



# Cambridge International AS Level

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**FRENCH LANGUAGE**

**8682/21**

Paper 2 Reading and Writing

**October/November 2023**

MARK SCHEME

Maximum Mark: 70

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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.

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

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This document consists of **16** 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.

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

**Section 1**

| Question   | Answer     | Marks    | Not Allowed Responses |
|--|------------|----------|-----------------------|
| <b>Question 1</b><br><br>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)   | Commencent | <b>1</b> |                       |
| 1(b)   | alléchante | <b>1</b> |                       |
| 1(c)   | par contre | <b>1</b> |                       |
| 1(d)   | souffler   | <b>1</b> |                       |
| 1(e)   | consacrer  | <b>1</b> |                       |

| Question  | Answer   | Marks | Not Allowed Responses      |
|---|--|-------|----------------------------|
| <b>Question 2</b>   |  |       |                            |
| 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>On</u> a reçu les bulletins.  | 1     |                            |
| 2(b)  | <u>Juliette confie que</u> gâcher les vacances de son fils ne lui plaît pas. | 1     |                            |
| 2(c)  | <u>Il faut que je</u> le fasse profiter de ses vacances.                     | 1     |                            |
| 2(d)  | <u>Le rôle est</u> désagréable à assumer.                                    | 1     |                            |
| 2(e)  | <u>L'enfant</u> verra/va voir ces devoirs comme une punition.                | 1     | <u>les</u> devoirs<br>vera |

| Question  | Answer  | Marks    | Not Allowed Responses   |
|---|---|----------|---|
| <b>Question 3</b>                                     |   |          |   |
| Candidates must not copy word for word from the text. |   |          |   |
| 3(a)  | <b>Qu'est-ce que les vacances scolaires donnent aux enfants la possibilité de faire ? Nommez <u>trois</u> actions. (<i>premier paragraphe</i>)</b>      | <b>3</b> |   |
|   | ✓a<br><u>se détendre</u> / <u>se relaxer</u> /respirer/souffler   | 1        | <b>[détente]</b><br>se reposer<br>rester                              |
|   | ✓b<br><u>se réveiller tard</u><br>commencer la journée <u>tard</u><br>dormir jusqu'à <u>tard</u><br>faire la grasse matinée<br>se lever <u>tard</u> BOD | 1        | <b>[réveil(s)]</b><br>dormir tard                                     |
|   | ✓c<br>Découvrir/connaître/trouver de nouveaux horizons/lieux/endroits/ frontières   | 1        | <b>[découverte]</b><br>choses/intérêts/connaissances/p<br>ossibilités |

| Question | Answer  | Marks    | Not Allowed Responses   |
|----------|---|----------|---|
| 3(b)     | <b>Qu'est-ce que certains parents essaient de faire en imposant des devoirs à leurs enfants pendant les vacances (<i>un point</i>) ? Comment leurs enfants risquent-ils de réagir (<i>trois points</i>) ? (<i>deuxième paragraphe</i>)</b>                | <b>4</b> |   |
|          | <b>✓a</b><br>Maintenir/garder (un certain niveau de) (de) l'activité/travail <u>cérébrale</u> /cognitive/le/leur <u>cerveau</u> (des enfants) sous tension<br><br>Stimuler/utiliser le/leur <u>cerveau</u> (des enfants)<br>...stimulation intellectuelle | 1        | <i>Needs a verb</i><br><br><b>[maintien]</b><br>maintenir <b>d'un</b> INV certain niveau<br>maintenir |
|          | <b>✓b</b><br>(ils risquent de) <u>s'agacer</u> / <u>s'énerver</u> /en <u>s'agaçant</u> (mutuellement)<br><br>...conflits/discussions  | 1        | <b>[agacement]</b><br>conflits  |
|          | <b>✓c</b><br>crier/en criant  | 1        | <b>[cris]</b>   |
|          | <b>✓d</b><br>pleurer/en pleurant  | 1        | <b>[larmes]</b>   |

