

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0520 FRENCH (FOREIGN LANGUAGE)

0520/22

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.

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

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 'extras'). 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)

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

2.5 Reading tasks: 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 (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/Marking:

- (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.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

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

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

3 Detailed Mark Scheme

Section 1

Exercise 1 Questions 1–5

ACCEPT		REFUSE
1	A	1
2	C	1
3	D	1
4	B	1
5	D	1

[Total: 5]

Exercise 2 Questions 6–10

ACCEPT		REFUSE
6	B	1
7	F	1
8	A	1
9	D	1
10	C	1

[Total : 5]

Exercise 3 Questions 11–15

ACCEPT		REFUSE
11	A	1
12	B	1
13	C	1
14	B	1
15	A	1

[Total : 5]

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

ACCEPT

REFUSE

<p>(b) CE QUE VOUS FAITES 1</p> <p>Accept il/on/je/nous/moi + any recognisable <u>attempt</u> at an appropriate verb (any tense) + vélo / bicyclette</p> <p>e.g. je fais / je ferai / je faire / je faites / je voudrais faire / j'ai fait / je faisais</p> <p>ALTERNATIVES FOR FAIRE DU VÉLO:</p> <p>je fais une promenade à vélo je fais du cyclisme je fais une piste cyclable je voyage à vélo/bicyclette je fais du VTT je fais des randonnées à vélo / je fais des tours à vélo j'organise des promenades à vélo je joue avec mon vélo / je m'amuse avec mon vélo je prends mon vélo je fais du BMX: c'est un sport du vélo je conduis ma bicyclette</p> <p>SPELLINGS OF VÉLO/BICYCLETTE: byciclete</p> <p>IGNORE: (lack of) preposition...e.g. je fais une promenade vélo / je fais avec un vélo / je suis vélo</p> <p>je fais le vélo je vais un vélo</p>	<p>je fais une promenade tc</p> <p>je cycle le vélo / je cycle à mon VTT je fais du cycling / cyclable / cyclicme / cyclyseme je fais du cyclage (à vélo) je fais du cyclist je fais du bicycle je fais du cycle je fais du BMX tc</p> <p>j'étais à cyclisme</p> <p>je suis un vélo</p> <p>HOWEVER je fais une bicyclette / je fais un vélo je vais faire un vélo</p>
<p>(c) QUEL TEMPS IL FAIT 1</p> <p>Accept il + any recognisable <u>attempt</u> at an appropriate verb (any tense) + any recognisable <u>attempt</u> at froid</p> <p>e.g. il fait froid / il faire froid / il ferait froid / il a fait froid / il faisait froid</p> <p>il est froid / c'est froid / il y a froid / j'ai froid / le temp(s) est froid</p> <p>SPELLINGS OF FROID: must start froi... froit, frois, froi</p>	<p>il neige il fait du vent il ne fait pas beau il fait mauvais c'est l'hiver / il fait hiver</p>

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

Appropriateness of language

N.B.: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language		<p>For LANGUAGE, consider <u>only</u> the parts of the candidate's work for which you award a communication mark: Je suis au lac. Je faire du vélo. C'est froid = 2 for communication + 0 for lang.</p> <p><u>For LANGUAGE accept any verb tense/form if it is used in a logical fashion, e.g. accept:</u> Je vais aller aux montagnes. Je cycle. Il faisait froid (2 for communication but only 1 verb as «il faisait froid» is not logical in this example)</p> <p>N.B. «Je suis allé en montagne (pour) faire du vélo» = 2 for Language.</p> <p>N.B. 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 (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
2	For the award of 2 marks, 2 verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions, etc.) are tolerated.	
1	There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.	
0	There are no examples of appropriate usage to reward. Where 0 awarded for Communication, 0 marks awarded for language.	

[Total : 5]

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

Section 2: Exercise 1 Questions 17–24

- In this exercise, reward the candidate for being able to locate the answer in the passage
- **IS KEY CONCEPT THERE? REWARD, AND 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 throughout for Claire**

