

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

NOVEMBER 2002

GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL

MARK SCHEME

MAXIMUM MARK: 70

SYLLABUS/COMPONENT: 8682/9716/2

**French
(Reading and Writing)**



Quality of Language: Accuracy (also for questions 4 and 5)

[5]

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.

For questions 3 and 4, the 5 marks for the quality of language will be awarded globally for the whole performance on each set of answers. With regard to **length**, a concise answer containing all mark-bearing components for content is scored on the full range of marks for language, ie length does not determine the quality of language mark. An answer scoring 0 for content cannot score **any** language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

Answer(s) worth 2 or 3 scoring 0 for content: reduce final assessment by -1
 Answer(s) worth 4 or 5 scoring 0 for content: reduce final assessment by -2
 Answer(s) worth 6 or 7 scoring 0 for content: reduce final assessment by -3
 Answer(s) worth 8 or 9 scoring 0 for content: reduce final assessment by -4

Note: A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (ie 0 language marks only if 0 content marks).

Section 2

- 4**
- (a) Il existe un lien direct (1)
 entre le développement industriel et la destruction de l'environnement (1)
 Le développement mène à la destruction de l'environnement = 2
 Il faut trouver une façon de sortir de ce cercle vicieux/il faut trouver
 une solution (1)
 ANY 3 OUT OF 4
- (b) On avait toujours pensé que les richesses de la terre seraient inépuisables/On
 ne peut pas polluer en toute insouciance (1)
 Avec la forte croissance industrielle/l'industrialisation mal contrôlée (1)
 Ses conséquences/les marées noires/pollution etc (1)
 on sait que la terre ne pourra pas survivre éternellement. (1)
 ANY 3 OUT OF 4
- (c) Chez eux, les pays développés continuent de gaspiller (les ressources)/la
 surconsommation (1)
 Mais ils croient pouvoir dicter/donner/imposer des consignes aux pays
 pauvres(1)
 Pour leur apprendre à contrôler les ressources de la terre/un environnement
 sain/une croissance sans pollution (1)

- (d) S'ils accédaient vraiment à ce niveau (1)
Les ressources de la terre seraient épuisées (1)
et le monde entier connaîtrait tous les problèmes écologiques des pays
développés/la pollution augmenterait, destruction de la terre (1)
- (e) Les pays riches sont concernés par la qualité de vie (1)
et par les problèmes d'avenir/le climat, la couche d'ozone (1)
Les pays pauvres sont à un niveau plus élémentaire où ce qui compte est la
simple survie (1)
L'aide financière
ANY 3 OUT OF 4

[15]

(For **Quality of Language: Accuracy** marks, see grid with Question 3)

[5]

- 5 10 marks should be awarded from the following points. To gain full marks, candidates should make at least two points under each of the two headings.

La France

- Répression des délits concernant l'environnement
- Le braconnage/sauver des espèces d'animaux
- Les droits des maires
- La protection de l'environnement, des forêts, des espaces naturels, montagnes/la lutte contre l'urbanisation
- Les mesures anti-bruit
- Les déchets industriels
- La pollution des eaux, marées noires, plages, dunes, du littoral
- Formation des éco-gendarmes
- Pollution de l'air, pluies acides, couche d'ozone
- Réchauffement du climat
- La qualité de vie

Les pays du sud

- Question de survie
- Satisfaire les besoins élémentaires
- Pauvreté
- Aide financière
- Demande un exemple

(For **Quality of Language: Accuracy** marks, see grid with Question 3)

[5]

Response to the Text**[5]**

Mark 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. Further, more detailed guidance for particular questions will be given to examiners.

5	Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
4	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.
3	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.
2	Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
0-1	Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.