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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)

0520/22 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

Exercice 1 Questions 1–5

	ACCEPT			REFUSE
1	B	éléphant indien	[1]	
2	B	chemise	[1]	
3	A	frites	[1]	
4	D	frigo	[1]	
5	C	verre	[1]	

[Total : 5]

Exercice 2 Questions 6–10

	ACCEPT			REFUSE
6	E	planche à voile	[1]	
7	F	orages	[1]	
8	C	avion	[1]	
9	B	jardinage	[1]	
10	D	se brosser les dents	[1]	

[Total : 5]

Exercice 3 Questions 11–15

	ACCEPT			REFUSE
11	B	la plus âgée/aînée	[1]	
12	A	récemment/le mois dernier	[1]	
13	C	repassage/repasser les vêtements	[1]	
14	C	80/quatre-vingts	[1]	
15	B	s’entend bien/heureux ensemble	[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	ouvert	[1]	
17	historiques	[1]	
18	trains	[1]	
19	chère	[1]	
20	fêtes	[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 Carole.**

ACCEPT	REFUSE
21 KEY CONCEPT: une semaine [1] «Je viens de passer une semaine chez Tante Julie qui vit en Belgique»	un temps
22 KEY CONCEPT: <u>pas</u> loin du centre [1] «Elle habite à Bruxelles dans un très joli appartement pas loin du centre» près du centre pas loin du center	(à) loin du centre dans le centre au centre à côté du centre
23 KEY CONCEPT is either: [1] • **traductrice** **or** • **le même (métier) que sa tante** «Elle est traductrice. Elle m'a dit que le travail est difficile mais très intéressant. Je voudrais faire le même métier qu'elle plus tard» je voudrais faire le même que ma tante	je voudrais faire le même métier elle voudrais/t faire le même je voudrais faire le même (qu'elle) **tc**
24 KEY CONCEPT: c'est une ville francophone/(le français est sa) langue maternelle/elle parle français/ils parlent français [1] «Bruxelles est une ville francophone, donc je n'ai pas eu de difficultés de compréhension puisque le français est ma langue maternelle» c'est ma langue maternelle	«Des difficultés de compréhension puisque la langue est française»

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25 KEY CONCEPT: (petit) village [1] «Pour moi, qui viens d'un (petit) village, tout était différent!»	en France **tc but HA** en Belgique **tc but HA**
26 KEY CONCEPT: (une) **(grande) place** [1] «J'ai surtout aimé une grande place où nous avons pris le déjeuner un jour»	
27 KEY CONCEPT: (le) **dernier jour (de son séjour)** **or** **KEY CONCEPT: <u>quand</u> Tante Julie a dû aller au bureau** [1] «Le dernier jour de mon séjour/quand Tante Julie a dû aller au bureau. Je suis donc sortie toute seule»	
28 (i) KEY CONCEPT: Bruxelles est célèbre pour le chocolat [1] «J'ai acheté du chocolat pour ma mère car Bruxelles est célèbre pour le chocolat»	elle est célèbre pour le chocolat
(ii) KEY CONCEPT: (sa) mère adore (ça) [1] «ma mère adore ça»	adore ça
29 KEY CONCEPT: choisir/acheter/donner/ offrir fleurs [1] «Au marché, j'ai choisi de belles fleurs pour Tante Julie pour lui dire merci»	des fleurs **tc**

[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, 34)

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 Bernard etc.)

ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
31 CONCEPT is either: [1] • (IL ALLAIT À L'ÉCOLE À SKIS) **QUAND LE BUS (SCOLAIRE) NE POUVAIT PAS ARRIVER (AU VILLAGE)/QUAND LE BUS N'ARRIVAIT PAS** **or** • (IL ALLAIT À L'ÉCOLE À SKIS) **QUAND IL Y AVAIT TROP DE NEIGE** **or** • **PARFOIS (EN HIVER), IL PARTAIT À SKI** c'était parfois (l'hiver) il allait parfois **or** • **NORMALEMENT IL PRENAIT LE BUS**	«Parfois, l'hiver, le bus scolaire ne pouvait pas arriver au village à cause de la neige. Ces jours-là, Bernard était ravi. Il partait à ski jusqu'à son école située à 15 km de son village!» Bernard allait en bus tous les jours quand c'était l'hiver quand il neige quand il y avait de neige **tc** seulement en hiver il allait à l'école à cause de la neige
32 CONCEPT is either: [1] • **IL A REFUSÉ DE QUITTE(R) LES MONTAGNES** à 18 ans (…) Bernard, lui, a refusé de quitter ses montagnes il ne voulait pas quitter ses/les montagnes il est/a resté <u>dans ses/les montagnes</u> **or** • **IL A REFUSÉ D'ALLER (VIVRE) EN VILLE** **or** • **SES AMIS PARTAIENT/SONT PARTIS EN VILLE**	«Plus tard, à 18 ans, alors que ses amis partaient en ville pour aller faire des études universitaires, Bernard, lui, a refusé de quitter ses montagnes» «Il a décidé qu'il deviendrait moniteur de ski» **tc but HA** resté dans ses montagnes **tc** il est resté **tc** il a refuse d'aller vivre en ville (missing accent on 'refusé' invalidates) il est reste dans ses/les montagnes (missing accent on 'resté' invalidates)

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34	(LE MEILLEUR MOMENT) **C'ÉTAIT/C'EST QUAND IL SKIAIT (JUSTE/SEULEMENT) POUR LE PLAISIR** [1]	«*Mais moi, je repense souvent au temps heureux où je skiais seulement pour le plaisir. Quel bonheur c'était!*» REFUSE LIFT OF DIRECT SPEECH HOWEVER IT IS PRESENTED il skiait pour plaisir **tc** quand il skiait juste pour le plaisir il repense au temps heureux où il faisait du ski

[Total : 8]

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Exercise 2 Questions 35–40

ACCEPT: wrong genders throughout

ACCEPT	REFUSE
35 LES ÉLÈVES ONT/SONT TOUS ENTRE 28 ET 48 ANS [1] il y a des élèves qui sont entre 28 et 48 ans **or** **LES ÉLÈVES SONT ADULTES** **or** **LES ÉLÈVES ONT PLUS DE 18 ANS** l'âge de ses élèves	«Mais au LMA, il y a une différence essentielle: les élèves ont tous entre 28 et 48 ans» parce qu'il y a une différence essentielle **HA** les élèves **on** tous entre 28 et 48 ans
36 POUR (POUVOIR) FAIRE DES ÉTUDES SUPÉRIEURES [1] **PARCE QU'ILS VEULENT FAIRE DES ÉTUDES SUPÉRIEURES** «Ils doivent (...) obtenir le bac avant de pouvoir faire des études supérieures»	«Ils doivent **donc** obtenir le bac avant de pouvoir faire des études supérieures» avant de pouvoir faire des études supérieures **tc** il y a des adultes qui ont des emplois mal payés pour avoir des qualifications pour fait des études supérieures de/à pouvoir faire des études supérieures
37 (i) (LE/LEUR/SON) NIVEAU SCOLAIRE [1]	«Après avoir vérifié leur niveau scolaire, la Directrice s'assure de la motivation de chacun des 240 élèves en leur faisant passer un entretien» passer un entretien
(ii) (LA/LEUR/SA) MOTIVATION [1] qu'il est motivé	«Après avoir vérifié leur niveau scolaire, la Directrice, s'assure de la motivation de chacun des 240 élèves en leur faisant passer un entretien» qu'il est motive

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38	**TRAVAILLER** [1] «une journée (longue) de travail» travail il travaille son emploi/on doit faire un emploi un élève doit travaille(r) avant 18 heures	«Pas facile de se concentrer après une longue journée au travail. Et pourtant c'est ce que nos élèves doivent faire: savoir combiner emploi et cours» il faut travail
39	**LA JALOUSIE** [1] elle se sentait jalouse (des gens qui avaient fait des études) elle était jalouse	*«J'étais jalouse des gens qui avaient fait des études»* dit-elle elle n'avait pas confiance en elle-même REFUSE LIFT OF DIRECT SPEECH HOWEVER IT IS PRESENTED
40	**(DE) DEVENIR AVOCATE** [1] d'étudier pour devenir/être avocate elle va étudier pour devenir/être avocate elle espère être avocate	*«Je suis/elle est en faculté dans ma/sa première année d'études pour devenir avocate»* pour devenir avocate **tc** elle voudrait **d**'être avocate REFUSE LIFT OF DIRECT SPEECH HOWEVER IT IS PRESENTED

[Total : 7]

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