| Question | Answer  | Marks    | Not Allowed Responses  |
|----------|---|----------|--|
| 3(c)     | <b>Qu'est-ce que Juliette va obliger son fils à faire pendant une partie des vacances (<i>un point</i>) ? Comment espère-t-elle que son fils va se sentir à la fin des vacances (<i>un point</i>) ? (<i>troisième paragraphe</i>)</b> | <b>2</b> |  |
|          | ✓a<br>Réviser les/des principaux points du programme)<br>Repasser...  | 1        | <b>[révision]</b><br>étudier TV  |
|          | ✓b<br>serein/calme/tranquille/confiant/sans soucis/stress/prêt/préparé  | 1        | <b>[sérénité]</b><br>serene/serenne/séréné   |
| 3(d)     | <b>Selon Bernice, qu'est-ce qui peut arriver pendant les vacances ? Nommez <u>trois</u> actions. (<i>quatrième paragraphe</i>)</b>  | <b>3</b> |  |
|          | ✓a<br>oublier ce qui/les choses/cours qu'il a/ a été acquis(es)/appris(es)<br>les enfants/ils oublie(ro)nt ...  | 1        | <b>[oubli]</b><br>oublier <b>de</b> INV ce qu'il...<br>oublier   |
|          | ✓b<br>perdre l'habitude/routine de travailler<br>oublier <i>if not used in 3dA</i><br>devenir paresseux   | 1        | <i>different verb needed from 3dA</i><br><b>[perte]</b><br>perdre <b>de</b> INV l'habitude<br>perder<br>manque |
|          | ✓c<br>ils s'ennuieront/ils ne seront pas stimulés intellectuellement  | 1        | <b>[ennui]</b> <i>used as a noun</i><br>Il ce ennui<br><b>[faute]</b>  |



| Question | Answer   | Marks    | Not Allowed Responses                                |
|----------|--|----------|--|
| 3(e)     | <b>D'après Hubert Meyer, qu'est-ce que les joueurs font plus vite (<i>deux points</i>) ? Pourquoi deviennent-ils plus persévérants (<i>un point</i>) ? (<i>cinquième paragraphe</i>)</b>           | <b>3</b> |  |
|          | ✓a<br>Renforcer/consolider/enrichir/réviser les/des connaissances (acquises)/ le travail   | 1        | <b>[renforcement]</b><br>reforcer                    |
|          | ✓b<br>assurer/faciliter/permètre la transition/passage/progression/un pont/ aider à passer d'une année/classe (scolaire) à l'autre/la prochaine/ entre deux années (scolaires)<br><br>...connecter | 1        | <b>[passerelle]</b>                                  |
|          | ✓c<br>rappeler/mentionner/évoquer les mauvais résultats de l'année précédente  | 1        | <b>[rappel(s)]</b><br>Rappeler de INV unless mauvais |

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

## Section 2

| Question  | Answer   | Marks    | Not Allowed Responses                                       |
|---|--|----------|---|
| <b>Question 4</b>                                     |  |          |   |
| Candidates must not copy word for word from the text. |  |          |   |
| 4(a)  | <b>Selon le premier paragraphe, les parents qui imposent des devoirs de vacances, comment espèrent-ils que leurs enfants en bénéficieront ? Nommez <u>trois</u> actions.</b> | <b>3</b> |   |
|   | ✓a<br>ils espèrent garantir la/leur réussite/qualification scolaire (de leurs enfants)<br>leurs enfants vont réussir à l'école   | 1        | <b>[garantie]</b><br>garantir <b>de</b> INV la...           |
|   | ✓b<br>rattraper/compenser/corriger/récupérer/<br>en rattrapant les/des retards   | 1        | <b>[rattrapage]</b>   |
|   | ✓c<br>bien<br>(re)démarrer/(re)commencer/(re)partir du bon pied <u>l'année suivante</u><br>en bien démarrant...  | 1        | <b>[démarrage]</b><br>démarrer <b>de</b> INV l'année...     |
| 4(b)  | <b>Comment certains joueurs se comportent-ils à cause de leur dépendance ? Nommez <u>quatre</u> actions. (<i>deuxième paragraphe</i>)</b>                                    | <b>2</b> |   |
|   | ✓a<br>l'élève pourra être démotivé/se<br>démotiver/perdre sa/être sans motivation  | 1        | <b>[démotivation]</b><br>desmotiver                         |
|   | ✓b<br><i>Needs idea of going down</i><br>ses notes vont chuter/ses notes seront moins bonnes<br>...diminuer ses notes  | 1        | <b>[chute] as a noun</b><br>chuter les notes<br>comparation |

