



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

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**FRENCH**

**0520/12**

Paper 1 Listening

**October/November 2017**

MARK SCHEME

Maximum Mark: 45

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**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.

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This document consists of **14** printed pages.

**1 General Marking Principles**

- 1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 2 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, e.g. the answer might pass the look-alike test (1.5(c)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

**1.2 Crossing out:**

<b>(a)</b>	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>(b)</b>	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

**1.3 More than the stipulated number of boxes ticked/crossed by the candidate:**

<b>(a)</b>	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>(b)</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.
<b>(c)</b>	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
<b>(d)</b>	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 explicit indication from the candidate as to which is his/her final answer.

**1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:**

<b>(a)</b>	Both correct answers on line 1 and line 2 blank = 2
<b>(b)</b>	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

**1.5** Answers requiring the use of French (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

<b>(a)</b>	Spellings recognised by the Académie Française will be accepted.
<b>(b)</b>	'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
<b>(c)</b>	Look-alike test: does what the candidate has written look like the correct answer?
<b>(d)</b>	Accept incorrect gender or person unless Mark Scheme specifies otherwise.
<b>(e)</b>	Accept incorrect possessive adjectives, e.g. mon, ton, son etc., unless Mark Scheme specifies otherwise.
<b>(f)</b>	Accept incorrect tense unless Mark Scheme specifies otherwise.
<b>(g)</b>	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
<b>(h)</b>	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

**1.6** 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 1.5 above).

**1.7** **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).

**1.8** Annotation used in the Mark Scheme:

<b>(a)</b>	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>(b)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(c)</b>	HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
<b>(d)</b>	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.

**1.9** No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

**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.

**1.10 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:

<b>(a)</b>	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>(b)</b>	Extra material which constitutes an alternative answer, <b>but which is not explicitly mentioned in the Mark Scheme:</b>	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
<b>(c)</b>	Extra material which constitutes an alternative answer <b>specifically refused in the Mark Scheme:</b>	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
<b>(d)</b>	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
<b>(e)</b>	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

**2 Detailed Mark Scheme****Section 1 Exercise 1**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
1	C neuf	1	
2	C omelette	1	
3	D magasin de fleurs	1	
4	A pain	1	
5	A salle à manger	1	
6	A promenade en bateau	1	
7	B beau et ensoleillé	1	
8	D cuillères	1	

## Section 1 Exercise 2

Question	Answer	Marks	Guidance
9	novembre <b>Must start</b> nov(i)e <b>Must end</b> mb(r)e(s) / mber(s) <b>Also accept</b> novombre(s)	1	
10	A champagne	1	
11	C patinoire	1	
12	C un grand lit et deux petits lits	1	
13	A canapé	1	
14	B demi-pension	1	
15	A bus	1	

## Section 2 Exercise 1

Question	Answer	Marks	Guidance
	<p>(a) <input type="checkbox"/></p> <p>(b) <input checked="" type="checkbox"/> Florence ne met pas de piles à la poubelle.</p> <p>(c) <input checked="" type="checkbox"/> Florence met ses achats dans son propre sac.</p> <p>(d) <input checked="" type="checkbox"/> Lucas habite un pays où il ne pleut pas souvent.</p> <p>(e) <input type="checkbox"/></p> <p>(f) <input checked="" type="checkbox"/> Lucas pense que son frère utilise trop d'eau.</p> <p>(g) <input type="checkbox"/></p> <p>(h) <input type="checkbox"/></p> <p>(i) <input checked="" type="checkbox"/> Selon Samantha, certains randonneurs ne font pas attention à l'environnement.</p> <p>(j) <input type="checkbox"/></p> <p>(k) <input type="checkbox"/></p> <p>(l) <input checked="" type="checkbox"/> Maintenant, la famille de Romain paye moins pour l'électricité.</p>		
16	Type in the letter for each correct option:	6	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).



## Section 2 Exercise 2: Part 1

Question	Answer	Marks	Guidance
17	village <b>Must start</b> vil(l) <b>Must end</b> age	1	
18	culture <b>Must start</b> cul(l)t <b>Must end</b> ur(e)(s) <b>Also accept</b> cul(l)t(t)ur(r)el(l)(e)(s) <b>Also accept</b> cul(l)(e)tur(e)(s)	1	<b>Refuse</b> cul(l)utur(e)(s)
19	joli <b>Must start</b> jol(l) <b>Must end</b> i(e)(s)	1	
20	matériel <b>Must start</b> mater <b>Must end</b> iel(l)(e)(s) / ial(l)(e)(s)	1	<b>Refuse</b> matière <b>Ignore</b> attempts at scolaire
21	(la) parler parl(l)er	1	<b>Accept</b> any part, any tense of the verb <b>Ignore</b> attempts at langue

## Section 2 Exercise 2: Part 2

Question	Answer	Marks	Guidance
22	mercredi mercredi(e)(s) / mercerdi(e)(s) mec(c)redi(e)(s) / mercridi(e)(s)	1	<b>Refuse</b> merced(e)(s) <b>Refuse</b> mercradi(e)(s) <b>Refuse</b> macredi  <b>Refuse</b> lundi à vendredi – common incorrect answer
23	(ils ont) beaucoup + (d')examens  Acceptable spellings of beaucoup: beacup / beacoup / beucoup  Acceptable spellings of examens: <b>Must start</b> exam <b>Must end</b> en(n)(e)(s) / an(n)(e)(s) / ain(n)(e)(s) / in(n)(e)(s)	1	<b>Refuse</b> beacup / beocip / becoup / beocup / beccoup  Reference to France / français (e.g. examen français) = <b>INV</b> beaucoup d'étudiants = <b>INV</b> il doit beaucoup étudier = <b>tc</b> but <b>HA</b>
24	stressés  stres(s)(e) stres(s)er  <b>Also accept</b> passent heures travaille stresse	1	ils se couchent tard = <b>tc</b> but <b>HA</b>  <b>Accept</b> any part, any tense of the verb <b>Refuse</b> stressed / stression <b>Ignore</b> attempts at passent des heures à travailler – see transcript
25	technologie  <b>Must start</b> tec(c)(h)no / teq(u)(e)no / te(c)kno <b>Must end</b> logi(e)(s) / logy(s)  <b>Also accept</b> tec(c)(h)nologi(c)(q)(u)(e)(s) / teqnologi(c)(q)(u)(e)(s) / te(c)knologi(c)(q)(u)(e)(s)	1	

