



Cambridge International AS Level

FRENCH LANGUAGE

8682/21

Paper 2 Reading and Writing

October/November 2022

MARK SCHEME

Maximum Mark: 70

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 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **15** 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 descriptors 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

The following is a list of annotations used in marking

Symbol	Meaning
✓a to ✓n	Content marks being awarded
?	Unclear
BOD	Benefit of the doubt
NBOD	No benefit of the doubt
INVL	Invalidates
HA	Harmless addition – does not score, but does not invalidate
TV	Too vague
T+	Goes too far. May also be used to indicate over-reliance on the text in assessing the Quality of Language mark in Question 5.
^	Omission of required element
REP	Repeated or consequential error – no further penalty. May also be used to indicate that a point has already been awarded earlier in the answer.
/	Used for marking word limits in Q5.
LM	Lifted material, not to be rewarded
X	Answer not accepted
✓	Answer accepted
SEEN	Item/page seen
Additional annotations that may appear in the mark scheme: TC = <i>tout court</i> = on its own TOL = tolerate	

Section 1

Question	Answer	Marks	Not Allowed Responses
Question 1			
Responses which do not fit directly into the 'footprint' left by the original word are not allowed – i.e. no additions, no deletions.			
1(a)	plus tard	1	
1(b)	direct	1	
1(c)	affichés	1	
1(d)	navrant	1	
1(e)	abîment	1	

Question	Answer	Marks	Not Allowed Responses
Question 2			
Candidates must begin the answer by writing out the prompt. Candidates should make the minimum changes necessary, whilst retaining as many elements of the original as possible, and not alter vocabulary for its own sake.			
2(a)	<u>L'importance primordiale</u> est reconnue par le ministère.	1	
2(b)	<u>Il est navrant</u> de voir le volume du gâchis.	1	
2(c)	<u>C'est dommage qu'il y ait</u> une absence de produits frais.	1	
2(d)	<u>Les enfants disent : « Nous dénonçons</u> les aliments qu'on nous sert. »	1	
2(e)	<u>Les plats sont véhiculés après</u> avoir été/être refroidis.	1	

Question	Answer	Marks	Not Allowed Responses
Question 3			
Candidates must not copy word for word from the text.			
3(a)	Qu'est-ce que manger à la cantine permet aux trois différents groupes d'élèves de faire ? (premier paragraphe)	3	
	<p>✓a</p> <p><i>Present needed in all if finite verb used</i></p> <p>(De) respecter/se conformer/obéir au/être en conformité avec le règlement (intérieur)/la routine BOD/aux règles (de l'école)</p>	1	<p>[respect]</p> <p>respecter du INV règlement...</p>
	<p>✓b</p> <p>(De) gagner du temps le matin sans avoir à préparer un <u>pique-nique</u>/éviter de préparer un <u>pique-nique</u></p>	1	<p>[gain]</p> <p>gagner de INV temps repas TV</p>
	<p>✓c</p> <p>(De) manger/garantir/assurer (au moins) un repas/plat substantiel/équilibré/consistant <u>par jour</u></p>	1	<p>[garantie]</p> <p>garantir d'un INV minimum...</p>
3(b)	Selon le ministère de l'Éducation nationale, comment un enfant profite-t-il d'une alimentation correcte ? (deuxième paragraphe)	2	
	<p>✓a</p> <p><i>Present needed in all if finite verb used</i></p> <p>Il grandit/croît/<u>se</u> développe</p>	1	<p>[croissance]</p>
	<p>✓b</p> <p>Il apprend/étudie mieux/a de meilleures/bonnes notes</p> <p>...capacités mentales</p>	1	<p>[apprentissage]</p>

