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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)

0520/23 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	A	lions d'Afrique	[1]	
2	C	veste	[1]	
3	B	pâtes	[1]	
4	B	ordinateur	[1]	
5	D	papier	[1]	

[Total : 5]

Exercice 2 Questions 6–10

	ACCEPT			REFUSE
6	E	violon	[1]	
7	F	il gèle	[1]	
8	B	faire la cuisine	[1]	
9	A	jus d'orange	[1]	
10	C	prendre une douche	[1]	

[Total : 5]

Exercice 3 Questions 11–15

	ACCEPT			REFUSE
11	B	la maison de…voisine…garder ses enfants / de sa voisine	[1]	
12	B	pas se réveiller/dorment	[1]	
13	C	aller au centre commercial/des courses	[1]	
14	A	des…baskets/chaussures de sport	[1]	
15	A	invite ta soeur/inviter sa soeur	[1]	

[Total : 5]

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Section 2

Exercice 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 années [1]	
17 véhicules [1]	
18 passionnante [1]	
19 enfants [1]	
20 payer [1]	

[Total : 5]

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Exercice 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 Louise.**

ACCEPT	REFUSE
21 (a) KEY CONCEPT: Paris [1] «Ma grand-mère est malade et Maman est partie quelques jours à Paris pour s'occuper d'elle» chez sa mère chez sa grand-mère	maman n'est pas à la maison
(b) KEY CONCEPT: grand-mère/elle malade [1] «Ma grand-mère est malade et Maman est partie quelques jours à Paris pour s'occuper d'elle» (s')occuper de la grand-mère (*overlook any confusion over mère/ grand-mère*)	occuper la grand-mère **tc**
22 KEY CONCEPT: <u>trop/très</u> jeunes [1] «Alors c'est moi qui aide Papa à faire la cuisine et le ménage parce que mes deux frères, ils sont tous les deux encore trop jeunes»	
23 KEY CONCEPT: lundi (soir) [1] «Lundi soir, je suis sortie avec mon père pour aller au supermarché acheter des provisions»	
24 KEY CONCEPT: any one of: fruits, légumes et viande [1] «Notre chariot était plein de fruits, de légumes, et de viande»	

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25 KEY CONCEPT: (sa) **carte** (de crédit) [1] «Pas de problème avec les provisions mais en arrivant à la maison, Papa a réalisé qu'il avait laissé sa carte de crédit dans la machine à la caisse»	
26 KEY CONCEPT: directeur [1] «Alors il a téléphoné au supermarché et il a parlé au directeur»	
27 KEY CONCEPT: retourner/revenir [1] aller au magasin (chercher la carte) «Alors, le directeur lui a dit de revenir tout de suite au magasin pour la prendre»	aller **tc**
28 KEY CONCEPT: ranger (les) **provisions** [1] «Et moi, pendant ce temps, j'ai rangé toutes les provisions dans la cuisine»	
29 KEY CONCEPT: demain [1] lendemain/mardi/le jour prochain/suivant «Je suis contente car Maman va rentrer demain»	

[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.

Exercice 1 Questions 30–34

1 mark per question for True or False
1 mark for correcting False statement (30, 33, 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 Marius etc.)

ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
30 IL/LE PATRON OUVRAIT UNE DEUXIÈME USINE [1] le patron a annoncé qu'il allait ouvrir une deuxième usine (dans le nord de la France) le patron a demandé à Marius de devenir directeur d'une deuxième usine (qu'il allait ouvrir dans le nord de la France) il avait l'intention d'ouvrir une autre/ deuxième usine le patron de Marius lui a demandé de travailler dans le nord	«Un jour, cependant, son patron a demandé à Marius de devenir directeur d'une deuxième usine qu'il allait ouvrir dans le nord de la France!» le patron de Marius avait l'intention d'ouvrir **l'usine** dans le nord
33 L'ACCUEIL DE SES (NOUVEAUX) **COLLÈGUES A ÉTÉ CHALEUREUX** [1] «il a été agréablement surpris par l'accueil chaleureux de ses collègues de travail» ses nouveaux collègues/ils étaient agréables il a été agréablement surpris par/avec/de ses collègues il a trouvé facile de se faire accepter par ses nouveaux collègues	il a ete… «**<u>Sa famille lui manquait bien sûr mais</u>** il a été agréablement surpris par l'accueil chaleureux de ses collègues de travail»
34 CONCEPT is either: [1] • **MARIUS/IL A TOUT FAIT POUR RESTER DANS LE NORD** **or** • **MARIUS VOULAIT RESTER DANS LE NORD** il se sentait comme chez lui dans le nord	«Deux ans après son arrivée, Marius se sentait comme chez lui dans le nord. Quand son patron lui a proposé de revenir à Marseille, Marius a donc tout fait pour rester dans le nord encore quelques années!» Marius est resté encore quelques années dans le nord Marius a décidé de rester encore…

[Total : 8]

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Exercice 2 Questions 35–41

ACCEPT: wrong genders throughout

ACCEPT	REFUSE
35 SON GRAND-PÈRE [1] le grand-père d'Hélène **Tolerate** sa grand-père	«Elle suivait l'exemple de son grand-père (qui habitait avec elle) et ses parents. «*Je l'adorais, et je l'écoutais jouer du piano pendant des heures. J'ai voulu faire comme lui*» ses grand-père l'exemple de son grand-père grand-père **tc** grand-père d'Hélène **tc**
36 ELLE SAVAIT QUE CE SERAIT/C'ÉTAIT IMPOSSIBLE DE GAGNER SA VIE (COMME MUSICIENNE) [1]	««*À 18 ans je savais que ce serait impossible de gagner ma vie comme musicienne»* explique-t-elle» ... de gagner elle vie… elle savait que ce serait impossible **tc** impossible de gagner sa vie comme musicienne (incomplete)
37 UN DE SES AVIONS A EU UN ACCIDENT [1] «un des avions de la compagnie a eu un accident»	«Malheureusement pour Hélène et les autres employés, un des avions de la compagnie a eu un accident. À la suite de cet accident, la compagnie a connu des difficultés financières et ne pouvait plus payer ses employés.» à la suite d'un accident les/des avions a eu un accident la compagnie a eu un accident des difficultés financières **HA**
38 (À) JOUER DE NOMBREUX INSTRUMENTS [1] elle arrivait facilement à jouer de nombreux instruments elle apprenait facilement à jouer de nombreux instruments comment jouer de nombreux instruments	«Elle a découvert qu'elle avait un talent remarquable: si elle regardait quelqu'un jouer d'un instrument elle était capable de l'imiter. Comme ça elle arrivait facilement à apprendre à jouer de nombreux instruments.» apprendre à jouer de nombreux instruments

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39 ELLE N'ÉTAIT PAS SATISFAITE DE LA MUSIQUE QU'ELLE JOUAIT [1] «Hélène n'était pas vraiment satisfaite de la musique qu'elle jouait» elle n'aimait pas la musique qu'elle jouait	«(Pourtant,) Hélène n'était pas vraiment satisfaite de la musique qu'elle jouait. Elle a donc décidé de se mettre à écrire sa propre musique» elle n'était pas satisfaite de la musique **tc**
40 ELLE L'ADMIRE (BEAUCOUP) [1] son grand-père/il est l'homme qu'elle admire le plus au monde	«Elle a donné à cet orchestre le nom de son grand-père, l'homme qu'elle admire le plus au monde» elle lui admire elle l'adore/elle adore lui (parce que) l'homme qu'elle admire le plus au monde
41 LA PERTE DE SON TRAVAIL/EMPLOI (DE COMPTABLE) [1] **Tolerate** le/la/sa before emploi perdre son emploi de comptable	«Perdre mon emploi de comptable a été une chance pour moi dans la vie. Un nouveau départ.» perdu son travail elle ne connait pas de plus grand bonheur **INV**

[Total : 7]

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