| Question | Answer   | Marks    | Not Allowed Responses  |
|----------|--|----------|--|
| 4(c)     | <b>Selon le docteur Grenaud, que font souvent les parents qui peut traumatiser leurs enfants (<i>deux points</i>) ? Qu'est-ce que les parents craignent d'être accusés de faire (<i>un point</i>) ? (<i>deuxième paragraphe</i>)</b> | <b>3</b> |  |
|          | ✓a<br>se fâcher/se mettre en colère/s'énervier/perdre leur sang-froid  | 1        | [accès ... colère]<br>ennuyés  |
|          | ✓b<br>(dire) des choses/mots/propos/commentaires/paroles/dévalorisantes/ blessantes/dénigrantes/humiliantes/dérogatoires/rabaissantes  | 1        | [remarques dévalorisantes]<br>dérogatifs<br>négatifs TY<br>faient/faisent<br>insultes T+ |
|          | ✓c<br>abandonner/ne pas jouer/remplir le rôle de parent<br>ils sont des parents absents  | 1        | [abandon]<br>abandonner du INV rôle<br>abandonner leurs enfants                          |
| 4(d)     | <b>Que doivent faire les adultes quand ils sont en vacances (<i>un point</i>) ? Qu'est-ce que les vacances aident les enfants à faire (<i>un point</i>) ? (<i>troisième paragraphe</i>)</b>  | <b>2</b> |  |
|          | ✓a<br>Que doivent faire les adultes quand ils sont en vacances ( <i>un point</i> ) ? Qu'est-ce que les vacances aident les enfants à faire ( <i>un point</i> ) ? ( <i>troisième paragraphe</i> )                                     | 1        | [déconnexion]<br>desconnecter  |
|          | ✓b<br>(à) évacuer/elles évacuent/soulagent/effacer/oublier les/des <u>tensions/ stress/pressions</u> (accumulées)  | 1        | Needs different verb<br><br>[soulagement]<br>jeter                                       |

| Question | Answer   | Marks    | Not Allowed Responses                                 |
|----------|--|----------|---|
| 4(e)     | <b>Qu'est-ce que les joueurs peuvent se croire obligés de faire comme le jeu progresse (<i>un point</i>) ? Qu'est-ce que leurs parents devront faire par conséquent (<i>un point</i>) ? (dernier paragraphe)</b> | <b>3</b> |   |
|          | ✓a<br>développer/acquérir d'autres/nouveaux talents/intérêts/compétences/goûts/hobbies   | 1        | [développement]<br>par développer activités habitudes |
|          | ✓b<br>ils doivent <u>vouloir/choisir</u> de le/la faire<br>ils doivent le faire volontiers/être motivés pour...  | 1        | [propre volonté]                                      |
|          | ✓c<br>choisir quelque chose/une activité qui n'a rien à faire avec <u>l'école</u> /qu'ils ne font pas à <u>l'école</u><br>... qui ne leur rappelle pas <u>l'école</u>  | 1        | [routine scolaire]                                    |
| 4(f)     | <b>Comment met-on en danger la santé des enfants (<i>un point</i>) ? Expliquez la recommandation de la dernière phrase (<i>un point</i>). (dernier paragraphe)</b>   | <b>2</b> |   |
|          | ✓a<br>en les surchargeant/on les surcharge (pendant toute l'année)   | 1        | [surcharge]   |
|          | ✓b<br>n'imposez pas/éliminez/supprimez/oubliez le <u>travail scolaire pendant les grandes vacances/d'été/l'été</u>   | 1        | [trait]<br>[pause estivale]                           |

