

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0520 FRENCH (FOREIGN LANGUAGE)

0520/23

Paper 2 (Reading and Directed Writing),
maximum raw mark 65

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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 Reading tasks: 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) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3

$$\begin{array}{r} 5 \quad \text{number of correct ticks} \\ -2 \quad \text{minus number of extra ticks} \\ = 3 \end{array}$$
- (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 some explicit indication from the candidate as to which is his/her final answer.

2.4 Reading tasks: 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)

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2.5 Reading tasks: answers requiring the use of French (rather than a non-verbal response) will be marked for communication. Tolerate inaccuracies provided the message is clear.

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) 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).
- (e) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (f) 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:

- (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.

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2.9 Extra material: Section 2, Exercise 1

In **Section 2, Exercise 1**, 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.

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 (c)) 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 (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 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

Exercise 1 Questions 1–5

| ACCEPT | | REFUSE |
|--------|-------|--------|
| 1 | D [1] | |
| 2 | A [1] | |
| 3 | B [1] | |
| 4 | D [1] | |
| 5 | C [1] | |

[Total : 5]

Exercise 2 Questions 6–10

| ACCEPT | | REFUSE |
|--------|-------|--------|
| 6 | B [1] | |
| 7 | D [1] | |
| 8 | C [1] | |
| 9 | E [1] | |
| 10 | A [1] | |

[Total : 5]

Exercise 3 Questions 11–15

| ACCEPT | | REFUSE |
|--------|-------|--------|
| 11 | C [1] | |
| 12 | A [1] | |
| 13 | C [1] | |
| 14 | B [1] | |
| 15 | A [1] | |

[Total : 5]

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Exercise 4 Question 16

COMMUNICATION: 1 mark per item up to a maximum of 3

APPROPRIATENESS OF LANGUAGE: 0, 1 or 2 marks according to grid

- Mark answers written in note form (e.g. where candidates answer **ALL** the questions but ignore the instruction to frame their answer as a message) as follows:
- (a) boulangerie (b) croissants (c) cyclisme = 1 for COMMUNICATION and 0 for LANGUAGE
- Mark answers not written in the space provided exactly as those written in the correct space
- Vous allez à la boulangerie; ce que vous achetez croissants; vous faites après cyclisme = 2 for COMMUNICATION (candidate loses mark for first «vous» but not for repeated error) and 0 for LANGUAGE

Communication

ACCEPT

REFUSE

| ACCEPT | REFUSE |
|---|---|
| <p>For COMMUNICATION accept any tense Spelling: use rules in 2.5, look alike, sound alike, etc.</p> | |
| <p>(a) OÙ VOUS ALLEZ [1]</p> <p>Accept on/je/nous/moi + any recognisable attempt at an appropriate verb (any tense) + boulangerie / pâtisserie</p> <p>e.g. Je suis/vais / je serai/irai / j'êtes/allez / j'être/aller / je voudrais être/aller / j'ai été/suis allé / j'étais/j'allais je mange à la boulangerie</p> <p>ALTERNATIVES FOR BOULANGERIE: marché / magasin / centre commercial / charcuterie / épicerie / alimentation etc.</p> <p>IGNORE: (lack of) preposition before boulangerie etc., e.g. je vais (dans) la boulangerie = 1</p> | <p>marche supermarche (super)market maché / supermaché</p> <p>centre-ville / ville boucherie brand names for shops tc but HA</p> |
| <p>(b) CE QUE VOUS ACHETEZ [1]</p> <p>Accept any recognisable attempt at ACHETER + croissants</p> <p>J'achète / je achèterai / j'achetez / j'acheter / je voudrais acheter / j'ai acheté / j'achetais</p> <p>ALTERNATIVES FOR CROISSANT: gâteaux / pain / petits pains / pâtisserie / a reasonable interpretation of this picture</p> <p>Spelling of croissants: croisant / cois(s)ant / cros(s)ant / crois(s)ante / cro(s)siants / cro(s)saints</p> <p>IGNORE: number of croissants</p> | |

