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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FRENCH (FOREIGN LANGUAGE) **0520/23**

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	boissons	[1]	
2	C	vaisselle	[1]	
3	D	raisin	[1]	
4	A	plage	[1]	
5	B	crème solaire	[1]	

[Total : 5]

Exercice 2 Questions 6–10

	ACCEPT			REFUSE
6	C	nuages	[1]	
7	F	sécher cheveux	[1]	
8	D	Facebook	[1]	
9	B	feu rouge	[1]	
10	E	chaussures	[1]	

[Total : 5]

Exercice 3 Questions 11–15

	ACCEPT			REFUSE
11	B	sur la côte	[1]	
12	A	assez vieux	[1]	
13	B	mange le soir	[1]	
14	C	reste en contact avec ses amies	[1]	
15	A	en plein air	[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 débutants [1]	
17 historique [1]	
18 quelquefois [1]	
19 grandes [1]	
20 natation [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 Natalie.**

ACCEPT	REFUSE
21 KEY CONCEPT: (un terrain de) **camping** [1] « Mes parents sont propriétaires d'un terrain de camping depuis dix ans. »	terrain **tc**
22 KEY CONCEPT: juin, juillet et août [1] « Ils travaillent très dur toute l'année mais pendant les mois de juin, juillet et août, ils sont obligés de travailler sept jours sur sept »	été **HA**
23 (i) KEY CONCEPT: servir magasin [1] « Ils doivent servir dans le magasin ou nettoyer les blocs sanitaires »	
(ii) KEY CONCEPT: nettoyer blocs sanitaires [1] « Ils doivent servir dans le magasin ou nettoyer les blocs sanitaires »	
24 KEY CONCEPT: (le) **bureau** (d'accueil) [1] « Moi, je passe la plupart de mon temps dans le bureau d'accueil qui est ouvert toute la journée »	
25 KEY CONCEPT: la beauté de ses paysages [1] « On a beaucoup de campeurs qui viennent ici faire des randonnées parce que cette région est connue pour la beauté de ses paysages »	
26 KEY CONCEPT: douches froides [1] « Bien sûr il y a toujours des gens qui aiment se plaindre parce que, par exemple, ils trouvent les douches trop froides »	

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27	**KEY CONCEPT: donner** (des) **renseignements touristiques** [1] « Je préfère surtout donner des renseignements touristiques »	
28	**KEY CONCEPT: question difficile** [1] « S'il y a une question trop difficile, je suis obligée de chercher la réponse sur Internet »	
29	**KEY CONCEPT: préparatifs école** [1] « Vers la fin des vacances je ne suis pas de bonne humeur car je dois faire des préparatifs pour l'école »	

[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, 31, 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 Marsouin etc.)

	ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
30	**IL A PROPOSÉ QU'ILS CONSTRUISENT UNE PLANCHE DE SURF** [1] il (leur) a proposé de construire eux-mêmes une planche de surf Must have a correctly formed past tense.	« ***Alors je*** *leur ai proposé de construire eux-mêmes une planche de surf* » il a proposé de construire une planche de surf
31	**IL TRAVAILLAIT SUR SA PLANCHE LE JEUDI SOIR** [1] uniquement le jeudi soir Verb not required but, if attempted, must be correct, in a past tense and have a suitable subject.	« Pendant toute l'année scolaire, chaque jeudi soir, Monsieur Marsouin a aidé les élèves qui avaient fait le choix de construire leur planche » toute l'année scolaire **HA** **Refuse** direct speech however it is presented
33	**L'ARGENT VIENT/VENAIT D'UNE/DE LA SOIRÉE CINÉMA** [1]	« **Enthousiasmé par ce projet**, le directeur du lycée a organisé une soirée cinéma – des films de surf, bien sûr – payante et ouverte à tous »

[Total : 8]

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Exercice 2 Questions 35–41

ACCEPT: wrong genders throughout

	ACCEPT	REFUSE
35	**POUR PARTICIPER À DES PROJETS HUMANITAIRES** [1] Answer must grammatically answer the question.	
36	**ELLE TRAVAILLAIT COMME BÉNÉVOLE** (EN AFRIQUE DU SUD) [1] Answer must grammatically answer the question. A finite verb in a correct past tense required.	« Et ce désir est devenu réalité quand il a rencontré Magda, une jeune Française énergique, qui travaillait déjà comme bénévole en Afrique du Sud » déjà **HA**
37	**À/PENDANT UN MARIAGE** (EN FRANCE) [1] Answer must begin with « quand » or contain a suitable preposition. Answer must grammatically answer the question.	« Elle était rentrée en France pour assister à un mariage » (no « quand ») quand elle est/était rentrée en France (no « mariage »)
38	**IL/DAMIEN VOULAIT SUIVRE SON EXEMPLE** [1] (il était certain) qu'il voulait suivre son exemple Answer must grammatically answer the question	il savait que l'association de Magda cherchait de nouveaux bénévoles **INV**
39	(UN PEU) **ANXIEUX** [1] Verb not required but, if attempted, must be correct, in a past tense and have a suitable subject.	« Un mois plus tard, Damien a été accepté et, un peu anxieux, il est monté dans l'avion qui le transportait, pour la première fois de sa vie, vers le continent africain **»** **très** anxieux = 0

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40 GRÂCE À SES CONNAISSANCES EN INFORMATIQUE [1] il y était le bienvenu grâce à ses connaissances en informatique à cause de ses connaissances en informatique Answer must grammatically answer the question. Verb not required but, if attempted, must be correct and have a suitable subject.	« Damien s'est tout de suite rendu compte qu'il y était le bienvenu, grâce à ses connaissances en informatique »
41 UNE AUTRE FAÇON DE VOYAGER [1] le volontariat lui a ouvert les yeux sur une autre façon de voyager Answer must grammatically answer the question. Verb not required but, if attempted, must be correct, in a past tense and have a suitable subject.	« Il explique *« Le volontariat m'a ouvert les yeux sur une autre façon de voyager. Quelle expérience inoubliable! »* » **Refuse** direct speech however it is presented

[Total : 7]

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