

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2014 series**

<b>0528 FRENCH (US)</b>	
<b>0528/23</b>	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.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	
	IGCSE – May/June 2014	0528	

## 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). Therefore the candidate is awarded a mark of 3
   

$$5 \text{ number of correct ticks}$$

$$-2 \text{ minus number of extra ticks}$$

$$= 3$$
- (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	
	IGCSE – May/June 2014	0528	

**2.5 Reading tasks:** answers requiring the use of French (rather than a non-verbal response) will 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).
- (g) Tolerate incorrect use of avoir and être in common idioms, e.g. je suis froid, j'ai fatigué

**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:

- (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
	IGCSE – May/June 2014	0528

### 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, <b>but which is not explicitly mentioned in the Mark Scheme:</b>	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 <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
(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	
	IGCSE – May/June 2014	0528	

### 3 Detailed Mark Scheme

#### Section 1

##### Exercise 1 Questions 1–5

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

[Total : 5]

##### Exercise 2 Questions 6–10

ACCEPT		REFUSE
6	C [1]	
7	D [1]	
8	B [1]	
9	A [1]	
10	E [1]	

[Total : 5]

##### Exercise 3 Questions 11–15

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

[Total : 5]

Page 6	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0528

### Exercise 4 Question 16

**COMMUNICATION: 1 mark per item up to a maximum of 3**

**APPROPRIATENESS OF LANGUAGE: 0, 1 or 2 marks according to grid**

- Mark answers written in note form (e.g. where candidates answer **ALL** the questions but ignore the instruction to frame their answer as a message) as follows:  
(a) *8h* (b) *cuisine* (c) *manger* = 1 for COMMUNICATION and 0 for LANGUAGE
- Mark answers not written in the space provided exactly as those written in the correct space
- Quelle heure il est 8h; où vous êtes cuisine; vous faites manger = 2 for COMMUNICATION (candidate loses mark for first inability to adapt rubric but not for repeated error) and 0 for LANGUAGE

### Communication

#### ACCEPT

#### REFUSE

ACCEPT	REFUSE
<p>For COMMUNICATION accept any tense Spelling: use rules in 2.5, look alike, sound alike, etc.</p>	
<p>(a) <b>QUELLE HEURE IL EST</b> [1] <b>Accept</b> il(s) / elle(s) / le(s) temps / l'heure / ça / ce / c' / on + any recognisable <b>attempt</b> at an appropriate verb (any tense) + 8 / huit heures / h</p> <p>e.g. il est / il êtes / il être / il voudrait être / il a été / il était / il sera / il va être etc. e.g. c'est (or other forms of verb «être» with «ce») e.g. le temps est (or other forms of verb «être» with «le temps»)</p> <p><b>Accept</b> «l'heure est 8» for communication (required elements are there in the wrong order)</p> <p><b>IGNORE:</b> preposition, e.g. il est à 8 heures</p>	<p>il est huit / il est 08:00 (no «heures») est huit heures / sont 8h wrong time à Rome est 8 heures (no «subject»)</p> <p><b>Examples of inappropriate verbs:</b> il (y) a 8 heures j'arrive à 8 heures je me lève à 8 heures il fait 8 heures / ça fait 8 heures</p>

Page 7	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0528

## ACCEPT

## REFUSE

<p><b>(b) OÙ VOUS ÊTES DANS LA MAISON</b> [1]</p> <p><b>Accept il/elle/on/je/nous/moi + any recognisable <u>attempt</u> at an appropriate verb (any tense) + cuisine</b></p> <p>e.g. je suis / je serai / j'être / j'êtes / je voudrais être / je vais être / j'ai été / j'étais</p> <p><b>IGNORE:</b> (lack of) preposition...: je suis cuisine, je suis sur la cuisine</p> <p><b>ALTERNATIVES FOR cuisine:</b> (e.g. a reasonable interpretation of the picture): salle à manger</p> <ul style="list-style-type: none"> <li>sal(l)e / pièce (à / de / pour / au / où je) + mange(nt/r) / dîne(nt/r) / déjeune(nt/r)</li> </ul> <p><b>SPELLINGS OF CUISINE:</b> cius(s)ine, cus(s)ine, cuissine, cuizine, kwisine je suis assise sur une chaise dans la cuisine (rewarded for «je suis (dans) la cuisine»)</p>	<p>je suis chez moi tc je suis à la maison tc je suis dans la salle tc</p> <p><b>Examples of inappropriate verbs:</b> j'arrive dans la cuisine je reste dans la cuisine j'ai dans la cuisine</p> <p>je suis dans le <b>salon</b> (à manger) je suis dans la <b>chambre</b> à manger je suis dans la <b>place</b> à manger je suis dans la <b>salle de faire la nourriture</b></p> <p>cusin / cousin / coussin / cuisinière / cuisiner</p>
<p><b>(c) Ce que vous faites</b> [1]</p> <p><b>Accept il/on/je/nous/moi + any recognisable <u>attempt</u> at manger / boire (any tense)</b></p> <p>e.g. je mange / je manger / je fai(te)s manger / je voudrais manger / je vais manger / j'ai mangé / je mangeais / je mangé</p> <p><b>Accept il/on/je/nous/moi + any recognisable <u>attempt</u> at prendre (any tense) + petit déjeuner</b></p> <p>je prends mon petit déjeuner / petit déjeuner</p>	