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| | |
|---|---|
| <p>(c) CE QUE VOUS FAITES APRÈS [1]</p> <p>Accept any recognisable <u>attempt</u> at an appropriate verb + vélo / cyclisme / VTT</p> <p>e.g.: je vais faire du vélo / cyclisme / une promenade à vélo je vais louer un vélo je regarde mon ami qui fait du vélo j'ai pris mon vélo pour aller à la maison</p> | <p>Je vais prendre le vélo pour aller à la boulangerie (<i>reference to bicycle is not linked to what candidate did afterwards</i>)</p> |
|---|---|

Appropriateness of language

| | | |
|---|---|---|
| <p>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.</p> | | <p>For LANGUAGE, consider <u>only</u> the parts of the candidate's work for which you award a communication mark: J'allez boulangerie. J'achète des pommes. Après-midi je faire du cyclisme = 2 for comm. + 0 for lang.</p> |
| 2 | <p>For the award of 2 marks, 2 verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</p> | <p><u>For LANGUAGE accept any verb tense/ form if it is used in a logical fashion, e.g. accept:</u></p> <p>«Je suis allé à la boulangerie. J'ai acheté des croissants. J'ai fait du vélo». «Je vais à la boulangerie. Je vais acheter des croissants. Je voudrais faire du vélo» «Je suis allé à la boulangerie. J'achète des croissants. Je vais faire du vélo.»</p> |
| 1 | <p>There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.</p> | <p>NB «Je suis allé à la boulangerie (pour) acheter des croissants» = 2 for Language.</p> |
| 0 | <p>There are no examples of appropriate usage to reward. Where 0 awarded for Communication, 0 marks awarded for language.</p> | <p>NB marking of verbs for Language</p> <p>Inaccuracies in the use of accents, are normally ignored:</p> <ul style="list-style-type: none"> «J'achete» can count as 1 correct verb <p>An exception is made with <i>-er</i> verbs and <i>être</i> (<i>été</i>). We insist on the accent on the past participle in a compound tense and the absence of such an accent in the present tense:</p> <ul style="list-style-type: none"> «J'ai achete» cannot count as a correct verb «J'ai marche» cannot count as a correct verb <p>However a grave accent can be allowed to count:</p> <ul style="list-style-type: none"> «J'ai achetè» can count as 1 correct verb |

[Total : 5]

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Section 2

Exercice 1 Questions 17–25

- 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)
- **Accept lifting unless it is specifically refused in the Mark Scheme**
- **READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9**
- **Accept mon, ma, mes, ton, ta, tes, son, sa, ses etc. and il/elle throughout for Bastien**

| ACCEPT | REFUSE |
|---|--|
| 17 KEY CONCEPT: deux semaines [1] «cela a duré deux semaines seulement» | |
| 18 (i) KEY CONCEPT: (trentaine de) camarades de classe [1] «j'étais avec une trentaine de mes camarades de classe» | camarades tc |
| (ii) KEY CONCEPT: (trois) professeurs [1] «et nous étions accompagnés par 3 professeurs» | |
| NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa) | |
| 19 KEY CONCEPT: [1] EITHER: s'amuser (beaucoup) OR: chanter / bavarder (ensemble) «le voyage en car était long mais on s'est beaucoup amusé. On chantait et on bavardait ensemble» | |
| 20 KEY CONCEPT: [1] (la) famille (de son) correspondant «la famille de mon correspondant» «en arrivant au collège en Angleterre la famille de mon correspondant m'attendait et je suis parti avec eux» | famille tc correspondant tc |
| 21 KEY CONCEPT: ne comprenais pas (bien) l'anglais [1] ne comprenais l'anglais / comprenais pas l'anglais «il faut dire que j'étais un peu inquiet parce que je ne comprenais pas bien l'anglais» | |

