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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0520 FRENCH (FOREIGN LANGUAGE)

0520/21 Paper 2 (Reading), maximum raw mark 45

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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1 General Marking Notes

2 General Marking Principles

2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 3 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

2.2 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 to a whole question but makes no second attempt at it, mark the crossed out work.

2.3 More than the stipulated number of boxes ticked/crossed by the candidate:

(a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.

(b) If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

(c) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

2.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1 and line 2 blank = 2
Both correct answers on line 1 and line 2 wrong = 1
(or vice–versa)

2.5 Answers requiring the use of French (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

(a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?

(b) Look-alike test: does what the candidate has written look like the correct answer?

(c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.

(d) Accept incorrect possessive adjectives e.g. mon, ton, son etc., unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).

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(e) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.

(f) Tolerate incorrect use of infinitive as a finite verb (e.g. il aller) unless Mark Scheme specifies otherwise (e.g. for questions where tense is important an infinitive may not be acceptable).

2.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect French if the word given means something else in French**. (Incorrect French which constitutes a word in any language other than French is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 2.5 above.)

2.7 Annotation used in the Mark Scheme/Marking:

(a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).

(b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.

(c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.

(d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

2.8 No response and '0' marks

There is a NR (No Response) option in **scoris.**

Award NR (No Response):
- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:
- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

2.9 Extra material: Section 2, Exercise 2

In **Section 2, Exercise 2**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme.

Unless the Mark Scheme states otherwise, ignore extra material given in an answer.

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2.10 Extra material: Section 3

In **Section 3**, it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section 3) provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, **but which is not explicitly mentioned in the Mark Scheme**:	the Examiner needs to decide, by consulting the text and the Team Leader if necessary, whether the alternative answer constitutes: **(i)** an alternative correct answer, in which case this falls into category **(a)** and the answer should be rewarded or **(ii)** an answer which on its own would be refused, in which case this falls into category **(c)** and the answer should be refused
(c)	Extra material which constitutes an alternative answer **specifically refused in the Mark Scheme**:	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

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3 Detailed Mark Scheme

Section 1

Exercise 1 Questions 1–5

	ACCEPT			REFUSE
1	C	serpents (d'Australie)	[1]	
2	A	ceinture	[1]	
3	C	potage aux légumes	[1]	
4	D	cuisinière (électrique)	[1]	
5	B	piles	[1]	

[Total : 5]

Exercise 2 Questions 6–10

	ACCEPT			REFUSE
6	B	aspirateur	[1]	
7	F	nuages	[1]	
8	A	lunettes	[1]	
9	C	lave la voiture	[1]	
10	E	patinoire	[1]	

[Total : 5]

Exercise 3 Questions 11–15

	ACCEPT			REFUSE
11	C	sur la côte/au bord de la mer	[1]	
12	A	se relaxer/se reposer	[1]	
13	A	en colère/furieux	[1]	
14	B	la lecture/lire	[1]	
15	C	écrivain/écrire un livre	[1]	

[Total : 5]

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Section 2

Exercise 1 Questions 16–20

Accept any reasonable attempt at the correct word from the grid provided that it is recognisable as the correct answer.

ACCEPT	REFUSE
16 musique [1]	
17 vieux [1]	
18 fermé [1]	
19 réduction [1]	
20 finir [1]	

[Total : 5]

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Exercise 2 Questions 21–29

- **In this exercise**, reward the candidate for being able to locate the answer in the passage.
- Ignore extra material (whether French is accurate or inaccurate) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- **READ SECTION 2: GENERAL MARKING PRINCIPLES.**
- **Accept *mon, ma, mes, ton, ta, tes, son, sa, ses* etc. and *il* throughout for Christine.**

ACCEPT	REFUSE
21 KEY CONCEPT: 16/seize ans [1] «Je m'appelle Christine et samedi dernier, j'ai fêté mon seizième anniversaire» seizième ans	16/seize/seizième **tc** wrong number
22 (a) KEY CONCEPT is either: [1] • (de) **ne plus/pas manger** (de) **viande** **or** • (de) (devenir/faire/être) **végétarienne** «L'année dernière, au mois de janvier, j'ai pris la décision de ne plus manger de viande»	
(b) KEY CONCEPT: n'aime pas le/son goût (de la viande) [1] n'aime pas la viande «L'année dernière, au mois de janvier, j'ai pris la décision de ne plus manger de viande, tout simplement parce que je n'aime pas le goût»	
23 KEY CONCEPT: pas contente [1] «Quand j'en ai parlé avec ma mère elle n'a pas été contente»	furieux/se
24 KEY CONCEPT: (il pensait qu'elle) **changerait d'avis/opinion/décision** [1] «Il pensait sans doute que je changerais d'avis après quelques semaines»	il pensait qu'elle changerait **tc (incomplete)** **Christine** pensait qu'elle changerait d'avis **INV**

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25	**KEY CONCEPT:** (le) **dîner** [1] «Au début, c'était difficile à l'heure du dîner parce que quand je mangeais un dîner végétarien, les autres membres de la famille prenaient un repas «normal»»	
26	**KEY CONCEPT:** (son) **frère** [1] «Mon frère dit que je suis stupide, mais il est très jeune»	wrong person
27	**KEY CONCEPT:** (il/elle) **faut/devoir/doit manger** (un régime) **équilibré** [1] «Je comprends qu'il faut manger un régime équilibré pour rester en bonne santé»	son frère… **INV**
28	**KEY CONCEPT:** (des) **œufs**/(du) **fromage** [1] «Je mange des œufs et du fromage au lieu de la viande» (un) dîner végétarien	
29	**KEY CONCEPT:** (ils) **doivent/**(il) **faut aimer** (les) **légumes** [1] «Mais, je dirais aux jeunes qui veulent suivre mon exemple qu'ils doivent, comme moi, aimer vraiment les légumes»	

[Total : 10]

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Section 3

Look for signs of genuine comprehension. Usually, candidates who lift indiscriminately fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. This Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 2 General Marking Principles.