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

| Question   | Answer  | Marks     | Not Allowed Responses |
|--|---|-----------|-----------------------|
| <b>Question 5(a) (Summary)</b>   |   |           |                       |
| The summary could include the points below/overleaf up to a maximum of 10. |   |           |                       |
| 5(a)   | <p><b>Résumez les arguments pour et contre les devoirs de vacances, tels qu'ils sont présentés dans les deux textes.</b></p> <p><b>Pour</b></p> <ul style="list-style-type: none"> <li>✓a Maintenir l'activité cérébrale/du cerveau/stimulation intellectuelle/ne pas perdre l'habitude de travailler/suivre un horaire régulier</li> <li>✓b Ne pas oublier ce qu'on a appris/rattraper/réviser le programme/renforcer les points faibles</li> <li>✓c Bien démarrer l'année suivante/passerselle entre deux années</li> <li>✓d Ne pas s'ennuyer</li> <li>✓e Permettre aux parents de voir ce que font leurs enfants/s'impliquer/élargir la relation</li> <li>✓f Rassurer les parents/permets de remplir/ne pas laisser le parent</li> </ul> <p><b>Contre</b></p> <ul style="list-style-type: none"> <li>✓g Gâcher les vacances</li> <li>✓h Les vacances doivent permettre aux enfants de se distraire/se réveiller tard/découvrir de nouveaux horizons/talents/intérêts/plaisirs</li> <li>✓i Les devoirs empêchent d'évacuer la pression/tensions/de se détendre/déconnecter/souffler</li> <li>✓j Conflits au sein de la famille/agacement/cris/larmes/perte de patience/propos dévalorisants/ séances traumatisantes/rappels de mauvais résultats</li> <li>✓k Ne garantissent pas réussite/rattrapage/bon démarrage</li> <li>✓l Démotivation/dégoûter de l'école/braquer contre école/parents/les voir comme une punition/ chute des notes</li> <li>✓m Accumuler encore plus de stress</li> <li>✓n Surcharge/nuire (déjà) à la santé physique/mentale</li> </ul> | <b>10</b> |                       |

| Question   | Answer  | Marks    | Not Allowed Responses |
|--|---|----------|-----------------------|
| <b>Question 5(b) (Personal Response)</b>   |   |          |                       |
| <b>Content marks</b>   |   |          |                       |
| Marked like a mini essay according to the variety, originality and interest of the relevant opinions and views expressed and the ability to express a personal point of view.  |   |          |                       |
| 5(b)   | <b>Votre école propose des vacances plus courtes pour permettre des journées scolaires moins longues. Seriez-vous d'accord ? Pourquoi (pas) ?</b> | <b>5</b> |                       |
| <p><b>5 Very good</b><br/>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>   |   |          |                       |
| <p><b>4 Good</b><br/>Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and make a personal response to the issues.</p>                      |   |          |                       |
| <p><b>3 Sound</b><br/>A fair level of interest and ideas. May not venture very far from the ideas of the text, but there is still an element of personal response.</p>   |   |          |                       |
| <p><b>2 Below average</b><br/>Limited range of ideas; rather humdrum. May disregard the element of response to the question, and write a largely unrelated free-composition, or merely regurgitate elements from the text.</p> |   |          |                       |
| <p><b>0–1 Poor</b><br/>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the question.</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**

|  |
|--|
| <b>5 Very good</b>   |
| Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).                                       |
| <b>4 Good</b>  |
| Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses.  |
| <b>3 Sound</b>   |
| 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. |
| <b>2 Below average</b>   |
| Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.   |
| <b>0–1 Poor</b>  |
| 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:

| <b>Total Content marks available on questions where a candidate scores 0</b> | <b>Reduce Quality of Language mark by:</b> |
|--|--|
| 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).