Page 8	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0528

<p><b>Appropriateness of language</b>  <b>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language</b></p>		<p>For LANGUAGE, consider <u>only</u> the part of the candidate's work for which you award a communication mark:  Il est 11 heures. Je manger dans la cuisine = 2 for comm. + 0 for lang.</p> <p><b><u>For LANGUAGE accept any verb tense/form if it is used in a logical fashion, e.g. accept future / perfect for task (c)</u></b></p> <p><b>NB</b> «Je suis dans la cuisine pour manger mon petit déjeuner» = 2 for Language.</p> <p><b>NB marking of verbs for Language</b></p> <p>Inaccuracies in the use of accents, are normally ignored:</p> <ul style="list-style-type: none"> <li>«J'achete» can count as 1 correct verb</li> </ul> <p>An exception is made with <i>-er</i> verbs and <i>être</i> (<i>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"> <li>«J'ai achete» cannot count as a correct verb</li> <li>«J'ai marche» cannot count as a correct verb</li> </ul> <p>However a grave accent can be allowed to count:</p> <ul style="list-style-type: none"> <li>«J'ai achetè» can count as 1 correct verb</li> </ul>
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.	

**TICK BLANK PAGE**

**[Total : 5]**



Page 9	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0528

## Section 2

## Exercice 1 Questions 17–25

- 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)
- 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 elle throughout for Gilbert

ACCEPT	REFUSE
17 <b>KEY CONCEPT: famille</b> [1] «Je suis en vacances au bord d'un joli lac avec ma famille»	
18 <b>KEY CONCEPT: caravane</b> [1] «Nous sommes au camping mais dans une caravane»	tente
19 <b>KEY CONCEPT: 3/trois semaines</b> [1] «Nous sommes arrivés la semaine dernière et nous allons passer ici trois semaines en tout»	
20 <b>KEY CONCEPT: tennis</b> [1] «Hier j'ai participé à un tournoi de tennis»	
21 <b>KEY CONCEPT: kayak</b> [1] «Aujourd'hui je vais faire du kayak»	
22 <b>KEY CONCEPT: (la) pêche/pêcher</b> [1] «Il passe des heures à pêcher tranquillement et ça le détend, même s'il n'y a pas beaucoup de poissons»	il n'y a pas beaucoup de poisson
23 <i>Any 2 of</i> [1 + 1] • <b>KEY CONCEPT: (eau) froid(e)</b> «Malheureusement, l'eau est très froide»  • <b>KEY CONCEPT: dangereux</b> «Naturellement c'est plus dangereux qu'une piscine mais il y a toujours deux moniteurs qui surveillent les baigneurs»	il n'y a pas de piscine
<b>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</b>	
24 <b>KEY CONCEPT: plats à emporter</b> [1] «Il n'y a pas de restaurant, alors on achète des plats à emporter»	il mange dehors

Page 10	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0528

**25 KEY CONCEPT:** (les) moustiques /  
piqûres de moustique [1]  
«C'est bien... mais, ce que je déteste, ce sont  
les piquûres de moustique»

[Total : 10]

**Exercice 2 Question 26: Votre chambre**

- **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 & 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) does not score, the maximum communication mark is 9.**  
**If 2 of (a) or (b) or (c) do not score, 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**
- **ONLY REWARD EACH PIECE OF INFORMATION ONCE**
- **FOR (b) and (c), REWARD REASON EVEN IF THE 'WHAT' IS NOT CLEAR**

