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CAMBRIDGE
International Education

Cambridge IGCSE™

FRENCH **0520/22**

Paper 2 Reading **October/November 2025**

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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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standard isation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Incorrect answer when clarification might be needed for a second examiner
	Mark given – clarification – rarely used
BOD	Benefit of doubt given
Highlighter	To highlight a specific mistake
Off page comment	Rarely used
^	Something missing
	Message unclear
SEEN	To confirm blank pages seen
HA	Harmless addition
INVL	Part of the response invalidates an otherwise correct answer

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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)	C	**1**	
1(c)	F	**1**	
1(d)	E	**1**	
1(e)	D	**1**	

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

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

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Question	Answer	Marks	Guidance
Before marking Question 4, read the section *Additional Guidance*.			
4(a)	(le) sport	**1**	**Refuse** le sport génial **tc** **Refuse** reference to le foot and/or l'équipe **Accept** references to doing sport e.g. faire le/du sport, jouer le sport (minor grammar error) etc. Elle en fait beaucoup **HA** **Accept** les sports
4(b)	(en) septembre (dernier)	**1**	**Refuse** (le) dernier septembre Reference to au collège **INV** **Accept** reasonable alternatives to en, e.g. dans, le, au, à etc.
4(c)	**1** C'est quelque chose de différent / c'est différent	**1**	**Tolerate** missing 'de' **Refuse** c'était
	2 Son amie joue pour l'équipe (aussi).	**1**	**Refuse** sa **Refuse** son ami Needs idea of playing for the team. **Accept** L'amie de Madeleine…
4(d)	tous les collèges de la région	**1**	allaient envoyer une équipe **HA** Idea of all needed however expressed (e.g. chaque collège), but toutes/tout/toute is minor grammar error Écoles / lycées (instead of collèges) **INV**
4(e)	(trouver des idées pour) collecter de l'argent	**1**	**Refuse** trouver des idées **tc** If conjugated verb used, must be past tense – elles ont collecté – and a suitable subject eg elle/elles. **Refuse** il/ils **Accept** mistakes with de l' eg collecter (l') argent Donc **INV** **Accept** other suitable verbs eg gagner/faire de l'argent

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Question	Answer	Marks	Guidance
4(f)	(toute) une journée	**1**	**Refuse** Toute la journée **Accept** un jour Pour **INV**
4(g)	marquer un but	**1**	If a conjugated verb is used it must be past tense Si **INV**
4(h)	pour aller au stade	**1**	À/vers dix heures **HA** **Refuse** Car pour aller au stade
4(i)	Elle a été (très) fière.	**1**	**Refuse** (très) fière **tc** Past tense required
4(j)	Leur/l'équipe a/avait beaucoup d'expérience.	**1**	**Accept** Elle/elles instead of Leur équipe but not il/ils/on Tolerate reference to having more experience Ce n'était pas surprenant **HA**
4(k)	Elle est super douée.	**1**	**Refuse** Super douée **tc** **Accept** adjectival agreement errors / doueé but must have acute accent **Accept** alternatives to super eg hyper, très etc Must be present tense

Question	Answer	Marks	Guidance
5	a3, b8, c5, d7, e4	**5**	

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Question	Answer	Marks	Guidance
Before marking Question 6, read the section *Additional Guidance*.			
6(a)	Sa/La mère travaille pour une société américaine.	**1**	**Refuse** son mère Must be present tense **Accept** societe **Accept** à, avec or dans instead of pour
6(b)	(pendant) sa/la dernière année de lycée	**1**	**Refuse** son Pendant not needed but watch out for pendent **Accept** dans/en instead of pendant Ce n'est que… (qu'il a choisi l'Angleterre) **HA** **Refuse** l'année dernière
6(c)	Il a la nationalité britannique.	**1**	**Refuse** La nationalité britannique **tc** – the wording must make it clear that it is Roger who has British nationality eg sa nationalité britannique or il est britannique etc
6(d)	**1** (Il avait) peu de fiches à remplir.	**1**	Must be past tense **Accept** reference to moins de instead of peu **Accept** fiche (sing) but not alternatives such as papiers **Accept** il y avait…
	2 (en plus) c'était moins cher.	**1**	Comparison needed i.e. not ce n'était pas cher En plus only accepted if this is the second answer
6(e)	Les cours avaient l'air très intéressants.	**1**	Past tense required. Wording of answer must fit in with idea that he made his decision based on how it **seemed**. So les cours étaient intéressants is not an acceptable answer.

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Question	Answer	Marks	Guidance
6(f)	**1** Il (n)'a que douze/12 heures de cours <u>par semaine</u>.	**1**	Idea of 'only' not required, but if used must be correctly expressed with tolerance of missing n'.
	2 (en plus) le<u>s</u> bus sont fréquents.	**1**	En plus only ok if this is the second answer
6(g)	(Dans) une/sa/la résidence <u>universitaire</u>	**1**	**Accept** suitable alternatives for dans e.g. à, en, au **Refuse** son À 3 km du campus **HA**
6(h)	Elle a tout ce qu'il (lui) faut (pour étudier).	**1**	lui may be omitted, but if attempted it must be correct Reference to room being small **INV** **Refuse** il a tout ce qu'il (lui) faut **tc** as ambiguous.
6(i)	(il a l'intention de) passer beaucoup de temps à la bibliothèque	**1**	donc **INV** **Accept** temp, beacoup If conjugated verb used needs to be future or possibly conditional **De** passer **INV**

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