

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0520 FRENCH (FOREIGN LANGUAGE)

0520/12

Paper 1 (Listening), maximum raw mark 48

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 2014 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O 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.**

Often the general principles will have to be weighed up against each other, eg the answer might pass the look-alike test (2.5(b)), but if the candidate has produced an answer that is another word in French they will not score (2.6).

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 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 (eg 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 their number of correct answers and the remaining number is the mark awarded, eg the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3

$$\begin{array}{r}
 5 \text{ number of correct ticks} \\
 -2 \text{ minus number of extra ticks} \\
 = 3
 \end{array}$$

- (d) Answers in pen do not take precedence over answers in pencil, eg 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.

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2.4 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)

2.5 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) '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.
- (e) Accept incorrect tense unless Mark Scheme specifies otherwise.
- (f) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (g) Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

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 **Where words are combined or split inappropriately do not award the mark**, e.g. 'sonpère' and 'lar ticle' (inappropriate splitting or combination is an indication that the candidate has not understood).

2.8 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.

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2.9 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 (eg '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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2.10 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 recorded material. 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 transcript 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 transcript 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 transcript:	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 heard 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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3 Detailed Mark Scheme

Section 1

Exercise 1 Questions 1–8

ACCEPT			REFUSE
1	C	[1]	
2	A	[1]	
3	C	[1]	
4	C	[1]	
5	D	[1]	
6	B	[1]	
7	A	[1]	
8	B	[1]	[Total : 8]

Exercise 2 Questions 9–16

ACCEPT			REFUSE
9	A	[1]	
10	B	[1]	
11	B	[1]	
12	C	[1]	
13	C	[1]	
14	B	[1]	
15	A	[1]	
16	février	[1]	fevri
Must start: fev... / feb... / ferv... fevier(e) / fevrié / fevir(e) febier(e) fervier(e) fevrier(e)			[Total : 8]

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Section 2**Exercise 1 Question 17**

A mark out of 6 is entered for the whole exercise in the mark input box.

If more than 6 boxes are ticked by the candidate, indicate 'working' in 'Comments' box: e.g. 7 boxes ticked of which 6 are correct use formula $6-1 = 5$ (where 1 = the number of extra boxes ticked).

Souaibou

(a)

(b)

(c)

Cathy

(d)

(e)

(f)

Thomas

(g)

(h)

(i)

Laura

(j)

(k)

(l)

[Total : 6]

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Exercice 2 Questions 18–27

Part 1

ACCEPT		REFUSE
18 25/vingt-cinq	[1]	any other number
Spelling of vingt: vint-cinq vingt-cinq vangt-cinq vinght-cinq Spelling of cinq: cinc / cink		
19 (dans la) police	[1]	
Must start: pol(l)i... policie / policié / policier / poliz / polix		
20 fromage	[1]	l'eau fromage («l'eau» = INV) lait fromage («lait» = INV) fromache fromge
Must start: from(m)a... / form(m)a... form(m)age / from(m)aj / frommage		
21 jolie	[1]	julie joulie
Must start: jo... joile / joli		
22 rester	[1]	restre (<i>not part of the verb «rester»</i>)
Accept any part/any tense of «rester»: eg reste / resté Ignore attempts at «obliger»		