**Section 3 Exercise 1**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
26	D Amélie connaît Sandrine depuis son enfance.	1	
27	D En travaillant comme serveuse.	1	
28	A Amélie avait déjà visité la région.	1	
29	A D'avoir un accident de voiture.	1	
30	B Elle a plus de temps pour se détendre	1	
31	C avaient confiance en leur fille.	1	

## Section 3 Exercise 2

Question	Answer	Marks	Guidance
32	banquier  <b>Must start</b> banq / bank / banc <b>Must end</b> ie / ier(e)  <b>Also accept</b> banquer / banquiet  <b>Also accept</b> travaille à la banq(u)(e) / bank (u)(e) / banc(u)(e)	1	banque <b>tc</b>  <b>Refuse</b> banker / bankeur / bonkier <b>Refuse</b> bancaire(e) banquier nationale = <b>INV</b> – see transcript  <b>Accept</b> any part any tense of the verb
33	découvrir (autres / nouveaux / plusieurs) + pays  Acceptable spellings of découvrir(e): <b>Tolerate</b> découvrir	1	<b>Ignore</b> spellings of autres mon pays / son pays / un / le pays = <b>INV</b> <b>Refuse</b> paye(s) / paie(s) <b>Refuse</b> decrouve / decouper  <b>Accept</b> any part, any tense of verb <b>Accept</b> any part, any tense of “verb”
34	États-Unis  Acceptable spellings of États: etat(e)(s) / eta(s)  Acceptable spellings of Unis: uni(e)(s)  <b>Also accept</b> USA / Amériq(u)(e) (du Nord)	1	<b>Refuse</b> states / stats <b>Refuse</b> esta / etais <b>Refuse</b> unit(e)s / unid(e)s  Paris / France = <b>INV</b>  États-Unis et en France = <b>INV</b>

Question	Answer	Marks	Guidance
35	<p>vie + sociale</p> <p>Acceptable spellings of vie: vi / vit <b>Tolerate</b> vis</p> <p>il n'a pas une excellente vie sociale vie sociale change</p> <p>Acceptable spellings of sociale: soc(c)ial(l)(e)</p>	1	<p>vie sociale aux États = <b>HA</b></p> <p>déménagement / déménager = <b>INV</b> une vie sociale difficile = <b>INV</b></p> <p><b>Accept</b> with a negative, e.g. ne pas avoir une vie sociale</p> <p><b>Refuse</b> sociable</p>
36	<p>(parents laissent) sortir + souvent</p> <p><b>Accept</b> any part, any tense of sortir <b>Accept</b> the noun sortie <b>Also accept</b> sortire</p> <p>Acceptable spellings of souvent: souven(n)(t)(s) / souvan(n)(t)(s)</p> <p><b>Also accept</b> beaucoup for souvent</p>	1	<p>Needs adverb/intensifier (sortir + souvent) parents laissent <b>tc</b> but <b>HA</b></p> <p>les parents sortent souvent = <b>INV</b> (common incorrect answer – see transcript)</p> <p><b>Refuse</b> partir <b>Refuse</b> les parents ont permis de sortir (incomplete concept)</p> <p>see <b>Q23</b> for acceptable spellings of beaucoup</p>
37	<p>venir (en) + France</p> <p>Acceptable alternatives for venir: aller / arriver / partir</p>	1	<p><b>Accept</b> any part, any tense of acceptable verbs</p> <p><b>Refuse</b> habiter / revenir / voyager / visiter en France</p>

Question	Answer	Marks	Guidance
38	programme (scolaire) + différent  program(m)(e)  Acceptable spellings of différent: dif(f)eren(s)(t)(e)(s) / dif(f)erant	1	programme scolaire <b>tc</b> (needs différent)  <b>Ignore</b> attempts at scolaire
39	(il est) bilingue  <b>Must start</b> bil(l) <b>Must end</b> ing(u)(e) / ang(u)(e) / eng(u)(e)  <b>Also accept</b> bilaingue / bi-langue <b>Also accept</b> concept of speaking two languages	1	<b>Refuse</b> bilong(u)(e)
40	(s') adapter (aux changements)  Acceptable spellings of adapter: ad(d)ap(p)ter  Inclusion of amis – read transcript carefully	1	<b>Refuse</b> sadapter – see General principle 1.7 <b>Ignore</b> attempts at mieux / meilleur  <b>Accept</b> any part, any tense of verb changer = <b>INV</b> , e.g. adapter de change (part of verb changer not changement)  que mes amis = <b>HA</b> (see transcript – accept)  <b>Ignore</b> attempts at changement <b>BUT BEWARE</b> adapter au changement <b>de ses amis</b> = <b>INV</b> il s'adaptait mieux <b>avec</b> / <b>à</b> ses amis = <b>INV</b> il adaptait ses amis = <b>INV</b>