices historiques	1	REFUSE: bâtiments publics INV édifices (privés/publiques) INV édifices (tc)
1(e)	A (Démonstration de) <u>fabrication du pain</u> (dans un ancien four à bois) A atelier de musique préhistorique B spectacle de marionnettes (any 2)	2	REFUSE: un moulin (tc) la visite d'un moulin (tc) une démonstration (tc) REFUSE: un site archéologique (tc)
1(f)	Éveiller la curiosité des enfants (pour leur patrimoine local)	1	REFUSE: Pour éveiller leur curiosité (tc)

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Question	Answer	Marks	Guidance
1(g)	(Avec l'aide d'une étudiante des Beaux-Arts) (HA) <u>Avec</u> des/à l'aide de papiers de couleur (qu'ils ont découpés) En découpant du papier de couleur (tc)	1	REFUSE: Avec l'aide d'une étudiante (des Beaux-Arts) (tc)
1(h)	(Car/parce que) <u>le passé</u> nous aide à comprendre <u>le présent</u>	1	REFUSE: pour le transmettre aux enfants Nous aide à comprendre le présent (tc)
1(i)	Award 1 mark for each detail up to a maximum 4 marks A Elles ont lieu pendant 2 jours (au lieu d'un) B (Elles ont lieu/les Journées du Patrimoine existent) dans une cinquantaine de pays / pas seulement en France C Elles célèbrent le patrimoine sous toutes ses formes / pas seulement des monuments historiques D Il y a un (nouveau) programme ('Levez les yeux') pour les écoles E Les Journées ont un thème (depuis 1995) F il y a des Journées du Matrimoine G des animations insolites et ludiques / activités sont organisées	4	ACCEPT: dans d'autres pays REFUSE:

Exercice2

Candidates should be credited for expressing the key ideas given below. Variations in wording can be accepted.

Question	Answer	Marks	Guidance
2	<p>Any 3 of 4 responses:</p> <p>A il n'utilise/n'utiliser <u>que des</u> / il utilise <u>seulement/uniquement</u> les <u>produits locaux</u></p> <p>B apprendre aux élèves à <u>savourer</u> les aliments frais</p> <p>C apprendre aux élèves à <u>manger des produits de saison</u></p> <p>D tous les plats sont faits maison/sur place</p>	3	<p>ACCEPT: manger avec plaisir/déguster/se régaler for B</p> <p>REFUSE: manger (tc)</p>

Question	Answer	Marks	Guidance
3	<p>Any 3 of 4 responses:</p> <p>A des jeunes disent qu'ils se sont régalez</p> <p>B il y a des élèves qui (nous) demandent des recettes.</p> <p>C les élèves éprouvent du plaisir à se mettre à table</p> <p>D moins de nourriture part à la poubelle</p> <p>E Les élèves sont prêts à essayer les nouveaux plats de Guillaume</p> <p>F les enfants mangent les aliments qu'ils boudaient auparavant</p>	3	<p>ACCEPT:</p> <p>REFUSE:</p> <p>Je les entends parler de ce qu'ils vont manger au déjeuner.</p> <p>Il n'y a pas de gaspillage (tc)</p>

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Question	Answer	Marks	Guidance
4	<p>Any 3 of 4 responses:</p> <p>A apprendre/apprend comment / à <u>bien</u> se nourrir (pour être en forme)</p> <p>B occasion de parler avec les élèves de l'origine des aliments qu'ils consomment.</p> <p>C élèves plus éco-responsables (dans leur comportement)</p> <p>D moins de nourriture part à la poubelle</p> <p>E les élèves sont <u>plus</u> concentrés/calmes (en classe) (l'après-midi)</p>	3	<p>ACCEPT: comment se nourrir pour être en forme</p> <p>REFUSE: Ils apprennent comment se nourrir (tc)</p>

Exercise3

Question	Answer	Marks	Guidance
5	I	1	
6	D	1	
7	L	1	
8	A	1	
9	H	1	Accept G
10	C	1	
11	M	1	
12	E	1	

Exercice4

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

Exercise 5

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