ACCEPT	REFUSE
17 KEY CONCEPT: vacances (de Noël) 1 «je suis contente car les vacances de Noël ont commencé la semaine dernière»	
18 KEY CONCEPT: grands-parents 1 «ma famille reste à la maison cette année et mes grands-parents viennent passer quelques jours chez nous»	sa famille INV
19 KEY CONCEPT: carte (de Noël) 1 «merci beaucoup de ta jolie carte de Noël: elle est arrivée hier»	elle envoie des cartes pour le Nouvel An
20 KEY CONCEPT: trouver des cadeaux/pour des cadeaux 1 «hier, je suis allée au centre commercial pour trouver des cadeaux de Noël pour mon frère et ma sœur» acheter des cadeaux chercher des cadeaux elle voulait des cadeaux	
21 KEY CONCEPT: stylo 1 «j'ai fini par trouver un stylo pour ma sœur et des chaussettes pour mon frère»	
22 KEY CONCEPT: copine (du collègue) 1 «avant de rentrer j'ai rencontré une copine du collègue. Comme moi, elle adore le shopping et nous avons fait tous les magasins ensemble»	<i>mention of wrong people will invalidate</i>
23 (i) KEY CONCEPT: soldes 1 «à ce moment-là, il y aura des soldes»	les soldes en décembre
(ii) KEY CONCEPT: moins cher 1 «et tout sera moins cher»	tout est moins cher en décembre
NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)	

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

<p>24 (i) KEY CONCEPT: (obligée de) manger des choses que je n'aime pas 1 «Je suis obligée de manger des choses que je n'aime pas» elle n'aime pas tout ce qu'elle mange manger des choses qu'aime pas</p>	<p>elle n'aime pas manger de choses (<i>wrong message</i>) elle est obligée de manger des choses qu'elle aime (<i>wrong message</i>) manger de choses que je n'aime</p>
<p>(ii) KEY CONCEPT: passé des heures à table / passe beaucoup de temps à table 1 «et on passe des heures à table» passer des heures à table</p>	<p>elle n'aime pas passer du temps à table (<i>wrong message – suggests she never likes to be at the table</i>)</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>	

[Total : 10]

Exercice 2 Question 25: Le week-end

- **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 AND 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**
Je joue au tennis et au foot. (*1 verb = a list of up to 3 items*)
Je joue au tennis. Je joue au foot. (*2 verbs = 2 marks*)
- **ONLY REWARD EACH PIECE OF INFORMATION ONCE UNDER EACH HEADING:**
 - J'aime le tennis (✓2) parce que j'aime le tennis – *this is a single idea (enjoying tennis) and receives 1 mark*
- **HOWEVER:**
 - Je regarde la télé (✓1) et je fais mes devoirs (✓1). J'aime faire mes devoirs (✓2) (*this is now what the candidate likes to do and no longer a description of the typical weekend so the homework idea can score a separate mark*) parce que j'aime avoir de bonnes notes (✓2)
- **FOR (b) and (c), REWARD REASON EVEN IF THE 'WHAT' IS NOT CLEAR**
- **For communication, look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will usually not score, see detailed mark scheme.**

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

ACCEPT (USE NUMBERED TICKS)

REFUSE

<p>(a) Tick 1 <u>Décrivez votre week-end typique</u></p> <ul style="list-style-type: none"> Weekend starts from end of school on last day of candidate's school week If candidate launches into description, assume s/he is describing the weekend Accept description of past weekend Accept description of two typical weekends, e.g. (in the past it was like this... now it is like this...) <p>1 mark for</p> <ul style="list-style-type: none"> statement of when week-end starts/ends/is = max 1 tick «Je ne fais rien de spéciale» getting up late / staying in bed I go out to / I stay at home to any activity, including <ul style="list-style-type: none"> daily routine (getting up, washing, etc.) different types of housework homework / going to school types of sport, hobbies seeing friends, family (but no extra mark for stating who these are) attending religious events activities the candidates does not do/is not allowed to do abstract statements such as: «the week-end is a good time for going out with friends» / «the weekend is for relaxing» a statement such as «I do similar things on Sunday» joint family/friend activities «Tous les dimanches mes cousins viennent chez moi», «mon amie vient chez moi» 	<ul style="list-style-type: none"> Reasons (not asked for in (a)) Length of time spent on activity Who the activity is done with General statements such as: «le week-end est super» / «mon week-end est fantastique» / «mon week-end est intéressant» / «le week-end très sympa» / «j'adore le week-end»
<ul style="list-style-type: none"> Do reward statements such as «je fais des activités <u>sportives</u>») 	<p>But do not reward very general statements such as: «je fais beaucoup de choses» / «je fais des activités différents»</p>
<p>je vais au cinéma (✓1) (pour) voir un film (✓1): 1 mark for saying s/he goes to the cinema + 1 mark for saying it is to see a film (use of infinitive «voir» means this counts as a separate activity)</p>	

