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CAMBRIDGE
International Education

Cambridge IGCSE™

FRENCH **0520/22**

Paper 2 Reading **October/November 2024**

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.

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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 descriptions 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.

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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)	F	**1**	
1(b)	A	**1**	
1(c)	B	**1**	
1(d)	D	**1**	
1(e)	C	**1**	

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

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

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Question	Answer	Marks	Guidance
Before marking Question 4, read the section *Additional Guidance*.			
4(a)	(le) car (de ramassage)	**1**	de ramassage not required, but de remassage **INV** **Refuse** le bus **Accept** any reasonable preposition e.g. dans, avec, par, en
4(b)	20/vingt minutes	**1**	**Accept** 20/vingt minute (sing) c'est très pratique **INV** No verb required but if supplied it must be present tense.
4(c)	bavarder avec ses/des amies	**1**	**Tolerate** ami(e) sing **Refuse** les ami(es) **Accept** elle bavarde…/ elle peut bavarder…/ elle a le temps de bavarder…/ elle peut avoir le temps de bavarder… **Refuse** responses that do not answer the question, e.g. de bavarder avec ses amies / le temps de bavarder… without elle a **Accept** b**e**varder **Refuse** les temps
4(d)	1 C'est bientôt le week-end.	**1**	**Refuse** parce without que. However, if a candidate writes it for both parts of (d), allow the second time as a repeat error.
	2 Ils ont / Elle a deux heures de géographie.	**1**	**Accept** il y a / il a / elles ont …une matière qu'elle trouve intéressante **HA** but not an answer on its own. Present tense required
4(e)	(au) bord de la mer	**1**	**Allow** (à la) plage/mer **Accept** any reasonable preposition (if supplied) if it does not cause ambiguity.
4(f)	compter le nombre de personnes sur la plage (ce jour-là)	**1**	No subject needed, but if supplied it must be plural and past tense, e.g. elles/ils ont compté… pour **INV**

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Question	Answer	Marks	Guidance
4(g)	Sandrine a passé (toute) la journée à râler / Sandrine a râlé.	**1**	Needs a past tense. **Accept** different words if they have a very similar meaning, e.g. elle était grincheuse, but **not** en colère
4(h)	prendre des photos <u>de la plage</u>	**1**	**Tolerate** des photo No subject needed, but if supplied it must be plural and past tense. pour **INV**
4(i)	(des) chocolats	**1**	des not required but **refuse** singular **Allow** elle a été toute contente de gagner des chocolats (pour ses efforts)
4(j)	(un documentaire sur) les déserts	**1**	**Refuse** sur les déserts **tc** **Refuse** le déserts **Tolerate** c'est les déserts If verb supplied, accept future or present tense.
4(k)	Elle va faire des recherches (sur Internet).	**1**	**Refuse** present tense

Question	Answer	Marks	Guidance
5	a6, b2, c8, d3, e5	**5**	

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Question	Answer	Marks	Guidance
Before marking Question 6, read the section *Additional Guidance*.			
6(a)	Il avait passé une semaine difficile (au travail).	**1**	**Accept** perfect tense but **not** imperfect
6(b)	sa femme / la femme de Thomas	**1**	**Refuse** son / sa femme de Thomas
6(c)	un concert <u>télévisé</u>	**1**	**Accept** il y avait… de leur chanteur préféré **INV** télévisé must have final acute accent even if others are omitted
6(d)	1 (Il savait qu') il y aurait/avait/a beaucoup de poisson<u>s</u>.	**1**	**Accept** answer beginning with qu'
	2 De grands / des/les arbres offraient de l'ombre / il y aurait/avait/a de l'ombre.	**1**	comme il faisait très beau **HA** but not an answer on its own **Accept** answer beginning with que
6(e)	Il l'a invité à s'asseoir (avec lui).	**1**	l' or l'homme / Manu must be there, and lui is not an acceptable alternative avec lui not required but incorrect attempts e.g. avec il **INV**
6(f)	1 Sa vie n'était pas (toujours très) calme.	**1**	**Tolerate** omitted n' but not pas. Allow present tense comme **INV** que/qu' **INV** **Refuse** il prenait plaisir à se promener
	2 Il aimait être dehors.	**1**	que/qu' **INV** **Allow** present tense
6(g)	Le chanteur (à la télé) était l'homme qu'il avait rencontré.	**1**	Answers need to link two elements: the man he met this afternoon / Manu **and** the singer (on TV) / his children's favourite singer. **Refuse** recontré

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Question	Answer	Marks	Guidance
6(h)	sa chanson la plus connue	**1**	une (belle) ballade **HA** but not an answer on its own. **Tolerate** reasonable alternative to subjunctive e.g. chanterait **Allow** fameuse
6(i)	Il lui a dédié la/une chanson.	**1**	Past tense required lui required (or workaround with same meaning e.g. à Thomas) **Refuse** il a dédié la chanson pour Thomas/lui

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