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Cambridge Assessment International Education

Cambridge IGCSE™

FRENCH **0520/22**

Paper 2 Reading **October/November 2022**

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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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Additional Guidance

The following guidance underpins the detailed instructions provided in the mark scheme. Where a decision is taken to deviate from this guidance for a particular question, this will be specified in the mark scheme.

Often the additional guidance points will have to be weighed up against each other, e.g. the answer might look or sound like the intended word/phrase in French, but if what the candidate has written means something different in French from what is expected, the mark cannot be awarded.

It is not possible to list all acceptable alternatives in the mark scheme. If you encounter an answer which is not covered by the mark scheme, you will need to make a decision about whether it communicates 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.

- **Crossing out:**

(a)	If a candidate changes his/her mind about 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.

- **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 one box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

- **For questions requiring more than one element for the answer, 1 and 2, where the answers are interchangeable:**

(a)	Both of the correct answers are on line 1 and line 2 blank (or vice versa) = 2 marks
(b)	Both correct answers on line 1 and line 2 contains a wrong answer (or vice versa) = 1 mark

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- **Mark for communication:** Answers requiring the use of French (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided that the message is clear. However, do **not** accept incorrect French if the word written by the candidate means something else in French (unless the mark scheme specifies otherwise).

(a)	If you read aloud what the candidate has written, does it sound like the correct answer? Would a native speaker of French understand it?
(b)	Does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created? Would a native speaker of French understand it?

- **Annotations used in the mark scheme:**

(a)	INV = invalidation. This is used when the additional material included by the candidate is judged to invalidate an otherwise correct answer and therefore prevents him/her from scoring the mark. (INV = 0)
(b)	tc = 'tout court'. This means that, on its own, the material is not sufficient to score the mark.
(c)	HA = harmless addition. This means that the candidate has included additional material which, in conjunction with the correct answer, does not prevent him/her from scoring the mark.

- **No response and '0' marks:**

(a)	**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).
(b)	**Award 0:** If there is any attempt that earns no credit, e.g. the candidate has copied out part or all of the question.

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- **Extra material:** Candidates need to answer the questions in such a way as to demonstrate that they have understood the text. The mark scheme cannot cover all eventualities so where specific instructions are not provided, the examiner must check the text to ensure that the correct elements which would attract 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 transcript/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 rejected, in which case this falls into category (c) and the answer should be rejected.
(c)	Extra material which constitutes an alternative answer **specifically** rejected in the mark scheme:	This puts the examiner in the position of having to 'choose' which the intended answer is. The examiner cannot therefore 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 therefore 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 therefore 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 by the mark scheme, the examiner should consult the Team Leader.

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Detailed Mark Scheme

Question	Answer	Marks	Guidance
1(a)	B	**1**	
1(b)	A	**1**	
1(c)	E	**1**	
1(d)	D	**1**	
1(e)	C	**1**	

Question	Answer	Marks	Guidance
2(a)	G	**1**	
2(b)	F	**1**	
2(c)	D	**1**	
2(d)	H	**1**	
2(e)	A	**1**	

Question	Answer	Marks	Guidance
3(a)	B	**1**	
3(b)	C	**1**	
3(c)	C	**1**	
3(d)	B	**1**	
3(e)	A	**1**	
3(f)	A	**1**	
3(g)	B	**1**	