In this section, take into account the whole of the candidate's answer.

Exercise 1 Questions 30–34

1 mark per question for True or False
1 mark for correcting False statement (31, 32, 33)

First award marks for the True/False element and then award marks for the justification of the False statements:

(a) True/False element: all 5 statements appear on screen. Enter marks as appropriate for correct identification of each statement as True or False.
- **If neither True nor False is 'ticked' for a question, enter N/R (no response)**.
- **If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.**

(b) Justification for False statements: only the 3 False statements appear on screen.
- **If candidate has 'ticked' False, mark justification and enter mark**
- **If True is 'ticked',** award N/R (or 0 if justification IS provided – **do NOT reward justification if candidate has 'ticked' True)**
- **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification) (if no justification provided, award N/R)
- **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True/False element)

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10

	VRAI	FAUX	
30	✓		[1]
31		✓	[1]
32		✓	[1]
33		✓	[1]
34	✓		[1]

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ACCEPT: wrong gender (accept il/elle throughout for Marie etc.)

ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
31 ELLE PARLAIT (DÉJÀ) FRANÇAIS [1] «Marie (…) parlait français» Marie, comme la plupart des gens de son pays, parlait français	«**Mais** Marie **qui**, comme la plupart des gens de son pays, parlait français, s'est peu à peu habituée à sa nouvelle vie» **INV** reference to work **INV**
32 EITHER • **ILS ALLAIENT ÉCOUTER DE LA MUSIQUE** [1] avec ses amis, Marie allait écouter de la musique (dans un café le week-end) Marie allait écouter de la musique **OR** • **(DES/LES GROUPES) DE JEUNES MUSICIENS JOUAIENT DE LA MUSIQUE**	«Le week-end, Marie et ses amis se **retrouvaient** dans un café où des groupes de jeunes musiciens jouaient de la musique» **INV** **où** des groupes de jeunes musiciens jouaient de la musique **INV**
33 LE PUBLIC ÉTAIT/EST/A ÉTÉ SURPRIS (PAR LA BEAUTÉ DE SA VOIX) [1] tout le monde a été surpris (par la beauté de sa voix/de la voix de Marie) tout le monde écoutait Marie, surpris (par la beauté de sa voix)	«Quand elle a commencé à chanter il y a eu un silence dans la salle. Tout le monde écoutait Marie, surpris par la beauté de sa voix» tout le monde écoutait (Marie) **tc but HA** le public écoutait (Marie) **tc but HA** il y a eu un silence dans la salle **tc but HA**

[Total : 8]

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Exercise 2 Questions 35–40

ACCEPT: wrong genders throughout

ACCEPT	REFUSE
35 IL ENCOURAGE LES GENS À DÉCOUVRIR LEUR (PROPRE) **PAYS** [1]	«Mais ce qui est différent dans le guide de Stéphane, c'est qu'il encourage les gens à découvrir leur propre pays. C'est pourquoi il a appelé son livre «Voyager chez soi»» qu'il encourage…
36 (a) ATTENDRE/DES HEURES DANS LES AÉROPORTS [1] l'attente (dans les aéroports) il a dû attendre des/les heures dans les aéroports	««*J'ai dû attendre des heures dans les aéroports»,* dit-il.» espérer des heures dans les aéroports **INV** parce que… **INV** des heures **tc** REFUSE LIFT OF DIRECT SPEECH HOWEVER IT IS PRESENTED
(b) NE PAS VOIR/REGARDER LES PAYS/PAYSAGES (QU'IL SURVOLAIT) [1] «(…) c'était insupportable pour lui de ne pas voir les pays qu'il survolait»	«**En plus**, c'était insupportable pour lui de ne pas voir les pays qu'il survolait.» (pour) lui de ne pas voir…
37 EITHER: [1] • **LA COMMUNICATION/(POUVOIR) COMMUNIQUER AVEC LES HABITANTS** (DANS LEUR LANGUE) **OR** • **UN VRAI ÉCHANGE AVEC LES HABITANTS**	«**Mais pour lui il était impossible d'apprécier** (**INV**) vraiment ce pays sans pouvoir communiquer avec les habitants dans leur langue. «*Sans un vrai échange avec les habitants, je suis resté quelqu'un qui regarde des paysages différents et puis qui s'en va.*» il ne peut pas communiquer…

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38	**ON PEUT ADMIRER LE PAYSAGE TOUT EN SE REPOSANT** [1] vous pouvez regarder le paysage tout en vous reposant c'est le/un plaisir de…	«*Quel plaisir d'admirer le paysage tout en se reposant*», dit Stéphane le plaisir de… **pour** admirer… **pour** pouvoir admirer… il aime d'admirer… lack of/incorrect reflexive pronoun REFUSE LIFT OF DIRECT SPEECH HOWEVER IT IS PRESENTED
39	**À CEUX QUI HABITENT LES GRANDES VILLES** [1] à les personnes qui habitent…	*«***Si** vous habitez une grande ville, Stéphane vous recommande des vacances à vélo à la campagne!» …qui **habitez** dans une grande ville aux personnes **qu**'habitent…
40	**(C'EST AINSI QU') ON DÉCOUVRE LES ENDROITS (LES) PLUS INTÉRESSANTS** [1] (que) vous découvrirez les endroits (les) plus intéressants découvrir les endroits (les) plus intéressants	*«Et si vous vous perdez,* ***tant mieux.*** *C'est ainsi que vous découvrirez les endroits les plus intéressants»* **pour** découvrir…

[Total : 7]

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