

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2016 series

0520 FRENCH

0520/22

Paper 2 (Reading), maximum raw mark 45

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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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

Exercice 1 Questions 1–5

ACCEPT			REFUSE
1	A	(location de) voitures	[1]
2	C	(cours de) piano	[1]
3	D	(mal au) ventre	[1]
4	D	portefeuille	[1]
5	B	montre	[1]

[Total : 5]

Exercice 2 Questions 6–10

ACCEPT			REFUSE
6	C	à la discothèque	[1]
7	E	château	[1]
8	B	petit déjeuner	[1]
9	A	lit une bande dessinée	[1]
10	F	sort la poubelle	[1]

[Total : 5]

Exercice 3 Questions 11–15

ACCEPT			REFUSE
11	C	tous les ans	[1]
12	A	des familles	[1]
13	B	participé au festival	[1]
14	A	un instrument de musique	[1]
15	C	super	[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 plage	[1]	
17 jeunes	[1]	
18 vingt	[1]	
19 payant	[1]	
20 compétitions	[1]	

[Total : 5]

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Exercice 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 *Éric***

ACCEPT	REFUSE
<p>21 KEY CONCEPT: parler du projet de son collègue [1]</p> <p>« Je t'écris pour te parler du dernier projet de mon collègue »</p> <p>Tolerate « project »</p>	parler du projet tc
<p>22 KEY CONCEPT: la semaine dernière [1]</p> <p>« Eh bien, la semaine dernière on a fêté la semaine de l'environnement au collègue »</p>	<u>Une</u> semaine dernière
<p>23 KEY CONCEPT: un groupe d'élèves [1]</p> <p>« Un groupe d'élèves a eu l'idée d'organiser toutes sortes d'activités »</p> <p>Tolerate « group »</p>	
<p>24 KEY CONCEPT: bouteilles [1]</p> <p>les bouteilles d'eau</p> <p>« Les élèves pouvaient y mettre leurs bouteilles d'eau vides pour les recycler »</p>	
<p>25 KEY CONCEPT: utiliser du papier recyclé (pour notre travail en classe) [1]</p> <p>« Il nous a dit 'Nous allons utiliser du papier recyclé pour notre travail en classe' »</p>	
<p>26 KEY CONCEPT: mercredi [1]</p> <p>« C'était le mercredi »</p>	
<p>27 KEY CONCEPT: informatique [1]</p> <p>« Ce jour-là j'ai deux heures d'informatique »</p>	cette matière

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<p>28 KEY CONCEPT: Protégeons Notre Terre [1]</p> <p>« Maintenant, notre collège fait aussi partie d'une association qui s'appelle 'Protégeons Notre Terre' »</p>	
<p>29 KEY CONCEPT: 120 (collèges) [1]</p> <p>« Ce site permet à 120 collèges de partager des idées pour protéger l'environnement »</p>	
<p>30 KEY CONCEPT: des débats [1]</p> <p>« Il y a des débats entre les collèges avec des certificats pour remercier les participants »</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, 34, 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 checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
33	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
34	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
35	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]

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

ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>31 CONCEPT is either: [1]</p> <ul style="list-style-type: none"> • SHE WENT TO ENGLAND / SHE IMPROVED HER ENGLISH <p>(Après son bac) elle a passé une année en Grande-Bretagne</p> <p>elle est allée en Grande-Bretagne</p> <p>elle a amélioré son anglais</p> <p>elle a décidé d'améliorer son anglais</p> <p>or</p> <ul style="list-style-type: none"> • A YEAR LATER / SHE WAITED A YEAR <p>(Sophie a commencé ses études d'infirmière) un an après son bac</p> <p>(Elle a commencé ses études d'infirmière) après une année en Grande-Bretagne</p> <p>le/son/un bac</p>	<p>« Après un bac scientifique, Sophie a décidé d'améliorer son anglais, langue indispensable pour travailler dans l'humanitaire. Elle a donc passé une année en Grande-Bretagne, avant de s'inscrire à un institut de formation en soins infirmiers. »</p>
<p>34 CONCEPT is either: [1]</p> <ul style="list-style-type: none"> • SHE SUPERVISED THE NURSES <p>« elle contrôlait le travail des infirmiers (employés localement) »</p> <p>or</p> <ul style="list-style-type: none"> • THE LOCAL NURSES LOOKED AFTER THE PATIENTS / HAD CONTACT WITH THE PATIENTS <p>c'était le rôle des infirmiers employés localement de donner les soins primaires</p> <p>des infirmiers employés localement donnaient les soins primaires / avaient du contact avec les patients</p>	<p>« Elle s'était imaginé un travail d'infirmière en contact avec les patients, mais, en fait, elle contrôlait le travail des infirmiers employés localement. C'était leur rôle de donner les soins primaires. »</p>