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| ACCEPT | REFUSE |
|--|--|
| 22 KEY CONCEPT: (l')uniforme scolaire [1] «je savais déjà que tous les élèves en Angleterre portaient un uniforme scolaire mais c'était quand même un peu surprenant» (les) élèves portaient uniforme scolaire | «j'ai été content de retrouver mes copains français» |
| 23 KEY CONCEPT: parc d'attractions [1] «pendant le séjour nous avons visité un parc d'attractions» | |
| 24 KEY CONCEPT: [1] EITHER: (très) gentil OR: (il serait) heureux de le recevoir chez lui «mon correspondant est très gentil et je serai très heureux de le recevoir chez moi pendant les prochaines vacances scolaires» | il a fait des progrès en anglais |
| 25 (des) progrès en anglais [1] «en plus, j'ai fait des progrès en anglais» | ils sont ravis tc |

[Total : 10]

Exercice 2 Question 26: Ma vie en famille

- **COMMUNICATION:** 1 mark per item up to a maximum of 10
 - **ACCURACY:** up to 5 marks according to banded mark scheme
- IGNORE TITLES, LETTER HEADINGS & ENDINGS FOR COMMUNICATION AND ACCURACY**

Communication: FOR COMMUNICATION BE TOLERANT OF VERBS / TENSES / SPELLING (for spelling, use rules in 2.5: look alike, sound alike, etc.)

- Award marks flexibly across the tasks. **HOWEVER**, each of the 3 tasks, (a), (b), (c) must be covered to get the 10 communication marks.
If (a) or (b) or (c) is missing, the maximum communication mark is 9.
If 2 of (a) or (b) or (c) are missing, the maximum communication mark is 8
- **LISTS** = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks
- **ONLY REWARD EACH PIECE OF INFORMATION ONCE**

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ACCEPT (USE NUMBERED TICKS)

REFUSE

| | |
|--|-------------------|
| <p>(a) Donnez une description de votre famille</p> <ul style="list-style-type: none"> • 1 mark for size of family (e.g. «ma famille est grande», «il y a 6 membres») • 1 mark for list of family members (with or without number of each) • 1 mark for each extra descriptive detail: name / age / where they live / where they go to school / nationalities / birthdays / pets • Physical description • Character description • Family's likes and dislikes | j'aime ma famille |
| <p>(b) Décrivez ce que vous aimez faire avec votre famille</p> <ul style="list-style-type: none"> • Activities candidate does with family | |
| <p>(c) Dites quelle sorte de famille vous aimeriez avoir à l'avenir et pourquoi</p> <ul style="list-style-type: none"> • Need a present or a future verb for sort of family they want • Reason can be rewarded even if no mark can be awarded for sort of family | |

Accuracy

| | |
|---|--|
| 5 | Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy. |
| 4 | Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed. |
| 3 | Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning. |
| 2 | A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure. |
| 1 | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible. |
| 0 | Nothing accurate enough to be comprehensible. |

[Total : 15]

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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. The Detailed Mark Scheme (Section 3) provides specific guidance but in cases not covered, see General Marking Principles, Section 2.10

READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10

In this section, take into account the whole of the candidate's answer.

Exercise 1 Questions 27–32

**1 Mark per question for True or False +
1 Mark for correcting False statement (28, 29, 30, 31)**

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

| | VRAI | FAUX | |
|----|-------------------------------------|-------------------------------------|-----|
| 27 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | [1] |
| 28 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | [1] |
| 29 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | [1] |
| 30 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | [1] |
| 31 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | [1] |
| 32 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | [1] |

ACCEPT: wrong genders throughout

ACCEPT : CHECK FAUX IS TICKED

REFUSE MERE ADDITION OF NEGATIVE

| | |
|---|--|
| <p>28 <u>KEY CONCEPTS</u> are either [1]</p> <p><u>THEY LIVE(D) IN CITY / CENTRE OF CITY / CAPITAL</u> «ils habitent au centre d'une capitale» ils habitaient au centre de la capitale</p> <p style="text-align: center;">or</p> <p><u>THEY STAY(ED) AT HOME / IN PARIS / IN THE CAPITAL</u> ils restent chez eux ils habitaient Paris ils sont restés dans la capitale</p> | <p>«(si Marc et Geneviève habitaient à la campagne ce serait plus facile,) mais ils habitent au centre d'une capitale»</p> <p>ils ont complètement changé leurs habitudes tc but HA</p> <p>ils ont décidé de ne plus utiliser l'essence tc but HA</p> |
|---|--|