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

<p>je sors au cinéma (✓1): 1 mark for going to the cinema</p> <p>However: je sors (✓1) pour aller au cinéma (✓1): 1 mark for saying s/he goes out + 1 mark for saying it is to go to the cinema (use of infinitive «aller» means this counts as a separate activity)</p>	
<p>(b) Tick 2 <u>Quelles activités aimez-vous/n'aimez-vous pas faire le week-end? Pourquoi?</u></p> <p>Start awarding Tick 2 when candidates start expressing idea of liking/not liking an activity, e.g. «aimer», «préférer», «adorer»</p> <p>1 mark for activity</p> <ul style="list-style-type: none"> • see list for Tick 1 • any reason including c'est fantastique <p>Award mark for reason even if not clear whether or not candidate likes activity</p>	<p>j'aime le week-end tc (not an activity)</p>
<p>je vais à la bibliothèque (✓1) (no concept of enjoying so award Tick 1 as long as a mark for going to the library has not already been awarded under Tick 1) parce que j'aime aller à la bibliothèque (✓2) (as an activity the candidate enjoys doing, not as a reason)</p> <p>However: je vais à la bibliothèque, j'aime la bibliothèque (✓2): a single concept which is liking going to the library so just one tick; «j'aime la bibliothèque» tc does not score a Tick 2 as it is not an activity)</p> <p>However: j'aime aller à la bibliothèque (✓2) parce que j'aime lire (✓2): «j'aime aller à la bibliothèque» can score Tick 2 as an activity the candidate enjoys even if «je vais à la bibliothèque» has already scored Tick 1; «parce que j'aime lire» scores Tick 2 as a reason</p> <p>However: je vais à la bibliothèque (✓1) parce que c'est amusant: «parce que c'est amusant» cannot score as reasons are not rewarded for Tick 1</p>	
<p>j'aime aller à la bibliothèque (✓2) parce que j'aime lire (✓2)</p>	

Page 13	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

<p>j'aime la bibliothèque parce que j'aime lire (✓2): «j'aime la bibliothèque» does not score Tick 2 as it is not an activity, but «parce que j'aime lire» can score as preferred activity/reason</p>	
<p>j'aime aller au cinéma (✓2) (pour) voir un film (✓2): 1 mark for saying s/he likes to go to the cinema + 1 mark saying s/he likes to see a film (use of infinitive «voir» means this counts as a separate activity)</p>	
<p>j'aime sortir au cinéma (✓2) = 1 mark for liking to go to the cinema</p> <p>However: j'aime sortir(✓2) pour aller au cinéma (✓2): 1 mark for saying s/he likes to go out + 1 mark for saying she likes to go to the cinema (use of infinitive «aller» means this counts as a separate activity s/he likes to do)</p>	
<p>je vais au cinéma (✓2) (pour) voir un film (✓2). J'adore ça: 1 mark for saying s/he likes to go to the cinema + 1 mark saying s/he likes to see a film (use of infinitive «voir» means this counts as a separate activity). «J'adore ça», even though it comes after the activities, indicates the candidate is writing about what s/he likes to do</p> <p>However: je vais sortir (✓1) (pour) aller au cinéma (✓1). C'est amusant: reward with Tick 1 because «c'est amusant» is not strong enough to start awarding Tick 2</p>	
<p>(c) Tick 3 <u>Que voudriez-vous faire le week-end prochain? Pourquoi?</u></p> <p>1 mark for</p> <ul style="list-style-type: none"> • see list for Tick 1 • for the activity, look for something which suggests a present or future time frame (or the infinitive: «je faire») • for the reason, the suggested time frame is not important – accept any <p>Award mark for reason even if not clear what the activity will be</p>	
<p>Je vais au cinéma (✓3) pour voir un film (✓3): 1 mark for saying s/he goes to the cinema + 1 mark for the reason which is to see a film</p>	

Page 14	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

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]

Page 15	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

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

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule (e.g. *manger* = *mangé*).

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Exercise 1 Questions 26–31

**1 Mark per question for True or False +
1 Mark for correcting False statement (26, 28, 29, 31)**

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

	VRAI	FAUX	
26	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
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 checked="" type="checkbox"/>	<input type="checkbox"/>	1
31	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

Page 16	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

ACCEPT: wrong gender (accept il/ elle throughout for CHRISTINE/ANNE)