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<p>35 À L'AVENIR ELLE VEUT RETOURNER EN AMÉRIQUE LATINE [1]</p> <p><u>c'est</u> pour (pouvoir) retourner en Amérique Latine</p> <p>elle souhaite/espère retourner</p> <p>Ignore « finalement »</p>	<p>« Après les examens de sélection, elle espère faire une formation de deux ans dans un hôpital en France afin de pouvoir finalement retourner en Amérique Latine comme infirmière spécialisée. »</p> <p>elle peut retourner</p>
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[Total : 8]

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Exercice 2 Questions 36–41

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

ACCEPT		REFUSE
36	<p>CONCEPT is either: [1]</p> <ul style="list-style-type: none"> HE WAS COMING DOWN A SKI SLOPE il descendait une piste (à toute vitesse) <p>or</p> <ul style="list-style-type: none"> HE WAS SKIING il skiait / il faisait (du) ski <p>Ignore addition of « arbre »</p>	<p>« (Pendant ses vacances d’hiver dans les Alpes,) Romain a eu un grave accident de ski. »</p> <p>« Il descendait une piste à toute vitesse quand il est rentré dans un arbre et s’est cassé le dos. »</p> <p>Il fait/a fait du ski (wrong tense)</p>
37	<p>CONCEPT is either: [1]</p> <ul style="list-style-type: none"> AFTER 6 MONTHS IN REHAB au bout de six mois dans le centre de rééducation après 6 mois (quand) sa condition ne s’est pas améliorée <p>or</p> <ul style="list-style-type: none"> WHEN THERE WAS NO IMPROVEMENT <u>quand</u> il n’y avait pas d’amélioration 	<p>« <u>Malheureusement</u>, au bout de six mois il n’y avait toujours pas d’amélioration. Il a alors réalisé que sa vie allait complètement changer. »</p> <p>alors tc</p> <p>au bout de six mois tc</p>
38	<p>« (DANS) UNE BANQUE (MARSEILLAISE) » [1]</p>	<p>« Il n’avait plus qu’une idée en tête: quitter le centre de rééducation au plus vite possible et reprendre son activité professionnelle dans une banque marseillaise. »</p> <p>a/comme un professionnel INV</p> <p>activité professionnelle INV</p> <p>wrong tense INV</p>

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<p>39 SON EMPLOYEUR A FACILITÉ SON RETOUR / A FAIT FAIRE LES ADAPTATIONS NÉCESSAIRES [1]</p> <p>son employeur a « vite fait faire les adaptations nécessaires pour faciliter le retour de Romain (et de son fauteuil roulant) »</p>	<p>« Heureusement, son employeur était du même avis. »</p> <p>« Il a vite fait faire les adaptations nécessaires pour faciliter le retour de Romain et de son fauteuil roulant. »</p> <p>Quelques mois plus tard INV</p> <p>Adaption INV</p>
<p>40 (a) ILS ÉTAIENT MAL À L'AISE (EN SA PRÉSENCE) [1]</p>	<p>« Pourtant, bientôt, il a senti que certains de ses collègues étaient mal à l'aise en sa présence. Pour les aider à comprendre sa situation, Romain a organisé une réunion dans laquelle il a répondu à toutes leurs questions qui étaient surtout d'ordre pratique. »</p>
<p>(b) ILS ÉTAIENT PLUS DÉTENDUS [1]</p>	
<p>41 IL FAIT/FAISAIT PRESQUE 2 MÈTRES [1]</p>	<p>« Avant, les gens autour de moi étaient, pour la majorité, plus petits que moi, puisque je fais presque 2 mètres. »</p> <p>REFUSE LIFT OF DIRECT SPEECH</p>

[Total : 7]