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ACCEPT : CHECK FAUX IS TICKED

REFUSE MERE ADDITION OF NEGATIVE

| | |
|---|---|
| <p>29 KEY CONCEPTS are either: [1]</p> <p><u>THEY HAVE CHOSEN THE BICYCLE</u> «ils ont choisi le vélo» par le vélo ils ont commencé d'aller à vélo</p> <p>or</p> <p><u>THEY HAVE REPLACED THE METRO / CAR WITH THE BICYCLE</u> «(pour aller au travail) au lieu de prendre le métro ils ont choisi le vélo» ils ont remplacé le métro par le vélo ils ont remplacé la voiture par le vélo</p> | <p>«(Tout d'abord) Marc et Geneviève ont décidé de ne plus utiliser l'essence. Pour aller au travail au lieu de prendre le métro ils ont choisi le vélo»</p> |
| <p>30 KEY CONCEPTS: [1]</p> <p><u>DOES SHOPPING EVERY DAY / MORNING</u> il/Marc fait des courses tous les jours il faisait des courses tous les jours chaque matin, Marc fait les courses</p> <p>or</p> <p><u>EVERY MORNING BUYS WHAT HE NEEDS FOR THAT DAY</u> «chaque matin, Marc achète (seulement) la nourriture (nécessaire) pour une journée» chaque matin il achetait ce qu'il lui fallait pour la journée</p> | <p>«alors chaque matin, Marc achète seulement la nourriture nécessaire pour une journée»</p> <p>Marc fait tous les courses Marc fait les courses pour la journée (<i>incomplete, needs «each day» or «everyday»</i>)</p> |
| <p>31 KEY CONCEPTS are either: [1]</p> <p><u>THEY HAVE SAVED MONEY</u> ils ont fait des économies (importantes)</p> <p>or</p> <p><u>THEY NO LONGER BUY TOO MUCH</u> maintenant ils n'achètent pas trop en faisant les courses dans les supermarchés ils achetaient toujours trop. Alors c'est plus cher de faire des courses dans les supermarchés</p> | <p>«et en plus nous avons fait des économies importantes: fini les supermarchés où nous achetions toujours trop...»</p> <p>«fini les supermarchés où nous achetions toujours trop...» tc but ha ils achetaient trop dans les supermarchés / aux supermarchés ils achetaient toujours trop (<i>incomplete</i>) ils ont connu tous les commerçants du quartier les supermarchés sont plus / trop chers</p> |

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Exercice 2 Questions 33–39

ACCEPT: wrong genders throughout unless ms specifies otherwise

ACCEPT

REFUSE

| | |
|---|---|
| <p>33 CONCEPTS are either: [1]</p> <p><u>(THEY) KNEW EACH OTHER</u> «(tous les employés) se connaissaient»</p> <p>or</p> <p><u>MANY/THEY WERE FRIENDS</u> «(beaucoup étaient) devenus amis» ils étaient amis</p> <p>ACCEPT: (ils étaient) bons / amicaux / très bien</p> | <p>«donc beaucoup étaient devenus amis»</p> |
| <p>34 <u>L'USINE AVAIT DES PROBLÈMES FINANCIERS</u> [1]</p> <p>«l'usine avait de sérieux problèmes financiers» à cause de sérieux problèmes financiers</p> | <p>«mais un jour le directeur de l'usine a réuni tous les employés pour expliquer que l'usine avait de sérieux problèmes financiers»</p> <p>parce que de sérieux problèmes financiers</p> |
| <p>35 CONCEPTS: [1 + 1]</p> <p>(i) <u>LAISIR / CONTENT</u> P</p> <p>«plaisir qu'il allait garder son travail» il était heureux</p> | <p>«quand Gilles a reçu sa lettre il a appris avec plaisir qu'il allait garder son travail» c'est une bonne nouvelle «il a appris avec plaisir (qu'il allait garder son travail)»</p> |
| <p>(ii) <u>L ÉTAIT TRISTE / TRISTESSE</u> !</p> <p>«il était triste car trois de ses meilleurs amis allaient perdre leur emploi»</p> | <p>«pourtant il était triste car trois de ses meilleurs amis allaient perdre leur emploi» BUT ACCEPT IF IT FOLLOWS ON FROM (i) ils étaient triste(s)</p> |
| <p>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</p> | |
| <p>36 CONCEPT: <u>LITTLE CHANCE OF WINNING</u> [1]</p> <p>«les chances de gagner (à) la loterie sont si faibles» les chances de gagner la sont si faibles</p> | <p>«c'était ridicule déclare Gilles, les chances de gagner à la loterie sont si faibles»</p> |

