

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the March 2015 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. 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 ticks are correctly placed, but there are 2 '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 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)

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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).
- (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.

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## 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.**

## 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

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### 3 Detailed Mark Scheme

#### Section 1

##### Exercise 1 Questions 1–5

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

[Total: 5]

##### Exercise 2 Questions 6–10

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

[Total: 5]

##### Exercise 3 Questions 11–15

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

[Total: 5]

#### Section 2

##### Exercise 1 Questions 16–20

As long as the word is recognisable, accept misspellings.

ACCEPT			REFUSE
16	mois	[1]	
17	prix	[1]	
18	ouvert	[1]	
19	promotions	[1]	
20	cuisiner	[1]	

[Total : 5]

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## Section 2

### 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 Stéphane**

ACCEPT	REFUSE
<p><b>21 KEY CONCEPT:</b> (le) <b>sud</b> (de la France) [1]            «Je suis dans le sud de la France avec ma famille»</p>	<p>dans un appartement <b>tc but HA</b>            au bord de la mer <b>tc but HA</b></p>
<p><b>22 KEY CONCEPT:</b> (ils peuvent) <b>préparer repas</b> [1]            ils peuvent cuisiner            il y a une cuisine            «Nous avons loué un appartement; c'est idéal pour nous parce que nous pouvons préparer nos repas, ce qui est impossible dans un hôtel»</p>	<p>c'est idéal <b>tc</b></p>
<p><b>23 KEY CONCEPT:</b> <b>beaucoup de touristes</b> [1]            «J'adore nager dans la mer mais le problème c'est qu'il y a beaucoup de touristes en ce moment»            il y a trop de touristes</p>	<p>touristes <b>tc</b></p>
<p><b>24 KEY CONCEPT:</b> (il a / il s'est fait) <b>mal à la jambe</b> [1]            «Le soir je m'ennuie un peu car mon ami Christophe n'a pas pu venir avec nous. Il s'est fait mal à la jambe en jouant au foot»            il s'est blessé la jambe</p>	<p>il s'est cassé la jambe</p>
<p><b>25 KEY CONCEPT:</b> <b>pas intéressant</b> [1]            «Mes parents aiment faire des promenades tous les jours mais, à mon avis, ce n'est pas très intéressant!»            il/elle n'est pas intéressant</p>	<p>intéressant <b>tc</b>            Stéphane n'est pas très intéressant pour faire des promenades</p>
<p><b>26 KEY CONCEPT:</b> (des) <b>cartes postales</b> [1]            «Par contre, hier, nous sommes allés à <i>Aquacité</i>, un grand parc d'attractions; j'ai adoré ça et j'ai acheté des cartes postales pour mes amis»</p>	

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<p><b>27 KEY CONCEPT is either:</b> [1]</p> <ul style="list-style-type: none"> <li>Prefers museums (il) <b>préfère</b> (un) <b>musée</b></li> </ul> <p>«Mon père n'était pas content. Il a dit "Ce serait mieux de visiter un musée!"»</p> <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> <li>Likes museums (il) <b>aime</b> (visiter les) <b>musées</b></li> </ul> <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> <li>Would/wants to visit museum (il) <b>voudrait visiter</b> (un) <b>musée</b> (il) <b>visiterait</b> (un) <b>musée</b> (il) <b>veut visiter</b> (un) <b>musée</b></li> </ul>	<p>il visite un musée il va visiter un musée</p>
<p><b>28 KEY CONCEPT:</b> (il) <b>fait / faisait beau</b> [1] «Ce matin, ma mère nous a dit "Il fait si beau; allons faire un pique-nique à la campagne".»</p>	<p>il était beau le climat était beau</p>
<p><b>29 KEY CONCEPT: rain, eg pluie / pleuvoir /</b> (il) <b>pleut / (il) pleuvait</b> [1] «Quand nous nous sommes arrêtés pour manger, il a commencé à pleuvoir et tous nos sandwiches étaient mouillés»</p> <p>Accept any part of the verb «pleuvoir»: il fait pleu(t), il a fait pleuvoir etc</p>	<p>«tous nos sandwiches étaient mouillés» <b>tc</b></p>
<p><b>30 KEY CONCEPT:</b> (la) <b>voiture</b> (en) <b>panne</b> [1] «Et pour finir, sur le chemin du retour, notre voiture est tombée en panne»</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. We are still applying the sound-alike rule (e.g. *manger* = *mangé*).**

**REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.**

#### Exercise 1 Questions 31–35

1 Mark per question for True or False  
 1 Mark for correcting False statement (31, 33, 34)

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

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



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

ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>31 <b><u>HE (HAD) RESEARCHED ON INTERNET / HE RESEARCHES ON INTERNET</u></b> [1]</p> <p>il a/avait fait des recherches sur Internet il a cherché sur internet il recherche sur internet / il cherche sur Internet</p>	<p>«Malgré ses recherches sur Internet, Thierry a eu un gros choc en arrivant à destination» recherches <b>tc</b></p> <p>il a eu un gros choc en arrivant à destination</p>
<p>33 <b><u>CONCEPT is either:</u></b> [1]</p> <p><b><u>HE CHOSE (WHERE HE WOULD WORK) AT / AFTER THE MEETING</u></b> il a choisi (où il allait travailler) pendant la réunion c'est à la réunion qu'il a choisi (où il allait travailler) en la réunion il a choisi il devait choisir après (la réunion) il a choisi après d'aller à la réunion</p> <p style="text-align: center;"><b><u>or</u></b></p> <p><b><u>HE CHOSE TO WORK AT THE CENTRE FOR ORPHANS AT THE MEETING</u></b> c'est à la réunion qu'il a choisi de travailler dans un centre pour les enfants sans famille c'est à la réunion qu'il a choisi de travailler avec les enfants</p> <p>Accept «travailler»for «travail» eg: après la réunion, Thierry a choisi son travailler</p>	<p>«C'est à ce moment qu'il a pu choisir l'endroit où il allait travailler. Thierry a choisi de travailler dans un centre pour les enfants sans famille»</p> <p>c'est à ce moment (qu'il a pu choisir) <i>(incomplete)</i> il a pu choisir l'endroit où il aller travailler <i>(incomplete)</i> après la réunion il a choisi de travailler <b>tc</b> <i>(wrong message)</i></p>
<p>34 <b><u>CONCEPT is either:</u></b> [1]</p> <p><b><u>(FIRST) HE HELPED/HELPS CLEAN THE CENTRE / BUILDING</u></b> (d'abord) il a dû participer à l'entretien général du bâtiment (d'abord) il (a) fait le ménage et la lessive</p> <p style="text-align: center;"><b><u>or</u></b></p> <p><b><u>BEFORE HELPING WITH THE CHILDREN HE HELPED WITH THE CLEANING</u></b> avant de s'occuper des enfants il a dû participer à l'entretien général du bâtiment</p> <p style="text-align: center;"><b><u>or</u></b></p> <p><b><u>IL A RENCONTRÉ LES ENFANTS PLUS TARD</u></b></p>	<p>«Quand Thierry est arrivé à ce centre, ses doutes ont continué car il a dû d'abord participer à l'entretien général du bâtiment. Par exemple, il a fait le ménage et la lessive. Plus tard, il a rencontré les enfants et là, tous ses doutes ont enfin disparu»</p> <p>«il a rencontré les enfants et là, tous ses doutes ont enfin disparu»</p>

[Total: 8]