ACCEPT: CHECK FAUX IS TICKED

REFUSE MERE ADDITION OF NEGATIVE

<p>26 KEY CONCEPT is either: 1</p> <ul style="list-style-type: none"> • <u>C'ÉTAIT LA SÉCURITÉ DANS LES RUES</u> elle s'occupait de la sécurité dans les rues elle travaillait pour la police et s'occupait de la sécurité dans les rues <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> • <u>ELLE TRAVAILLAIT POUR LA POLICE + DE QUARTIER or + DE BANLIEUE</u> Christine a commencé sa carrière <u>comme policier</u> dans une banlieue de Paris <p>«elle travaillait pour la police de quartier et s'occupait de la sécurité dans les rues»</p>	<p>«(Christine a commencé sa carrière dans une banlieue de Paris). À cette époque-là, elle travaillait pour la police de quartier et s'occupait de la sécurité dans les rues»</p> <p>elle travaillait pour la police tc (<i>incomplete</i>) son premier emploi était comme policier tc «Christine a commencé sa carrière (...) dans une banlieue de Paris»</p>
<p>28 <u>LES EXAMENS EN LANGUES ÉTRANGÈRES ET EN PSYCHOLOGIE ONT ÉTÉ (LES) PLUS DIFFICILES</u> 1</p> <p>le plus dur pour Christine a été les examens en langues étrangères et en psychologie les examens en langues étrangères et en psychologie est/sont/c'est (les) plus difficiles</p> <p>(if «langues étrangères» is there, don't worry about mis-copyings of «psychologie»)</p>	<p>«Mais, les examens en langues étrangères et en psychologie, que c'était difficile» «les examens en langues étrangères et en psychologie» (<i>incomplete</i>) les examens en langues étrangères et en psychologie étaient difficiles (<i>incomplete without idea of harder/hardest</i>)</p> <p>elle était en pleine forme physique alors pas de problème de ce côté-là (<i>correct statement but does not work as a correction</i>)</p>
<p>29 KEY CONCEPT is either 1</p> <ul style="list-style-type: none"> • <u>ANNE TRAVAILLAIT DÉJÀ AU SPC / UNE FEMME TRAVAILLE DÉJÀ AU SPC</u> Anne travaille déjà dans cette section Anne travaillait au SPC avant (Christine) <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> • <u>ANNE ÉTAIT LA PREMIÈRE FEMME</u> c'était Anne / c'est Anne <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> • <u>CHRISTINE EST LA DEUXIÈME FEMME</u> Christine était la deuxième femme 	<p>«<u>Heureusement</u>, Christine est encouragée par Anne, la seule femme qui travaillait alors dans cette section»</p> <p>Anne travaillait (...) au SPC (aussi)</p> <p>Anne était la première et la seule femme à travailler au SPC («la seule» <i>distorts</i>) Anne tc</p> <p>il y a deux femmes qui travaillent au SPC (<i>does not work as a correction of statement</i>) il y a une autre femme qui s'appelle Anne(<i>does not work as a correction of statement</i>)</p>

Page 17	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

<p>31 C'EST DE SAVOIR IMAGINER 1</p> <p>«(le plus important) c'est de savoir imaginer ce qui pourrait arriver» à son avis le plus important c'est de savoir imaginer ce qui pourrait arriver c'est l'imagination</p>	<p>«Mais à mon avis le plus important c'est de savoir imaginer ce qui pourrait arriver» «le plus important c'est de savoir imaginer ce qui pourrait arriver. La plus petite erreur peut avoir des conséquences catastrophiques» (<i>too much extra material</i>) «savoir imaginer ce qui pourrait arriver» «il faut assurer la sécurité des voitures et de l'hébergement du Président»</p>
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[Total : 10]

