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**FRENCH (SHORT COURSE)**

**1342/02**

Paper 2 Listening, Reading and Writing

**May/June 2018**

MARK SCHEME

Maximum Mark: 90

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**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.

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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 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.

Question	Answer	Marks	Not Allowed Responses
<b>Part I: Listening: AO1</b>			
<b>Full sentences are not required.</b>			
<b>Text 1</b>			
1	0		
2	de faire des efforts		
3	trouvent que c'est bon pour la santé		
4	encourage la collaboration		
5	un nouveau bus après les grandes vacances		
<b>Text 2</b>			
6	Vous êtes facturé/payez à la minute/ Vous ne payez que lorsque vous roulez/ l'utilisez		Location <i>thought to mean a place</i>
7(i)	Il désengorge les rues/réduit la circulation/ les embouteillages		
7(ii)	Il réduit le bruit/est moins bruyant		
7(iii)	Il améliore l'atmosphère/(la qualité de) l'air Permet de respirer mieux/plus facilement Réduit la pollution (de l'air/atmosphérique)		
8	(Très) contente/heureuse/ravie Elle s'(en) réjouit		
9	Créer/ouvrir un compte (en ligne/sur le site)		Un conte Se registrer
10(i)	La localisation des/où se trouvent/ où/comment trouver les scooters/les scooters disponibles		location
10(ii)	Savoir si le scooter est rechargé		
11	En tapant/utilisant/avec un code (que vous recevrez)		
12	Où vous voulez/n'importe où/où bon vous semble		

Question	Answer	Marks	Not Allowed Responses
<b>Text 3</b>			
13	Because their owners' (eye)sight/vision/eyes has/have changed/got worse		view
14	Put them (away) in a <u>drawer</u>		
15	85%		
16(i)	A pair can cost 6 months' wages		
16(ii)	The nearest/first optician can be (more than) 1000 km away		
17	Poor French people/French people who cannot afford glasses		
18	Gilly		Any other spelling
19	Opposite/l front of the <u>bus</u> station		
20	Hearing aids		
21	In the 70s		1970
22	Volunteers		
23	They are sorted/classified		tested
24(i)	The strength/power of the lenses is measured/tested ...		
24(ii)	...then written on the lenses/them		
25	They are put into packets/parcels/ packaged/wrapped/parcelled up		cases

Question	Answer	Marks	Not Allowed Responses
<b>Part II: Reading: AO1</b>			
<b>Full sentences are not required.</b>			
<b>Text 1</b>			
26	B		
27	C		
28	A		
29	B		
30	C		
<b>Text 2</b>			
31	Il s'ennuyait		Un ennui
32	L'Afrique du sud		
33	L'aventure		
34	Il a fait l'ascension de trois sommets de plus de 8000 m/dans l'Himalaya		ascendre
35	Il est propulsé (sur les skis) par le vent/une voile Il utilise une voile		
36	un traîneau		
37	Il se sent vivant		Il sent vivant
38	Il crevait/mourait de faim/était affamé		
39	Il a failli mourir/perdre la vie		
40	Il n'aimerait pas travailler dans un bureau/ il trouve bizarre que les gens pensent que c'est normal de mettre un 'uniforme' et aller travailler tous les jours		

Question	Answer	Marks	Not Allowed Responses
<b>Text 3</b>			
41	Teacher		
42(i)	Husband lost his job		
42(ii)	She took parental/maternity leave		
43	Bought/spent without having had to count costs/ pay (too much) attention to the costs		
44	To avoid the <u>packaging</u>		
45(i)	Rock-hard/hard as granite/stone		Tasted like granite
45(ii)	Tasteless		
46	<u>Tap</u> water (everywhere) is drinkable		
47	Washing powder/detergent/liquid		Washing-up powder
48(i)	Put a 'no adverts' sticker on your letter-box		
48(ii)	Don't use paper handkerchiefs		
49	In the 'special offers/bargains/promotions' section(s)/aisle(s) of the supermarket		
50	Can buy only as much as you need/want		
51(i)	Half-empty packets (in the back of cupboards)		
51(ii)	Overflowing dustbins		

**Part III: Writing: AO1, AO2, AO3****Questions 52(a) and 52(b)****Short Course Writing Task (30 marks)****Content: 15 marks (5 marks: AO1, 10 marks: AO3)****Quality of Language: 15 marks (AO2)****Content**

15	<i>Excellent</i>	Excellent response. Ideas and points very effectively organised, illustrated with relevant examples and developed. Wholly relevant and convincing.
12–14	<i>Very good</i>	Very good response. Ideas and arguments well sequenced, illustrated with relevant examples and developed with occasional minor omissions. Coherent discussion.
9–11	<i>Good</i>	Good response. Most or main points of question explored. Ideas and examples adequately sequenced, or developed unevenly or with some lapses.
6–8	<i>Adequate</i>	Satisfactory response. Some implications of question explored. Evidence of argument, patchy or unambitious sequencing. Some omissions and/or irrelevance.
3–5	<i>Basic</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Unsubstantiated and undeveloped.
0		No relevant material presented.

**Quality of Language**

15	<i>Excellent</i>	Excellent range of vocabulary and complex structures. Very high and consistent level of accuracy, with few, mostly minor, errors.
12–14	<i>Very good</i>	Appropriate use of a wide range of vocabulary, complex sentence patterns and structures. Able to use idiom. Impression of fluency and sophistication. Very accurate grammar. Few errors.
9–11	<i>Good</i>	Good range of vocabulary, with a variety of complex sentence patterns, though with occasional lapses in correct usage. Impression of enterprising use of structures and little repetition. Good level of accuracy, over broad range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.
6–8	<i>Adequate</i>	Adequate range of vocabulary, but some repetition and occasional lexical error. Some complex sentence patterns appropriate to the task, but with variable success. Occasional native-language influence. Adequate level of accuracy but overall performance inconsistent. Familiar structures usually correct and some complex language attempted, but with variable success. Errors do not impair communication significantly.
3–5	<i>Basic</i>	Limited range of vocabulary, with frequent repetition and significant lexical errors. Occasional attempts at more complex sentence patterns, but often impression of 'translated' language that impedes communication at times. Gaps in knowledge of basic grammar. Communication impaired by significant errors, e.g. adjectival agreements, verb forms and common genders.
1–2	<i>Poor</i>	Very limited range of vocabulary with frequent native-language interference and wrong words. Simple sentence patterns and very limited range of structures. Little evidence of grammatical awareness. Accuracy only in simple forms.
0		No rewardable language.

The Content mark is linked to the Quality of Language mark. Where the content of a candidate's answer is partially or wholly irrelevant, the mark for the Quality of Language will not be higher than the equivalent descriptor box for content.