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ACCEPT

REFUSE

| | |
|---|---|
| <p>37 CONCEPTS are either: [1]</p> <p><u>HE HAS WON THE LOTTERY / HAS THE WINNING TICKET</u> «il a le billet gagnant» qu'il a eu le billet gagnant il a gagné la loterie d'avoir gagné à la loterie</p> <p style="text-align: center;">or</p> <p><u>HE HAS WON (MORE THAN) 10 MILLION EUROS</u> il avait gagné plus de 10 millions d'euros</p> | <p>«quelle surprise donc quand le soir même il voit à la télévision qu'il a le billet gagnant» «je ne pouvais pas le croire se souvient-il. Et pourtant c'était bien vrai: j'avais gagné plus de 10 millions d'euros»</p> <p>«<u>il voit à la télévision</u> qu'il a le billet gagnant»</p> |
| <p>38 (a) [1]</p> <p><u>(IL) DONNE DE L'ARGENT</u> donner une grosse somme d'argent il donne l'argent qu'il a gagné (pour aider ses collègues)</p> | <p>«après le choc d'avoir gagné à la loterie, Gilles prend une décision: avec cet argent il va aider ses collègues d'usine» «je vais donner une grosse somme d'argent pour améliorer les finances de l'usine»</p> |
| <p>38 (b) CONCEPTS: [1 + 1]</p> <p>(i) <u>THOSE WHO LOST JOB MUST BE RE-EMPLOYED</u> le directeur doit employer de nouveau tous ceux qui ont perdu leur emploi <u>d'employer de nouveau tous ceux qui ont perdu leur emploi</u></p> | <p>«mais je vous demande d'employer de nouveau tous mes collègues qui ont perdu leur emploi» employer de nouveau tous ceux qui ont perdu leur emploi (<i>no «d'»</i>)</p> |
| <p>(ii) <u>NO-ONE MUST KNOW PROVENANCE OF MONEY</u> «personne ne devait savoir qui avait donné cet argent»</p> | <p>«<u>il y avait aussi une autre condition:</u> personne ne devait savoir qui avait donné cet argent»</p> |
| <p>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</p> | |
| <p>39 CONCEPTS are either: [1]</p> <p><u>HIS SECRET / HIS STORY</u> «son secret» / son histoire le secret de Gilles</p> <p style="text-align: center;">or</p> <p><u>HE WON THE LOTTERY</u> il avait gagné la loterie</p> <p style="text-align: center;">or</p> <p><u>HE / WHO / GILLES SAVED THEIR JOBS / THE FACTORY</u> <u>HE / WHO / GILLES GAVE THE MONEY TO SAVE THE FACTORY</u> il a sauvé leurs emplois / l'usine que Gilles avait donné l'argent pour sauver l'usine</p> | <p>«Gilles garde son secret pendant plus de 40 ans» «et puis un jour à l'âge de 80 ans il raconte enfin l'histoire à ses amis» le secret / l'histoire tc (<i>incomplete</i>) <u>il raconte</u> son histoire <u>il raconte</u> qu'il a donné de l'argent pour sauver l'usine</p> <p>que Gilles avait donné l'argent tc (<i>incomplete</i>)</p> |

[Total : 10]