



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FRENCH (FOREIGN LANGUAGE)

0520/22

Paper 2 Reading

May/June 2016

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.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **12** printed pages.

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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 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, 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 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 (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).

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- (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.

2.9 Extra material: Section 2, Exercise 2

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

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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 3) 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 or (ii) 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	C poissonnerie [1]	
2	A commissariat [1]	
3	C onze heures et quart / 11.15 [1]	
4	D fruits de mer [1]	
5	B jeux de ballon [1]	

[Total : 5]

Exercise 2 Questions 6–10

ACCEPT		REFUSE
6	E se promène [1]	
7	D arrêt d'autobus [1]	
8	A journal [1]	
9	F devoirs [1]	
10	B faire la vaisselle [1]	

[Total : 5]

Exercise 3 Questions 11–15

ACCEPT		REFUSE
11	C chez elle [1]	
12	A ont déménagé récemment [1]	
13	A aime sa chambre [1]	
14	B beaucoup de place [1]	
15	C calme [1]	

[Total : 5]

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Section 2

Exercise 1 Questions 16–20

Accept any reasonable attempt at the correct word from the grid provided that it is recognisable as the correct answer.

ACCEPT		REFUSE
16 enfants	[1]	
17 montrer	[1]	
18 bâtiments	[1]	
19 heures	[1]	
20 pique-nique	[1]	

[Total : 5]

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Exercise 2 Questions 21–30

- 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) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- **READ SECTION 2: GENERAL MARKING PRINCIPLES.**
- **Accept *mon, ma, mes, ton, ta, tes, son, sa, ses* etc, and *elle* throughout for Charles.**

ACCEPT	REFUSE
<p>21 KEY CONCEPT: (vacances d') avril [1]</p> <p>« Pendant les vacances d'avril, je suis allé avec ma famille dans le Nord de la France »</p>	pendant les vacances tc
<p>22 KEY CONCEPT: festival (traditionnel) [1]</p> <p>« Papa nous a expliqué qu'il voulait nous montrer un festival traditionnel dans cette région »</p>	Ignore misspelling of traditionnel
<p>23 KEY CONCEPT: routes fermées [1]</p> <p>or</p> <p>KEY CONCEPT: (il était) impossible d'y entrer en voiture</p> <p>« Quand nous sommes arrivés au village il était impossible d'y entrer en voiture parce que toutes les routes étaient fermées »</p>	
<p>24 KEY CONCEPT: navette (gratuite) [1]</p> <p>« Nous avons pris une navette gratuite pour arriver au centre »</p> <p>bus (gratuit)</p>	
<p>25 KEY CONCEPT: place (du) marché [1]</p> <p>« Sur la place du marché il y avait déjà des centaines de personnes. Ils attendaient en groupes bruyants et chantaient »</p>	<p>dans des groupes bruyants tc</p> <p>à la marché / dans le marché</p> <p>sur la place tc</p>
<p>26 KEY CONCEPT: vêtements de toutes les couleurs [1]</p> <p>« Tout le monde était de bonne humeur et les jeunes du village avaient mis des vêtements de toutes les couleurs »</p>	<p>ils avaient mis des vêtements tc</p> <p>vêtements couleur(s)</p>

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<p>27 KEY CONCEPT: (le) défilé [1]</p> <p>« À deux heures de l'après-midi un grand défilé a commencé »</p>	<p>« Il y avait des orchestres et des musiciens marchaient en jouant de leurs instruments » tc but HA</p> <p>« On avait de la chance car il faisait très beau »</p> <p>à 2 heures de l'après-midi</p>
<p>28 KEY CONCEPT: (très) beau [1]</p> <p>« On avait de la chance car il faisait très beau »</p> <p>il est très beau</p>	<p>à 2 heures de l'après-midi</p>
<p>29 KEY CONCEPT: (un peu) bizarre [1]</p> <p>« À mon avis, elles avaient l'air un peu bizarre, mais Papa, lui, était très content de les voir »</p>	
<p>30 KEY CONCEPT: assister encore / assister l'année prochaine [1]</p> <p>« Il a l'intention d'assister encore une fois à ce festival l'année prochaine »</p> <p>il veut y retourner / revenir l'année prochaine</p>	

[Total : 10]

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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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 2 General Marking Principles.

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

Exercise 1 Questions 31–35

1 mark per question for True or False
1 mark for correcting False statement (31, 32, 35)

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

- (a) **True/False element:** all 5 statements appear on screen. Enter marks as appropriate for correct identification of each statement as True or False.
- If neither True nor False is 'ticked' for a question, enter N/R (no response).
 - If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.
- (b) **Justification for False statements:** only the 3 False statements appear on screen.
- If candidate has 'ticked' False, mark justification and enter mark
 - If True is 'ticked', award N/R (or 0 if justification IS provided – **do NOT reward justification if candidate has 'ticked' True**)
 - If True and False are **both** 'ticked' (and there is no clarification of candidate's 'final' answer), award 0 (ignore any justification) (if no justification provided, award N/R)
 - If neither True nor False is 'ticked', mark justification and enter mark (no mark awarded for True/False element)

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

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

	VRAI	FAUX	
31	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
33	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
34	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
35	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]

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ACCEPT: wrong gender (accept il / elle throughout for Patrick etc.)

ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>31 IL LE REGARDAIT À LA TÉLÉ [1]</p> <p>il suivait / regardait le tour à la / au télévision</p> <p>il suivait les étapes à la télévision</p> <p>tous les ans, il suivait le tour à la télévision</p> <p>Accept misspellings of « étapes » e.g. « étaps » (see General Marking Principles 2.5 (a) and (b))</p>	<p>« Tous les ans, quand la grande course cycliste du Tour de France commençait, Patrick suivait toutes les étapes à la télévision »</p> <p>il regarde / regardait (à) la télévision tc (no mention of the tour)</p> <p>il a regarde a le télévision tc</p> <p>il a vu le Tour de France sur la télévision</p> <p>Patrick suivant / suivent les étapes / le tour à la télévision.</p> <p>Addition of et en 2013 il allait fêter ses 100 ans INV</p> <p>Patrick vu toutes les étapes à la télévision.</p>
<p>32 LES CYCLISTES VIENNENT DE PAYS DIFFÉRENTS [1]</p> <p>il y a des cyclistes de nombreux pays (différents)</p> <p>il y a des cyclistes de pays différents</p> <p>c'est pour tout le monde, de n'importe où</p>	<p>(« Comme le voulait Patrick, le groupe ressemblait à la France d'aujourd'hui;) avec des hommes et des femmes de tous âges, de toutes cultures et venus de nombreux pays différents »</p> <p>venus de nombreux pays différents</p> <p>les cyclistes venus de nombreux pays différents</p> <p>c'est pour nombreux pays différents.</p> <p>c'est pour de toutes cultures venus de nombreux pays différents</p> <p>il est <u>réservé</u> (INV) aux cyclistes de pays différents</p> <p>c'est pour tous les gens tc / tout le monde tc</p> <p>les cyclistes non-professionnels HA</p>
<p>35 (C'EST) PARCE QU'ELLE A TERMINÉ LE TOUR [1]</p> <p>elle est heureuse parce qu'elle (a réussi) à terminer ce Tour</p> <p>c'est le plus beau jour de sa vie, parce qu'elle a réussi à terminer ce Tour</p>	<p>« <i>Aujourd'hui, c'est le plus beau jour de ma vie, parce que j'ai réussi à terminer ce Tour</i> »</p> <p>REFUSE LIFT OF DIRECT SPEECH</p> <p>elle a terminé ce Tour (no « parce que »)</p> <p>parce qu'elle a terminé ce jour</p>

[Total : 8]

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Exercise 2 Questions 36–42

ACCEPT: wrong gender (accept il/elle throughout for Sabine, Aminata, Héloïse)

ACCEPT	REFUSE
<p>36 ELLE DEVAIT S'OCCUPER DE SES AUTRES ENFANTS [1]</p> <p>elle s'occupe / s'occupait de ses autres enfants</p>	<p>« (Malheureusement), sa mère, qui devait s'occuper de ses autres enfants, ne pouvait pas l'accompagner »</p> <p>elle devait occuper de ses autres enfants</p> <p>elle devait rester avec les frères et sœurs d'Aminata</p> <p>elle avait d'autres enfants</p> <p>sa mère était s'occuper de ses autres enfants</p> <p>elle devait s'occuper d'autres / d'enfants</p> <p>elle doit s'occuper les autres enfants</p>
<p>37 ELLE A MIS DES PHOTOS DU MALI DANS SA / LA CHAMBRE [1]</p> <p>« elle avait (...) mis des photos du / de Mali dans la chambre de la petite »</p> <p>en mettant des photos...</p>	<p>« elle avait donc mis des photos du Mali dans la chambre de la petite »</p> <p>elle avait des photos du Mali dans sa chambre</p> <p>Aminata('s) chambre INV</p> <p>par mettre des photos...</p>
<p>38 « SA FAMILLE LUI MANQUAIT » [1]</p> <p>« sa famille lui manquait tellement qu'elle pleurait souvent »</p>	<p>de plus, sa famille lui manquait tellement</p> <p>elle manquait sa famille</p> <p>Addition of elle était malade et faible INV</p> <p>Aminata était-elle triste INV</p> <p>sa famille la manquait</p>
<p>39 ELLE RACONTAIT DES HISTOIRES [1]</p> <p>« Héloïse/elle (...) a commencé / a commence à lui raconter des histoires » (pour la distraire et la faire rire)</p> <p>« raconter » must start « rac »</p> <p>elle a lui raconté / a raconté à lui...</p> <p>elle commencé à lui raconter des histoires</p> <p>elle raconté des histoires</p>	<p>« Héloïse, (qui) voulait distraire et faire rire la petite, a commencé à lui raconter des histoires »</p>

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<p>40 (QU') AMINATA ÉTAIT SAUVÉE [1]</p> <p>(que) la petite était sauvée</p> <p>après 4 heures d'attente le chirurgien leur a annoncé qu'Aminata était sauvée</p> <p>(le chirurgien (leur) a annoncé) qu'Aminata était sauvée</p>	<p>« le chirurgien leur a alors annoncé qu'Aminata était sauvée »</p> <p>qu'elle était sauvée (<i>we don't know who « elle » is</i>)</p> <p>Addition of elles étaient très inquiètes mais... INV</p> <p>elles ont pleuré (de joie) INV</p>
<p>41 À SES AMIES (dans / à l'école) [1]</p>	<p>« Héloïse a même pu l'emmener plusieurs fois rencontrer ses amies dans son école »</p> <p>les autres enfants de son âge</p> <p>ses amies (dans / à l'école)</p>
<p>42 REVOIR AMINATA AU MALI [1]</p> <p>aller au Mali</p> <p>aller revoir Aminata</p> <p>elles iraient revoir Aminata au Mali</p> <p>Sabine (a) promis qu'elles iraient revoir Aminata au Mali</p>	<p>« Après 8 semaines chez les Dubois, quand le jour du départ est arrivé, Héloïse était si triste que Sabine lui a promis que dans un an elles iraient ensemble revoir Aminata au Mali »</p> <p>dans un an HA</p> <p>« ensemble revoir Aminata au Mali » tc</p> <p>elle (a) promis qu'elles iraient revoir Aminata au Mali</p> <p>Sabine lui a promis...</p>

[Total : 7]