GradeMax

Cambridge Assessment International Education

Cambridge IGCSE™

FRENCH **0520/22**

Paper 2 Reading **October/November 2020**

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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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:
Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:
Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:
Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:
Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:
Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:
Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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1 General Marking Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 2 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(c)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

1.3 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. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

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

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

1.5 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.
(e)	Accept incorrect possessive adjectives, e.g. mon, ton, son, etc., unless Mark Scheme specifies otherwise.
(f)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(h)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

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1.7 Annotation used in the Mark Scheme:

(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 that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded

1.8 No response and '0' marks

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

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.

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1.9 Extra material:

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 reading text. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the reading text to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 (ii) or 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 original 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 a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	D poires	**1**	
2	A eau	**1**	
3	A carrefour	**1**	
4	C petits pois	**1**	
5	D commissariat	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	E glace	**1**	
7	B dentifrice	**1**	
8	D nuages	**1**	
9	F ampoule électrique	**1**	
10	A équitation	**1**	

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Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	B camarades	**1**	
12	A partager une chambre	**1**	
13	A travailler en classe	**1**	
14	B la pluie	**1**	
15	C être au centre d'études	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	jeunes	**1**	Accept any reasonable attempt at the correct word from the grid provided that it is recognisable as the correct answer.
17	différents	**1**	
18	toujours	**1**	
19	ligne	**1**	
20	tarif	**1**	

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Section 2 Exercise 2

- **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 1: GENERAL MARKING PRINCIPLES.
- Accept *mon, ma, mes, ton, ta, tes, son, sa, ses,* etc.

Question	Answer	Marks	Guidance
21	quelques jours	**1**	
22	Il / Mathis habite loin (de Lyon / de Lucas). Il / Lucas habite loin / à Lyon.	**1**	lion (for loin) **INV** habit / s'habite **INV** Lion for Lyon – **accept** as long as there is a capital L **Refuse Lucas** habite loin de Lyon **Accept** ambiguous answers (which boy is *il* referring to?) but **refuse** factually incorrect ones
23	(l') informatique	**1**	
24(i)	créer (un) jeu vidéo	**1**	**Refuse** faire un jeu vidéo / faire créer un jeu vidéo **Accept** jeux **Accept** any form of créer, correct or incorrect, including a past tense
24(ii)	(le) vendre partout dans (le) monde	**1**	**Refuse** faire vendre unless faire créer has already been penalised above **Accept** any form of vendre, correct or incorrect, including a past tense.
25	(la) mère (de Lucas)	**1**	**Accept** unless it is clear that it is somebody other than Lucas' mother.

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Question	Answer	Marks	Guidance
26	(tous) les après-midi	1	**Accept** chaque après-midi
27	(toute la) famille	1	**Accept** ambiguous answers such as sa famille **Refuse** factually wrong answers such as la famille de Mathis
28	(un) acteur (connu)	1	
29	(les) prochaines vacances (scolaires)	1	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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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 General Marking Principles, Section 1.9.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule (e.g. *manger* = *mangé*).

READ SECTION 1: GENERAL MARKING PRINCIPLES

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

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

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

True/False element: all 5 statements appear on screen. Enter mark 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.**

Justification for false statements: only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark.**
- **If True is 'ticked',** award N/R (or 0 if justification is provided)
- **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification)
- **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True/False element)

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Question	Answer	Marks	Guidance
VRAI	**FAUX**		
	✓		
	✓		
✓			
	✓		
✓			
30	FAUX	**1**	See grid above for marking True/False element
31	FAUX	**1**	See grid above for marking True/False element
32	VRAI	**1**	See grid above for marking True/False element
33	FAUX	**1**	See grid above for marking True/False element
34	VRAI	**1**	See grid above for marking True/False element

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Question	Answer	Marks	Guidance
30	FAUX (parce qu') il avait un physique parfait (pour courir de longues distances)	1	REFUSE MERE ADDITION OF NEGATIVE **Refuse** present tense **Refuse** il avait un physique parfait pour courir **tc**
31	FAUX Tout le monde (dans sa/la ville) le connaît.	1	REFUSE MERE ADDITION OF NEGATIVE **Accept** (correctly phrased) reference to tout le monde le salue as **HA**, but not an answer on its own.
32	VRAI		
33	FAUX Il a cherché un événement plus difficile.	1	REFUSE MERE ADDITION OF NEGATIVE Alors is likely to **INV** **Refuse** the lift – Paul a commencé à s'ennuyer un peu. Alors, il a cherché un événement plus difficile. **Accept** other reasonable past tense e.g. imperfect
34	VRAI		

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Section 3 Exercise 2

Question	Answer	Marks	Guidance
35	dans des colonies (de vacances)	**1**	**Tolerate** les/des colonies (de vacances) – dans omitted **Accept** elle passait tous les étés comme animatrice dans des colonies de vacances (but not with étudiante in front)
36	après (avoir fait) des stages	**1**	**Refuse** après elle a(vait) fait des stages dans un collège (où les élèves sont plus âgés) **HA** **Accept** les instead of des, but **not** le
37	(elle était) à l'aise (avec les enfants)	**1**	grâce à son expérience d'animatrice **HA**
38	(parce que) ses/les élèves ont besoin d'attention	**1**	**Accept** ces
39	pour <u>leur</u> apprendre à travailler en groupe	**1**	
40	cela l'énerve / elle s'énerve / elle est énervée	**1**	**Accept** past tense additional material **INV**
41	elle se repose	**1**	Addition of idea of not having any work to mark is **HA** as long as correctly phrased.

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