

Cambridge O Level

FRENCH

3014/02

Paper 2 Writing

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.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **8** 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 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
Task Completion	
C1	Point / argument fully answered
C2	Next point / argument fully answered
C3	Next point / argument fully answered
C4	Next point / argument fully answered
+	Point argument is well developed
✓(tick)	New connecting word
Quality of Language: Range	
L	example of good vocabulary and/or grammatical structure used successfully
Quality of Language: Accuracy	
G	grammar is appropriate
G+	Grammar is good
G-	Grammar is poor
S	Spelling is appropriate
S+	Spelling is good
S-	Spelling is poor
P	punctuation is appropriate
P+	punctuation is good
P-	punctuation is poor

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

AO2: Writing

- W1 Communicate information/ideas/opinions clearly, accurately and effectively
 W2 Organise ideas into coherent paragraphs using a range of appropriate linking devices
 W3 Manipulate the target language accurately and use appropriate grammatical structures and vocabulary in context.
 W4 Show control of punctuation and spelling

Additional guidance

- **Crossing out:**

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

- **Annotation used in the Mark Scheme:**

(a)	tc = 'tout court'. This means that, on its own, the material is not sufficient to score the mark.
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- **Using mark schemes with grade descriptors:**

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

If there are two marks in a band (e.g. 11–12):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

If there are three marks in band (e.g. 8–10):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **adequately** meets the level statement, you should award the mark in the middle of the range.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

Detailed mark scheme

Question	Answer	Marks
1	<p>Récemment un/une nouvel(le) élève est arrivé(e) dans votre école.</p> <p>Racontez ce qui s'est passé dans un email à un/une ami(e) français(e) en expliquant :</p> <ul style="list-style-type: none"> • Qui est cet/cette élève et pourquoi il/elle a changé d'école • Ce que vous avez fait pour l'aider le premier jour • Vos relations depuis avec cet/cette élève 	25
2	<p>Vous écrivez un article pour le magazine de l'école dont le titre est « <i>Conduire une voiture à 16 ans, est-ce une bonne idée ?</i> »</p> <p>Écrivez un article pour exprimer vos opinions sur ce sujet.</p>	25

Content / Completion of task (out of 13 marks) Task completion

Marks	Descriptor
10–12	<p>Effective and clear completion of the task</p> <ul style="list-style-type: none"> • All relevant information is clearly and effectively conveyed. • Ideas/opinions/arguments and/or experiences are well developed. • The response is clearly and logically organised (<i>e.g. coherent paragraphs, a range of appropriate linking devices</i>).
7–9	<p>Good completion of most of the task</p> <ul style="list-style-type: none"> • Most of the relevant information is conveyed. • Ideas/opinions/arguments and/or experiences are developed. • The response is mostly logically organised (<i>e.g. clear paragraphs, some appropriate linking devices</i>).
4–6	<p>Adequate completion of most of the task</p> <ul style="list-style-type: none"> • At least half the relevant information is conveyed. • Ideas/opinions/arguments and/or experiences are generally or partially developed. • The response shows some evidence of logical organisation (<i>e.g. paragraphs, simple linking devices</i>).
1–3	<p>Limited and partial completion of the task</p> <ul style="list-style-type: none"> • Some relevant information is conveyed. • Ideas/opinions/arguments and/or experiences are rarely developed. • The response shows little or no evidence of logical organisation (<i>e.g. random breaks in the response, the most basic linking devices</i>).
0	<ul style="list-style-type: none"> • No creditable response.
	<p>There is one mark for use of appropriate register:</p> <p>Add 1 mark to the total if the register is appropriate to the task.</p> <p>Or</p> <p>Add 0 mark to the total if the register is inappropriate to the task.</p>

Quality of Language – Linguistic range (out of 8 marks)

Marks	Descriptor
7–8	<p>Effective and confident command of the language</p> <ul style="list-style-type: none"> • The range of vocabulary used is varied, effective and appropriate to the task. • Varied basic and complex grammatical structures are used successfully.
5–6	<p>Good command of the language</p> <ul style="list-style-type: none"> • The range of vocabulary used is generally varied and appropriate to the task. • Basic grammatical structures and slightly complex grammatical structures are used generally successfully.
3–4	<p>Adequate command of the language</p> <ul style="list-style-type: none"> • The range of vocabulary used is sometimes varied and generally appropriate to the task. • Most basic grammatical structures are used successfully with some partly successful attempts to use more complex grammatical structures.
1–2	<p>Limited command of the language</p> <ul style="list-style-type: none"> • The range of vocabulary used is simple and repetitive and sometimes appropriate to the task. • Some basic grammatical structures are used successfully.
0	<ul style="list-style-type: none"> • No creditable response.

Remember, if the candidate's answer is not relevant to the question you should consider that the response is not appropriate to the task when considering the best-fit level in the table above.

Quality of Language – Accuracy (out of 4 marks)

Marks	Descriptor
4	<p>Effective and confident command of the language</p> <ul style="list-style-type: none"> Punctuation, spelling and grammar are mostly accurate (<i>e.g. some minor errors in more complex areas</i>).
3	<p>Good command of the language</p> <ul style="list-style-type: none"> Punctuation, spelling, and grammar are generally accurate (<i>e.g. there may be some inconsistency in more complex areas</i>).
2	<p>Adequate command of the language</p> <ul style="list-style-type: none"> Accuracy of punctuation, spelling and grammar are inconsistent (<i>e.g. there may be some inconsistency in basic areas</i>).
1	<p>Limited command of the language</p> <ul style="list-style-type: none"> Accuracy of punctuation, spelling and grammar are poor (<i>e.g. often errors impair communication</i>).
0	<ul style="list-style-type: none"> No creditable response.