Page 11	Mark Scheme	Syllabus	
	IGCSE – May/June 2014	0528	

ACCEPT (USE NUMBERED TICKS)

REFUSE

<p><b>(a) Tick 1</b></p> <p><b><u>Décrivez votre chambre</u></b></p> <p>Reward the following descriptive details (which often appear as part of a list)</p> <ul style="list-style-type: none"> <li>• position</li> <li>• size</li> <li>• colour</li> <li>• furniture + description of furniture</li> <li>• fittings, e.g. windows, bathroom</li> <li>• whether it is shared or not (with a brother/sister or with a pet)</li> <li>• what they do in their rooms (including 'there isn't much to do in my room')</li> </ul> <p><b>Accept:</b> il y a beaucoup de choses (dans ma chambre)</p>	description of family members
<p><b>(b) Tick 2</b></p> <p><b><u>Dites pourquoi vous aimez/n'aimez pas votre chambre</u></b></p> <p>1 mark for each reason given</p>	
<p><b>(c) Tick 3</b></p> <p><b><u>Qu'est-ce que vous aimeriez changer dans votre chambre? Pourquoi?</u></b></p> <p><b>Reward</b></p> <ul style="list-style-type: none"> <li>• Any descriptive detail (will often appear in the form of a list)</li> <li>• I would change nothing</li> </ul> <p>Award mark for reason even if not clear whether or not candidate likes the room</p>	

Page 12	Mark Scheme	Syllabus	
	IGCSE – May/June 2014	0528	

**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 13	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0528

### 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.**

#### Exercise 1 Questions 27–32

**1 Mark per question for True or False +  
1 Mark for correcting False statement (29, 30, 31, 32)**

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

	VRAI	FAUX	
27	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
28	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
29	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
31	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]

Page 14	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0528

ACCEPT: wrong gender (accept ill/elle throughout for Amélie

ACCEPT: CHECK FAUX IS TICKED

REFUSE MERE ADDITION/REMOVAL OF  
NEGATIVE

<p><b>29 IT WAS A HUGE SUCCESS</b> [1] c'est / son livre est un (énorme) succès(s) son premier roman (...) connaît un énorme succès</p>	<p>«(C'est à l'âge de 25 ans qu')elle publie son premier roman qui connaît un énorme succès» Le public a aimé le premier roman d'Amélie <b>tc but HA</b></p>
<p><b>30 KEY CONCEPTS are either:</b> [1] <b><u>SHE PUBLISHES ONE BOOK A YEAR</u></b> elle/Amélie publie un (seul) livre par an elle sort (seulement) un nouveau roman tous les ans / chaque année «Tous les ans elle (...) sort un nouveau roman» <b><u>SHE WRITES SEVERAL BOOKS A YEAR BUT ONLY PUBLISHES ONE</u></b> elle/Amélie écrit plusieurs livres par an, mais elle n'en publie qu'un seul «même si elle écrit trois livres par an, elle décide toujours de n'en publier qu'un seul»</p>	<p>«(Alors, même) si elle écrit trois livres par an, elle décide toujours de n'en publier qu'un seul» «Amélie publie seulement son meilleur travail» (<i>wrong concept tc but will often be HA</i>) «Tous les ans, <u>vers la fin du mois d'août</u>, elle sort un nouveau roman»</p>
<p><b>31 HER STORIES ARE AUTOBIOGRAPHICAL</b> [1] ses histoires sont (très/souvent) autobiographiques «ses histoires (...) racontent souvent des événements qui lui sont arrivés»</p>	<p>«Les lecteurs apprécient particulièrement l'humour de ses histoires très autobiographiques» «ses histoires <u>qui</u> racontent souvent des événements qui lui sont arrivés»</p>
<p><b>32 KEY CONCEPTS are either:</b> [1] • <b><u>SHE WRITES WITH A PENCIL</u></b> Amélie/elle écrit avec un crayon Amélie/elle utilise avec un crayon  <b>or</b> • <b><u>SHE WRITES IN / USES AN EXERCISE BOOK</u></b> Amélie/elle écrit dans un cahier d'écolier Amélie/elle utilise un cahier  Elle «écrit tous les matins, (...) avec un crayon dans un cahier d'écolier»</p>	<p>«J'écris tous les matins, environ quatre heures avec un crayon dans un cahier d'écolier»  Elle «écrit tous les matins, <u>environ quatre heures</u> avec un crayon dans un cahier d'écolier»</p>