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Question	Answer	Marks	Guidance
Before marking Question 4, read the section *Additional Guidance*.			
4(a)	(le) week-end dernier	**1**	**Refuse** le week-end **tc** **Tolerate** prepositions e.g. *à*, *au*, *dans* unless seriously changes meaning, e.g. *après*
4(b)	Il y aurait trop de monde.	**1**	il a dit que/qu' **HA** il n'était pas d'accord **HA** il nous a dit que **INV** qu'il y aurait **INV** **Refuse** il aurait **Tolerate** future instead of conditional
4(c)	**1** Il/Le camping n'était/est pas loin.	**1**	il a dit que/qu' **HA** Accept missing *ne* but not missing *pas* **Refuse** qu'il n'était pas loin **Tolerate** le camp
	2 Il y avait/a un mur d'escalade.	**1**	il nous a dit que **INV** Addition of *génial* to climbing wall answer **HA** **Accept** logical intros to second answer, e.g. *et*, *aussi* etc
4(d)	Il était (très) lourd.	**1**	malheureusement **HA** aussi **INV** **Tolerate** trop **Tolerate** elle était
4(e)	contents	**1**	If candidate supplies *se sentaient* the *se* must be present
4(f)	(faire) quelque chose de nouveau OR (faire de) l'escalade / essayer le mur d'escalade	**1**	**Refuse** l'opportunité de faire quelque chose de nouveau **Accept** ils ont (tellement) aimé l'opportunité de comme le mur d'escalade **HA** **Accept** quelque chose nouveau (minor error)

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Question	Answer	Marks	Guidance
4(g)	Il allait chercher/acheter des frites (à emporter) OR (il a) cherché / acheté des frites (à emporter)	**1**	**Refuse** il a emporté des frites or similar et il en a acheté beaucoup **HA**
4(h)	(très) bien	**1**	**Tolerate** (très) bien dormi Addition of *fatigués par une journée active* is ok after the answer, but if it comes before, candidate must have added *ils ont…dormi* too. **Refuse** dormi (très) bien
4(i)	un orage	**1**	même **INV** pendant la nuit **HA** **Refuse** des orages **Refuse** un orage ne les a pas réveillés
4(j)	(à) son père	**1**	**Refuse** sa père **Accept** le père de Martin (must be fully correct except accent)
4(k)	(beaucoup plus) agréable	**1**	cela a rendu **INV** Answers with *ils ont trouvé* must have *le voyage/le retour* too

Question	Answer	Marks	Guidance
5	a6, b5, c3, d7, e2	**5**	

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Question	Answer	Marks	Guidance
Before marking Question 6, read the section *Additional Guidance*.			
6(a)	journaliste	**1**	**Accept** un(e) journaliste **Refuse** le/la journaliste **Refuse** comme journaliste **tc** **Refuse** c'est journaliste
6(b)	un article (à ce sujet)	**1**	**Tolerate** lire un article **Tolerate** quand elle a lu un article / elle a lu un article l'année dernière **Refuse** *quand* and *l'année dernière* together e.g. l'année dernière, quand elle a lu un article. Attempts to specify the subject matter of the article must be reasonably accurate within the normal rules.
6(c)	une organisation caritative	**1**	elle a fini par offrir **INV** Article required although wrong gender is minor error **Tolerate** c'est/c'était une organisation caritative **Refuse** à une organisation caritative
6(d)	**1** (Elle a) moins à ranger.	**1**	The two answers must be split so that they make sense. A word such as *et* can be on either line (as long as it is in the right place) but an answer such as: **1** Elle a moins à ranger et le repassage **2** C'est réduit au minimum would be 0 as neither answer makes sense.
	2 Le repassage est réduit (au minimum) OR (elle a) moins de repassage/à repasser	**1**	For part 2, addition of *qu'elle déteste (d'ailleurs)* is **HA** as long as it is in the right place. Present tenses required if verbs are supplied.
6(e)	Elle a été choquée.	**1**	**Refuse** choquée **tc** à la différence de ses parents **INV** choquée must have the accent de voir la quantité excessive (de nourriture dans la cuisine) **HA**

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Question	Answer	Marks	Guidance
6(f)	Elle les a jetés (tout de suite).	**1**	
6(g)	(Elle achète/elle les achète) aux marchés (locaux)	**1**	Accent required on marchés (changes meaning without) Plural required for marchés but tolerate au marchés **Tolerate** à/dans + les/des marchés, but article required.
6(h)	Ils ne se gardent pas longtemps.	**1**	
6(i)	**1** Elle ne regrette rien.	**1**	elle a toujours voulu une vie simple **INV** ce n'est pas possible **INV** mais **INV** par conséquent **INV**
	2 Elle est (très) heureuse.	**1**	

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