Question	Answer	Marks	Not Allowed Responses
3(c)	Qu'est-ce que les cuisiniers scolaires doivent faire ? (troisième paragraphe)	2	
	Accept 2 of 3		
	✓a <i>Present needed in all if finite verb used</i> Préparer/cuisiner/offrir/proposer des/les repas qui plaisent aux enfants/que les enfants aiment/veulent manger/apprécient/ trouvent bons (à manger)	1	[préparation] préparer de INV repas [goût(s)] améliorer HA
	✓b à des prix abordables/raisonnables/pas trop/peu chers/bon marché	1	[porte-monnaie]
✓c acheter des aliments/ingrédients/produits /BOD choses de (meilleure) qualité OR préparer des repas :plats de (meilleure) qualité	1	[aliments achetés]	
3(d)	Selon M. Barnoud, que devrait-on réussir à faire quand on prépare la nourriture à distance ? (quatrième paragraphe)	2	
	✓a Réduire/diminuer/amoinrir/minimiser les/des coûts Les repas coûtent/cela coûte moins/pas cher Les coûts sont réduits	1	[réduction] les côtes
	✓b Maintenir/préserver/conservier/garder la valeur nutritionnelle/éviter une qualité diminuée/moins bonne/inférieure	1	[dégradé(e)]

Question	Answer	Marks	Not Allowed Responses
3(e)	Que font les élèves qui indique qu'ils n'apprécient pas ce que les chefs préparent (<i>un point</i>) ? Qu'est-ce que Bruno aimerait pouvoir faire en mangeant à la cantine (<i>deux points</i>) ? (<i>cinquième paragraphe</i>)	3	
	✓a Ils ne le mangent/finissent pas Ils le jettent/mettent à la poubelle Ils le gaspillent/gâchent/laisserent	1	[volume ... gâchis]
	✓b <u>Se</u> détendre/relaxer/décontracter	1	[détente] passer un bon temps
	✓c Discuter/parler/bavarder/échanger/ communiquer	1	[échange]
3(f)	Qu'est-ce qu'on doit faire en mangeant à la cantine qui ne plaît pas à Guy ? Nommez trois choses. (<i>dernier paragraphe</i>)	3	
	✓a Faire la queue/attendre en ligne/file pour se faire servir	1	[attente]
	✓b Il faut élever/hausser la voix/parler (très) fort/crier (pour se faire entendre) (à cause du vacarme/bruit)	1	[voix élevée(s)]
	✓c Avaler la nourriture/manger vite/finir son repas <u>rapidement/se dépêcher</u> de finir son repas	1	[nourriture avalée] [va vite]

For the Quality of Language mark for Question 3, see guidance on the last two pages.

Section 2

Question	Answer	Marks	Not Allowed Responses
Question 4			
Candidates must not copy word for word from the text.			
4(a)	En quoi le repas servi lundi dernier contrevenait-il au règlement du ministère ? (premier paragraphe)	3	
	✓a Il n'y avait pas quatre ou cinq/assez de/le choix de plats différents	1	
	✓b Il n'y avait pas de plat chaud Le repas était froid	1	
	✓c Il n'y avait pas/le repas ne comprenait pas de légume(s)	1	
4(b)	Qu'ont fait les parents pour exprimer leur colère ? Nommez trois choses. (premier paragraphe)	3	
	✓a <i>All need different verbs in past tense if finite used</i> Publier/ils ont publié/écrit une lettre (adressée) au <u>maire</u> (dénonçant le menu)	1	[publication] Ils ont publié d'INV une lettre ...ont fait
	✓b Ils ont lancé/créé une pétition	1	[lancement] Ils ont lancé d'INV une pétition envoyé carte
	✓c Ils ont annoncé/communiqué une (journée de) boycott(age)/grève	1	[annonce] Ils ont annoncé d'INV une journée...

Question	Answer	Marks	Not Allowed Responses
4(c)	Selon Nadja, qu'est-ce que la mairie devrait faire ? Nommez deux choses. (deuxième paragraphe)	2	
	✓a Rembourser (intégralement) le (prix du) repas/l'argent/les parents	1	[remboursement] rembourser du INV prix...
	✓b Présenter des excuses	1	[présentation] présenter d'INV excuses
4(d)	Qu'est-ce que les écoles ont dû faire en raison de la fête de l'Ascension ? Qu'est-ce que la compagnie qui fournit les repas a dû faire ? Qu'est-ce que la mairie a omis de faire, selon Nadja ? (troisième paragraphe)	3	
	✓a Fermer/les écoles étaient fermées/en congé (pendant (les) quatre jours/entre jeudi et dimanche) (précédents)/(après mercredi/ à partir de jeudi)	1	[fermeture]
	✓b Livrer/fournir les/des repas (de lundi) mercredi/avant jeudi	1	[livraison] [pouvant]
	✓c Prévenir/alerter/informer/ notifier/avertir/ (pré)aviser les parents	1	[préavis]