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Exercice 2 Questions 36–42

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

ACCEPT	REFUSE
<p><b>36 «CES COURS NE LA MOTIVAIENT PAS»</b> [1]</p> <p>(parce que) les cours ne la motivaient pas (parce qu’il(s) ne la motivaient pas</p> <p>Accept «ne» or «pas» for negative, e.g.: les cours ne la motivaient / les cours la motivaient pas</p>	<p>«Elle s’y ennuyait car, malheureusement, ces cours ne la motivaient pas» les cours de danse ne l’encourageaient pas <b>tc</b> <b>but HA</b> ils n’étaient pas intéressants</p>
<p><b>37 ELLE A ÉTÉ CHOISIE POUR FAIRE PARTIE DU GROUPE DE COMPÉTITION</b> [1]</p> <p>elle faisait partie du groupe de compétition</p>	<p>«Karine a vite montré un talent exceptionnel et a bientôt été choisie pour faire partie du groupe de compétition»</p>
<p><b>38 L’ENTRAÎNEUR NATIONAL</b> [1]</p> <p>«Karine a été remarquée par l’entraîneur national et est entrée (à l’INSEP)»</p>	<p>«Quand elle n’avait que douze ans, Karine a été remarquée par l’entraîneur national et est entrée à l’INSEP (Institut National des Sports et de l’Éducation Physique)» Karine est remarquée l’entraîneur l’entraîneur <b>tc</b> («national» missing)</p>
<p><b>39 LES TOILETTES</b> [1]</p> <p>elle s’enfermait (souvent) dans les toilettes elle allait (souvent) dans les toilettes elle s’enfermait (souvent) dans les toilettes pour y dormir</p>	<p>«J’étais tellement fatiguée que je m’enfermais souvent dans les toilettes pour y dormir» elle enfermait (souvent) dans les toilettes</p> <p>DO NOT ACCEPT DIRECT SPEECH HOWEVER IT IS PRESENTED</p>
<p><b>40 SIX MOIS</b> [1]</p> <p>pendant / pour... six mois</p> <p>30 heures par semaine pendant 6 mois</p>	<p>«Six mois plus tard, Karine faisait partie de l’équipe de France pour un match amical et prenait la première place» (pendant / pour...) six mois <b>plus tard</b> («plus tard» <b>INV</b>) six moins après six mois Karine faisait partie de l’équipe</p> <p>«Elle y a suivi un programme vraiment chargé demandant 30 heures d’entraînement et 20 heures de cours scolaires par semaine»</p> <p>Karine entraînait à l’INSEP pour six mois</p>

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<p><b>41</b> <u>CONCEPT is either</u> [1]</p> <ul style="list-style-type: none"> <li><u>ELLE A GAGNÉ UNE MÉDAILLE D'OR</u></li> </ul> <p>«Elle a eu raison de continuer, car elle y a gagné une médaille d'or pour une performance presque parfaite»</p> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li><u>ELLE EST DEVENUE CHAMPIONNE MONDIALE</u></li> </ul> <p>If either of the above is given as a clear first answer, accept reference to «la première championne mondiale de la gymnastique française» e.g. «elle est devenue championne mondiale <b>et</b> elle est devenue ainsi la première championne mondiale de la gymnastique française»</p>	<p>«Elle a eu raison de continuer, car elle y a gagné une médaille d'or pour une performance presque parfaite. Elle est devenue ainsi la première championne mondiale de la gymnastique française»</p> <p>If candidate adds «pour une performance presque parfaite» it must be correct, e.g. refuse: «Elle a eu raison de continuer, car elle y a gagné une médaille d'or pour une performance» (<i>incomplete</i>) elle a gagné une médaille d'or pour une performance parfaite (<i>no «presque»</i>)</p> <p>«elle est devenue ainsi la première championne mondiale de la gymnastique française» <b>tc</b></p>
<p><b>42</b> <u>LES BLESSURES</u> [1]</p> <p>ses blessures elle a beaucoup de blessures les blessures (qui se) sont multipliés les blessures multiples le nombre de blessures elle avait plus de blessures</p> <p>ses blessures a forcé Karine à mettre fin à sa carrière de gymnaste</p> <p>elle avait trop de blessures</p> <p>il y avait beaucoup de blessures</p>	<p>«Championnats et médailles se sont multipliés mais les blessures aussi»</p> <p>les multipliés blessures les blessures multipliés «C'est avec regret que Karine a donc été obligée d'abandonner sa carrière de gymnaste et de se consacrer uniquement à ses études» ses études <b>INV</b> les blessures au genou ses blessures étaient graves elle avait les trop blessures</p>

[Total: 7]