[Total : 10]

Page 15	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0528

## Exercice 2 Questions 33–40

ACCEPT: wrong genders throughout unless ms specifies otherwise

ACCEPT

REFUSE

<b>33 <u>IL A PERDU SON TRAVAIL</u></b> [1] (il) avoir perdu son travail la perte de son travail quand il a perdu son travail	«(C'est après) avoir perdu son travail que Patrick Frommer a pris la décision de faire le tour du monde» après avoir perdu son travail
<b>34 <u>KEY CONCEPT IS EITHER</u></b> [1] <ul style="list-style-type: none"> <li>• <b><u>«SA FEMME (...) N'A PAS ESSAYÉ DE LE RETENIR»</u></b>            elle n'essaie pas de le retenir</li> <li>• <b><u>ELLE LUI A SUGGÉRÉ DE DÉDIER SA MARCHÉ À LA PROMOTION DE LA PAIX</u></b></li> </ul>	«Sa femme, <u>qui travaillait à plein temps</u> , n'a pas essayé de le retenir»  «C'est même elle qui lui a suggéré de dédier sa marche à la promotion de la paix»
<b>35 <i>Any 2 of</i></b> [1 + 1] <ul style="list-style-type: none"> <li>• <b><u>HE DID NO RESEARCH</u></b>            «(...) Il ne s'est pas renseigné sur les pays qu'il allait visiter»</li> <li>• <b><u>HE DID NOT LEARN / KNOW ANY LANGUAGES</u></b>            il n'a pas appris des langues étrangères            il n'a(i) «pas fait l'effort d'apprendre des langues étrangères»            il ne savait pas des langues étrangères»</li> </ul>	«Par contre il ne s'est pas renseigné sur les pays qu'il allait visiter» «Je me disais que les choses viendraient en route»  «Et en plus, je n'ai pas fait l'effort d'apprendre des langues étrangères»
<b>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</b>	
<b>36 <u>KEY CONCEPT IS EITHER:</u></b> [1] <ul style="list-style-type: none"> <li>• <b><u>HE LEFT / LEAVES MONTREAL</u></b>            il (est) parti de Montréal            il (est) parti de son Montréal natal</li> <li>• <b><u>HE STARTED / STARTS HIS TRIP</u></b>            il a commencé son voyage            il commence son voyage</li> </ul>	«(Parti de son Montréal natal le 18 août 2000) il est parti <b>tc</b> (il est) parti de son Montréal  il est parti de son Montréal natal (le 18 août 2000) et il allait passer les onze années suivantes à faire plus de 75 000 kilomètres à pied
<b>37 <u>KEY CONCEPT: DANS UN SAC À DOS</u></b> [1] avec un sac à dos il utilisait un sac à dos	«(Équipé seulement d'un sac à dos qui contenait quelques vêtements, une petite tente et un sac de couchage» avec un sac à dos et une petite tente il portait un sac à dos ( <i>does not answer the question</i> )

Page 16	Mark Scheme	Syllabus	
	IGCSE – May/June 2014	0528	

38	<i>Any 2 of</i>	[1 + 1]	
	<ul style="list-style-type: none"> <li>• <u>(POUR) LE SOUTENIR</u></li> <li>• <u>(POUR) DONNER DES NOUVELLES DE PATRICK À SES AMIS</u></li> <li>• <u>(POUR) RESTER EN CONTACT (AVEC LUI)</u></li> </ul>		
NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)			
39	<u>KEY CONCEPT IS EITHER</u>	[1]	«comme par exemple dans le désert d'Éthiopie»
	<ul style="list-style-type: none"> <li>• <u>(EN) ÉTHIOPIE</u></li> <li>• <u>DANS LE DÉSERT D'ÉTHIOPIE</u></li> </ul>		
40	<u>KEY CONCEPT: LES SOURIRES DE CEUX QUI L'ONT REÇU</u>	[1]	«Je suis heureux de me rappeler ces milliers de sourires d'hommes, de femmes et d'enfants qui m'ont reçu si généreusement»
	les sourires des gens qui l'ont reçu		

[Total : 10]