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Part 2

ACCEPT	REFUSE
<p>23 loin + famille / parents [1]</p> <p>Spelling of «loin»: loins / loine</p> <p>Spelling of «famille»: famille / famil(l)ie / famill</p>	<p>long de sa famille lion de sa famille («lion» <i>not an acceptable spelling</i>)</p> <p>siloin de sa famille («siloin» = <i>inappropriately combined</i>) loin de sa famille et ses amis («ami» = <i>INV</i>) famille adorable (<i>very common wrong answer</i>)</p> <p>sa famille va lui manquer partir de sa famille</p>
<p>24 [1]</p> <p>EITHER:</p> <ul style="list-style-type: none"> • lycée (de) fill(e)s <p>alternatives for lycée: école / collège</p> <p>Spelling of «filles»: fill / fillie (<i>look for double «l»</i>)</p> <p>OR:</p> <ul style="list-style-type: none"> • pas mixte pas mixté <p>OR:</p> <ul style="list-style-type: none"> • pas (de) garçons 	<p>lycée de fils / fil il y a (beaucoup) de filles</p> <p>mixed / mixé / mix(e) c'était mixte (<i>opposite of the correct answer</i>)</p>
<p>25 uniform(e) [1]</p> <p>elle déteste l'uniforme l'uniforme est la différence</p> <p>Ignore attempts at «porter» Ignore attempts at «scolaire» Ignore attempts at «c'est pratique»</p>	<p>elle déteste l'école iniforme</p> <p>l'uniforme est différent (<i>ambiguous</i>)</p>
<p>26 petite(s) classe(s) [1]</p> <p>classe(s) très petite(s)</p> <p>Spelling of «classe(s)»: clas / class</p>	<p>classe de petit(e)(s) / classe au(x) petit(e)(s) classe pour petit(e)(s) / classe avec petit(e)(s) / classe à petit(e)(s) («petit» <i>must describe class, not individual pupils</i>) classe(s) trop petite(s)</p>

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<p>27 étudier (l'art) dramatique [1] étudier drama étudier la dramatique</p> <p>Accept any part/any tense of «étudier» Accept noun: étude(s)</p> <p>Spelling of «dramatique»: dram(m)atic / drammatique</p>	<p>dramatique tc étudier tc</p> <p>étudier lar dramatique («lar» = <i>inappropriately combined</i>)</p> <p>grammatique</p>
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Section 3

Exercice 1 Questions 28–33

ACCEPT	REFUSE
<p>28 D [1] 29 C [1] 30 B [1] 31 A [1] 32 D [1] 33 C [1]</p>	<p>[Total : 6]</p>

Exercice 2 Questions 34–42

ACCEPT	REFUSE
<p>34 enseigner [1] enseignant / enseigné prof / professeur (en fac / à l'université)</p> <p>professeur de maths (<i>mention of any subject other than maths = INV</i>)</p> <p>Spelling of «enseigner» Must start: «ens...» Must end: ...aigne(r) / ...ainge(r) / ...ainye(r) ...eigne(r) / ...einger / ...einye(r) ...egne(r) / ...enge(r) / ...enye(r) ...eigneir / ...einyeir</p> <p>Spelling of «enseignant»: Must start: «ens...» Must end: ...aignant / ...aingant / ...ainyant ...eignant / ...eingant / ...einyant ...egnant / ...engant / ...enyant</p> <p>Accept any part/any tense of «enseigner»</p>	<p>travailler à l'université = HA (<i>needs to mention he was teaching/teacher to score</i>) étudier les maths = INV professeur de géographie (<i>mention of any subect other than maths = INV</i>)</p> <p>enseigneur</p>

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ACCEPT	REFUSE
<p>35 (la différence de) températur(e) [1] différent (de) température</p> <p>Spelling of «température»: Must start: «temp...» / «tamp...» Must end: ...eratur(e) ...ratur(e) ...artur(e) ...aratur(e)</p>	<p>culture = <i>INV</i> le temps est différent (<i>wrong message</i>)</p> <p>temperleture</p>
<p>36 (ses) étudian(t)s [1] Drissa's / son / ses + étudiants étudiants classe</p> <p>Spelling of étudiant(t)s: étudien(t)s / étudion(t)s / étudiant(e)</p> <p>Where «étudiants» is present, ignore attempts at «inscrire»</p>	<p>Drissa's étudiants entre pour il les personnes dans sa classe (<i>too vague</i>) sa classe tc étudons études / études ses étudiants le trouvent drôle</p>
<p>37 [1] <u>EITHER: verb + émission (de) télé</u> • anime(r) émission télé</p> <p>Examples of alternative verbs to «animer»: «présente(r)»</p> <p>Accept any part/any tense of «animer» / «présenter»</p> <p>Spelling of «émission»: emition / emicion</p> <p>Examples of alternatives to «émission»: programme</p> <p><u>OR: noun + télé</u> • animateur (à la) télé</p>	<p>Il fait une émission de télé (<i>wrong verb distorts message</i>) animer des spectacles d'humour (<i>spectacles / humour are likely to invalidate</i>) il anime des spectacles d'humour et des émissions à la télé il anime (à) la télé (<i>with verb, «émission» is required</i>) émission de télé tc il anime des spectacles (à la télé) (<i>no «émission»</i>) il a une émission de télé (<i>avoir is not an acceptable alternative to «animer»</i>) inappropriate combining: janime / némission</p> <p>animateur tc</p>