Exercice 2 Questions 32–40

ACCEPT: wrong genders throughout unless ms specifies otherwise

ACCEPT

REFUSE

<p>32 KEY CONCEPT: PAS D'ARGENT 1</p> <p>«(...) sans argent, c'était impossible» (car) Raoul/il n'a pas... argent / d'argent / des argent(s) / du argent / de (l')argent / l'argent</p> <p>il a pas d'argent</p>	<p>sans argent tc rien d'argent «<u>Mais</u>, sans argent, c'était impossible» il n'est pas d'argent il n'y a pas d'argent il n'ai pas d'argent il n'a d'argent il<u>s</u> était sans argent («ils» is confusing because of «des voyages» in the question)</p>
<p>33 KEY CONCEPT: «(DE/À) VOYAGER SANS BAGAGES» 1</p> <p>voyager sans valise et sans sac à dos «il y avait (...) une condition, c'était de voyager sans bagages(: pas de valise, pas de sac à dos)» il ne pouvait pas voyager avec bagages un voyage sans bagages</p>	<p>pour voyager sans bagages «<u>c'était</u> (de) voyager sans bagages» «Il y avait <u>pourtant</u> une condition, c'était de voyager sans bagages: pas de valise, pas de sac à dos!» «pas de valise, pas de sac à dos» tc but HA voyager avec rien (<i>not true</i>) avoir un entretien avec le sponsor tc but HA</p>
<p>34 (a) KEY CONCEPT: (BIEN) «RÉFLÉCHIR À CE QU'IL ALLAIT EMPORTER» 1</p> <p>«Il fallait alors bien réfléchir à ce qu'il allait emporter» il fallait (bien) réfléchir à ce qu'il allait emporter il a besoin de penser à ce qu'il allait emporter bien réfléchir à ce qu'il allait emporter</p>	<p>Raoul fallait alors bien réfléchir (à ce qu'il allait emporter) il a dû choisir ce qu'il allait emporter il fallait bien réfléchir tc</p>
<p>(b) KEY CONCEPT: «TOUTES SES AFFAIRES DEVAIENT ENTRER DANS LES (QUATRES) POCHE(S) (DE SON BLOUSON)» 1</p>	<p>«C'était très difficile: toutes ses affaires devaient entrer dans les quatre poches de son blouson!» il fallait alors réfléchir (à ce qu'il allait emporter)</p>

Page 18	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

<p>35 KEY CONCEPT: <u>ILS ÉTAIENT NÉCESSAIRES</u> (À SON VOYAGE) 1</p> <p>ils sont nécessaires il considérait ces/ses/les/l' objets nécessaires il considérait ils sont nécessaires</p>	<p>«En plus, Raoul pouvait choisir trois objets personnels qu'il considérait comme nécessaires à son voyage. Il a donc décidé de prendre des lunettes de soleil, de la crème solaire et une brosse à dents» «il considérait (comme) nécessaires à son voyage» parce que le sponsor lui permettait de choisir trois objets qu'il considérait nécessaires à son voyage</p>
<p>36 KEY CONCEPT: <u>IL TROUVAIT BIZARRE D'ÊTRE SANS VALISE</u> 1</p> <p>«Au début du voyage, c'était bizarre pour Raoul d'être sans valise (...)» parce que «c'était bizarre d'être sans valise» car c'était bizarre pour il d'être sans valise il se sentait bizarre sans valise</p>	<p>«Au début du voyage, c'était bizarre pour Raoul d'être sans valise <u>et ça le rendait nerveux</u>» c'était bizarre tc parce qu'il n'avait pas de valises (<i>incomplete: no «bizarre»</i>)</p>
<p>37 KEY CONCEPT: <u>IL VISITAIT UNE BELLE VILLE</u> 1</p> <p>visiter <u>une</u> belle ville / visiter <u>les</u> belles villes il visite une belle ville / il a visité une belle ville il visitait les belles villes il avait le temps de visiter une belle ville</p>	<p>«Moi, sans rien à porter, j'avais le temps de visiter une belle ville», déclare-t-il» il visitait <u>la</u> belle ville il visitait la/une ville (<i>no «belle»</i>) il voudrait visiter une belle ville</p>
<p>38 KEY CONCEPT: <u>IL LAVAIT SON LINGE CHAQUE SOIR</u> 1</p> <p>«Raoul a vite pris l'habitude de laver son linge chaque soir» il les lavait chaque soir il s'est lavé son linge chaque soir</p>	<p>«En fait, Raoul a vite pris l'habitude de laver son linge chaque soir et donc il n'a eu aucun problème» «Raoul a vite pris l'habitude de laver son linge chaque soir <u>et donc il n'a eu aucun problème</u>» Ses parents lui avaient dit que personne ne lui parlerait plus à cause de son odeur et Raoul a vite pris l'habitude de laver son linge chaque soir il lavait son <u>linge</u> chaque soir il lavait son <u>lingue</u> chaque soir</p>

Page 19	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	22

<p>39 (i) KEY CONCEPT: «IL POUVAIT ALLER OÙ IL VOULAIT» sans bagages il pouvait aller où il voulait</p>	1	«Ce voyage a été pour moi une expérience inoubliable parce que sans bagages, non seulement je pouvais aller où je voulais, mais je me sentais complètement libre.»
<p>(ii) KEY CONCEPT: «IL SE SENTAIT LIBRE» il sentait (complètement) libre</p>	1	«Ce voyage a été pour moi une expérience inoubliable parce que sans bagages, non seulement je pouvais aller où je voulais, mais je me sentais complètement libre» non seulement il se sentait libre il a sentait libre / il est senté libre il me sentait libre / il te sentait libre / il lui sentait libre il se sentait <u>libire</u>
<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>		

[Total : 10]