Question	Answer	Marks	Not Allowed Responses
4(e)	En ce qui concerne les sandwiches (<i>un point</i>) et les pommes (<i>un point</i>), qu'est-ce que Mme Soublet soupçonne la compagnie d'avoir fait ? (<i>quatrième paragraphe</i>)	2	
	✓a Dépasser la date limite (de consommation/ expiration) Servir des sandwiches qui avaient dépassé leur date de vente/ consommation	1	[dépassement] dépasser de INV la date...
	✓b Offrir/servir des pommes (d'origine) italienne(s)/pas locale(s) (plutôt que française(s)) Remplacer les pommes locales par des pommes italiennes	1	[cartons italiens]
4(f)	Qu'entendez-vous par la phrase « la compagnie ... a versé de l'huile sur le feu » ? En quoi son idée de gâter les enfants en leur proposant un déjeuner sur l'herbe n'a-t-elle pas correspondu à la réalité ? (<i>dernier paragraphe</i>)	2	
	✓a Elle a exacerbé/empiré/enflammé/aggravé la situation	1	
	✓b Ils ont dû (le) manger assis/à table dans la <u>cantine</u>	1	

For the Quality of Language mark for Question 4, see guidance on the last two pages.

Question	Answer	Marks	Not Allowed Responses
Question 5			
The summary could include the points below/overleaf up to a maximum of 10.			
5(a)	<p>Résumez les raisons pour lesquelles les cantines scolaires mentionnées dans les deux textes sont critiquées.</p> <p>Maximum 10</p> <p>✓a Mauvaise qualité des aliments achetés/repas préparés</p> <p>✓b Viande grasse/drôle de goût du poisson</p> <p>✓c Plats cuits à l'avance/transportés/réchauffés</p> <p>✓d Valeur nutritionnelle perdue</p> <p>✓e Malbouffe, pas de produits frais/fruits</p> <p>✓f Pas de plats végétariens</p> <p>✓g Plats qui ne correspondent pas aux goûts des élèves/gâchis</p> <p>✓h Mauvaise ambiance, queues, bruit, voix élevées, manger vite</p> <p>✓i+✓j Un sandwich/ne correspond pas au règlement/manque de choix/plat chaud/légumes</p>	10	

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>✓k Manque de préavis/pris en sandwich</p>		
	<p>✓l Dépassement (possible) de la date limite du sandwich</p>		
	<p>✓m Pommes locales remplacées/italiennes/origine des produits</p>		
	<p>✓n Tentatives de jovialité/gaieté mal reçues</p>		

Question	Answer	Marks	Not Allowed Responses										
<p>Question 5(b) (Personal Response)</p> <p>Content marks</p> <p>Marked like a mini essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view.</p>													
5(b)	<p>Si vous étiez parent, quelles bonnes habitudes alimentaires encourageriez-vous chez vos enfants ?</p>	5											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center; vertical-align: top;">5</td> <td style="padding: 5px;"> <p>Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">4</td> <td style="padding: 5px;"> <p>Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">3</td> <td style="padding: 5px;"> <p>Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">2</td> <td style="padding: 5px;"> <p>Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free composition.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">0–1</td> <td style="padding: 5px;"> <p>Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </table>				5	<p>Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	4	<p>Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p>	3	<p>Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p>	2	<p>Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free composition.</p>	0–1	<p>Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>
5	<p>Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>												
4	<p>Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p>												
3	<p>Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p>												
2	<p>Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free composition.</p>												
0–1	<p>Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>												

For the Quality of Language mark for Question 5, see guidance on the next page.

Quality of Language Marks for Questions 3, 4 & 5**Quality of Language – Accuracy**

5 Very good
Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4 Good
Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3 Sound
Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2 Below average
Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0–1 Poor
Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Additional marking guidance for Quality of Language for Questions 3 and 4

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).