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ACCEPT	REFUSE
<p>38 [1]</p> <p>EITHER:</p> <ul style="list-style-type: none"> (il a) déménagé changé de/la maison <p>Spelling of «déménagé»: demanage(r) / demenege(r) / demenag(i)e(r)</p> <p>Where «déménagé» is present, ignore attempts at «habiter en banlieue» / «petit port de plaisance»</p> <p>OR:</p> <ul style="list-style-type: none"> aller vivre en banlieue(e) ils sont allés habiter en banlieue ils sont allés habiter dans un petit port de plaisance 	<p>Inappropriate splits: de menager</p> <p>il a déménagé dans une petite maison (<i>no mention of him living in a house</i>) demanger / deminger changer de place / la place où sa famille habite</p> <p>ils habitent en banlieue (<i>no idea of moving to the «banlieue»</i>)</p>
<p>39(i) + (ii) Any 2 of [1+1]</p> <ul style="list-style-type: none"> service + régulier / fréquent service + régulièrement / fréquemment <p>Spelling of «régulier»: reglier(e) / reglair(e) / reglar(e) reguler / regulair(e) / regular(e) / regulé reguiler / reguilair(e) / reguilar(e) / reguilé</p> <p>Spelling of «régulièrement»: regulieur(e)ment / regulair(e)ment / regulament / regulement / reguilaiement</p> <ul style="list-style-type: none"> la vue (sur Montréal / du bateau / magnifique) <p>Spelling of «vue»: vu Also accept: voir / voit</p>	<p>beaucoup de gens l'utilisent il y a un service tous les jours (<i>wrong message</i>) il y a un bon service (<i>wrong message</i>) c'est régulier / c'est régulièrement</p> <p>reglé / regle</p> <p>veu / view / vieux / vou / viu / vie / viex c'est magnifique tc but HA</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>	

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ACCEPT	REFUSE
<p>40 [1]</p> <p>EITHER:</p> <ul style="list-style-type: none"> activity + family activités famil(l)e activités familiales <p>Spelling of «famille»: famille / famil(l)ie / famill</p> <p>OR:</p> <ul style="list-style-type: none"> appropriate verb + family passer temps famil(l)e être famille rester famille 	<p>activités familiares activités en faille des activités tc</p>
<p>41 (ii) [1]</p> <p>encourager (la) tolérance</p> <p>Spelling of «encourager»: must begin «enco...» encorager</p> <p>Accept any part/any tense of «encourager»</p> <p>Spelling of «tolérance»: must begin «tol(l)er...» ...anc(e) / ...ans(e) / ...ant(e) ...enc(e) / ...ens(e) / ...ent(e) ...onc(e) / ...ons(e) / ...ont(e)</p>	<p>encourager les gens / encourager les jeunes engourager tolerance</p>
<p>42 (on) se comprend mieux [1] ce comprend mieux</p> <p>Spelling of «comprendre»: Accept any part/any tense of «comprendre» / «comprendre»</p> <p>Also accept: comprend(e)s / comprendre / comprande / comprander</p> <p>Spelling of «mieux»: mieu / mieur / meilleur</p>	<p>on comprend mieux («se» or «ce» required) on c'est comprend mieux on se comprend bien (<i>need comparative</i>)</p>
	[Total : 10]