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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FRENCH (FOREIGN LANGUAGE) **0520/22**

Paper 2 Reading **October/November 2016**

MARK SCHEME

Maximum Mark: 45

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.

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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) Spellings recognised by the Académie Française will be accepted.

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

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

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

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(e) 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)

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

(g) 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	banane	[1]	
2	C	poubelle	[1]	
3	B	bijoux	[1]	
4	D	patinoire	[1]	
5	A	sparadrap	[1]	

[Total : 5]

Exercice 2 Questions 6–10

	ACCEPT			REFUSE
6	E	apprendre à conduire / auto-école	[1]	
7	D	valise	[1]	
8	F	gymnase	[1]	
9	A	écrire carte postale	[1]	
10	C	chaussettes	[1]	

[Total : 5]

Exercice 3 Questions 11–15

	ACCEPT			REFUSE
11	C	acheter quelque chose	[1]	
12	A	de choisir un cadeau pour sa sœur	[1]	
13	B	a pris une décision	[1]	
14	C	a offert les cadeaux qu'elle avait achetés	[1]	
15	A	contente	[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 l'extérieur [1]	
17 sain [1]	
18 campagne [1]	
19 nager [1]	
20 enfants [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 *elle* throughout for Luc.**

	ACCEPT	REFUSE
21	**KEY CONCEPT: <u>à côté</u>** (de la) **zone industrielle** [1] « Dans la ville où j'habite on a construit un grand cinéma à plusieurs salles à côté de la zone industrielle. » **Accept** dans la ville (où) Luc/j'habite	dans la ville **tc** / dans la ville où **Michel** habite
22	**KEY CONCEPT: samedi** (dernier) [1] « Alors, samedi dernier, mon frère Marc et moi avons décidé d'y aller »	any other day **INV**
23	**KEY CONCEPT:** (il est) **<u>fanat</u>ique** [1] « Marc voulait le voir car il est fanatique de ce genre de film » **Accept** Marc adore ce genre de film	fantastique fantique Marc **aime** ce genre de film (not strong enough)
24	**KEY CONCEPT: voir le** (nouveau) **cinéma** [1] « Je l'ai accompagné parce que j'avais envie de voir le nouveau cinéma » **Accept** visiter	il a vu (or other past tense)
25	**KEY CONCEPT:** (en) **voiture** [1] « Ma mère nous a emmenés au cinéma en voiture » **Accept** leur mère les a conduits	leur mère les a emmenés **tc**
26	**KEY CONCEPT:** (dans le) **magasin** [1] « Alors, avant de voir le film, nous sommes allés acheter des bonbons dans le magasin qui se trouve à l'entrée » **Accept** plural and reasonable alternative e.g. confiserie	ils sont allés acheter des bonbons **tc** (place needed)

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27	**(a) KEY CONCEPT:** (très) **confortable** [1] « Le cinéma est très confortable mais le film a duré presque deux heures » **Accept** comfortable	
	(b) KEY CONCEPT: nul [1] « À mon avis, c'était nul » **Accept** le film était/est <u>trop/très</u> long	il n'a pas aimé le film (not strong enough) le film a duré deux heures **tc** but **HA**
28	**KEY CONCEPT: mêmes goûts** [1] « Normalement, moi et mon frère on a les mêmes goûts, mais cette fois on n'était pas d'accord » **Accept** ils aiment les mêmes choses/la même chose	
29	**KEY CONCEPT: choisir film** [1] « La semaine prochaine on va retourner au cinéma, et cette fois c'est moi qui choisis le film qu'on va voir »	past tense **INV**, but accept incorrectly formed verbs

[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, 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 Monsieur Vatrin / Nicole etc.)

	ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
30	(SEULEMENT) **PENDANT LES GRANDES VACANCES** (SCOLAIRES) [1] elle « se déroule pendant les grandes vacances scolaires » du 1er juillet au 30 août Verb not required, but if attempted, must be correct, in present tense and have a suitable subject	« Cette opération, **qui** se déroule pendant les grandes vacances scolaires**, a commencé** le 1er juillet et **se terminera** le 30 août »
32	**C'EST UNE** (SEULE) **CARTE POUR CINQ PERSONNES** [1] « une seule carte permet à cinq personnes d'avoir le tarif d'un euro » Any correct answer, however worded, must include a verb (e.g. il y a/c'est) plus idea of one card and 5 people/travellers	« **En effet**, une seule carte permet à cinq personnes d'avoir le tarif d'un euro »
33	**ELLE A PRIS LE TRAIN** [1] Correctly formed past tense required **Accept** Nicole/elle n'a pas hésité à prendre le train **Accept** ils n'ont pas hésité à prendre le train **Accept** l'année dernière elle est allée en voiture	« *Mais cette année, **j'ai acheté** la carte* « Journée-Mer »*, alors **on** n'a pas hésité à prendre le train,* raconte Nicole » elle a acheté la carte Journée-Mer **tc** but **HA** **avant on** voyageait toujours en voiture **Refuse** direct speech however it is presented

[Total : 8]

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Exercice 2 Questions 35–41

ACCEPT: wrong genders throughout

	ACCEPT	REFUSE
35	**ELLE AVAIT 3 ANS QUAND ELLE L'A QUITTÉE** [1] elle l'avait quittée à trois ans Correctly formed past tense required (but not agreement) Direct object (e.g. l') required with « quitter » **Accept** elle est partie à l'âge de trois ans **Accept** idea of 'petite' for 'elle avait trois ans'	« **C'est normal** car elle avait 3 ans quand elle l'a quittée » elle avait seulement / n'avait que 3 / trois ans **tc** parce que car (together) **INV**
36	**ELLE VOULAIT FAIRE/ÊTRE COMME SA** (GRANDE) **SŒUR** [1] son/de l'admiration pour sa (grande) sœur If verb used, past tense required. Must grammatically answer the question	« À l'âge de 13 ans, Marianne, qui n'avait jamais fait de sport, a voulu faire comme sa grande sœur qu'elle admirait » sa grande sœur **tc** / sa grande sœur qu'elle admirait (admiration for sister/desire to follow sister needs to be the focus)
37	**CONCEPT IS EITHER:** [1] • **COURSE À PIED** **OR** • **LE 400 MÈTRES** **Allow** incorrect article/preposition e.g. en les 400 mètres **Accept** (elle était exceptionnellement) bonne en course à pied	« **Son entraîneur lui a dit qu**'elle était exceptionnellement bonne en course à pied » course de pied l'athlétisme elle est **devenue** championne **INV** elle est championne (de France) du... **HA**
38	(CE SERAIT UTILE) **POUR AMÉLIORER L'IMAGE DE SA BANLIEUE** [1] Must grammatically answer the question e.g. pour + infinitive, or parce que/car	*«**J'ai compris** que devenir connue serait très utile,* avoue-t-elle. ***Alors**, pour améliorer l'image de **ma** banlieue, **j'ai eu** envie de gagner »* **Refuse** direct speech however it is presented ce serait utile **tc** but **HA** **la** banlieue (needs idea of her district)

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39	**À CAUSE DES PROBLÈMES** [1] Must grammatically answer the question and contain idea of difficult area e.g. parce que c'est un quartier difficile	*« Avant, quand on parlait de **notre** banlieue dans les médias, c'était à cause des problèmes que **nous avons ici**,* raconte le Maire » **Refuse** direct speech however it is presented
40	**ILS N'INSISTENT PLUS SUR LES ASPECTS NÉGATIFS DE CETTE BANLIEUE** [1] Three elements (all required) • They write no longer/less • about negative aspects • of her/this district OR they write more positively about her/this district Must grammatically answer question. (Present tense probably required, but « ils ont arrêté » would convey idea too)	*«* **Ils sont convaincus que,** sans son succès, les journalistes **continueraient** à insister sur les aspects négatifs de cette banlieue »
41	(GAGNER) **UNE MÉDAILLE D'OR** [1] plural acceptable (le mieux serait) une médaille d'or (aux Jeux Olympiques) Must grammatically answer the question e.g. gagner rather than de/pour/à gagner and refer to <u>gold</u> medal	« *Pour **moi** et **ma** banlieue, le mieux serait une médaille d'or aux Jeux Olympiques* » **Refuse** direct speech however it is presented mieux serait (without le) **INV**

[Total : 7]

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