

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 2014 series**

### **0520 FRENCH (FOREIGN LANGUAGE)**

**0520/23**

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.

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

## 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
   
  

$$\begin{array}{l} 5 \quad \text{number of correct ticks} \\ -2 \quad \text{minus number of extra ticks} \\ = 3 \end{array}$$
- (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 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	Paper
	Cambridge IGCSE – October/November 2014	0520	23

**2.5 Reading tasks:** 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).
- (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	Paper
	Cambridge IGCSE – October/November 2014	0520	23

## 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

**3 Detailed Mark Scheme**

**Section 1**

**Exercise 1 Questions 1–5**

<b>ACCEPT</b>			<b>REFUSE</b>
<b>1</b>	<b>B</b>	<b>[1]</b>	
<b>2</b>	<b>B</b>	<b>[1]</b>	
<b>3</b>	<b>A</b>	<b>[1]</b>	
<b>4</b>	<b>C</b>	<b>[1]</b>	
<b>5</b>	<b>D</b>	<b>[1]</b>	

**[Total : 5]**

**Exercise 2 Questions 6–10**

<b>ACCEPT</b>			<b>REFUSE</b>
<b>6</b>	<b>C</b>	<b>[1]</b>	
<b>7</b>	<b>F</b>	<b>[1]</b>	
<b>8</b>	<b>E</b>	<b>[1]</b>	
<b>9</b>	<b>D</b>	<b>[1]</b>	
<b>10</b>	<b>A</b>	<b>[1]</b>	

**[Total : 5]**

**Exercise 3 Questions 11–15**

<b>ACCEPT</b>			<b>REFUSE</b>
<b>11</b>	<b>B</b>	<b>[1]</b>	
<b>12</b>	<b>C</b>	<b>[1]</b>	
<b>13</b>	<b>A</b>	<b>[1]</b>	
<b>14</b>	<b>C</b>	<b>[1]</b>	
<b>15</b>	<b>A</b>	<b>[1]</b>	

**[Total : 5]**

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

### 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) *plage* (b) *du volley* (c) *vent* = 1 for COMMUNICATION and 0 for LANGUAGE
- Mark answers not written in the space provided exactly as those written in the correct space
- *Où vous êtes plage; ce que vous faites volley; quel temps il fait vent* = 2 for COMMUNICATION (candidate loses mark for first inability to adapt rubric but not for repeated error) and 0 for LANGUAGE

### Communication

#### ACCEPT

#### REFUSE

For <b>COMMUNICATION</b> accept any tense Spelling: use rules in 2.5, look alike, sound alike, etc.	
<p>(a) <b>OÙ VOUS ÊTES</b> [1] Accept <b>il/on/je/nous/moi + any recognisable attempt at an appropriate verb (any tense) + plage</b></p> <p>e.g. Je suis/vais / je serai/irai / j'êtes/allez / j'être/aller / je voudrais être/aller / j'ai été/suis allé / j'étais/j'allait</p> <p>je suis à la plage je suis en vacances à la plage je suis près de la plage nous sommes au bord de la mer je passe les vacances à la plage je reste à la plage je visite la plage</p> <p><b>ALTERNATIVES FOR PLAGE:</b> côte / bord de la mer</p> <p><b>SPELLINGS OF PLAGE:</b> plaje</p> <p><b>IGNORE:</b> (lack of) preposition ...je suis la plage / je suis un plage / je vais plage / je suis de plage</p>	<p>je suis à la piscine je suis au bord de la mère</p> <p>plague / plache</p>
<p><b>Candidates may combine tasks: e.g.</b> il fait du vent à la plage = 2 for communication (for being at the beach and for it being windy) nous sommes allés à la plage pour jouer au volley = 2 for communication (for being at the beach/playing volleyball)</p>	

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

**ACCEPT**

**REFUSE**

<p><b>(b) CE QUE VOUS FAITES</b> [1]  <b>Accept il/on/je/nous/moi + any recognisable attempt at an appropriate verb (any tense) + volley</b>  e.g. je joue / je jouerai / je jouer / je jouez /  je voudrais jouer / j'ai joué / je jouais</p> <p>mon frère joue au volley</p> <p><b>ALTERNATIVES FOR JOUER AU VOLLEY:</b>  faire du sport / jouer du sport  je joue au ballon</p> <p><b>SPELLINGS OF VOLLEY:</b> vol(l)ée / vol(l)é / volet</p> <p><b>IGNORE:</b> (lack of) preposition ... je joue volley / je joue avec volley / je fais au volley</p>	
<p><b>Candidates may combine tasks: e.g.</b>  il fait trop de vent pour jouer au volley = 2 for communication (for it being windy/for playing volleyball)</p>	

**ACCEPT**

**REFUSE**

<p><b>(c) QUEL TEMPS IL FAIT</b> [1]  <b>Accept il + any recognisable attempt at an appropriate verb (any tense) + any recognisable attempt at vent</b></p> <p>e.g. il fait du vent / il faire vent / il fait vent / il ferait du vent / il a fait du vent / il faisait du vent</p> <p>le temps est très vent</p> <p><b>ALTERNATIVES FOR VENT:</b>  orage / orageux / tempête  il ne fait pas beau / il n'y a pas de soleil (must start «sol...»)  il fait mauvais / le temps est mauvais  le temps est horrible / le temps est affreux</p>	<p>pleurer</p> <p>vend(s) / vein / ventre</p> <p>il pleut / il fait mal / il neige  le temps est mal / nul  il fait du brouillard  il fait froid  le passé-temps est mauvais</p>
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Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

<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 <b>LANGUAGE</b>, consider <u>only</u> the parts of the candidate's work for which you award a communication mark:  Je suis au lac. Je jouer au volley. C'est vent = 2 for communication + 0 for language</p>
2	For the award of 2 marks, 2 verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	<p><b><u>For LANGUAGE accept any verb tense/form if it is used in a logical fashion, e.g. accept:</u></b>  Je vais aller à la plage. Je volley. Il faisait du vent (2 for comm, but only 1 verb as «il faisait du vent» is not logical in this example)</p>
1	There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.	<p><b>NB</b> «Je suis allé à la plage (pour) jouer au volley» = 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>
0	There are no examples of appropriate usage to reward. Where 0 awarded for Communication, 0 marks awarded for language.	

[Total : 5]



Page 9	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

## Section 2: Exercice 1 Questions 17–24

- 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 // throughout for Julie**

ACCEPT	REFUSE
17 <b>KEY CONCEPT: propriétaires</b> (hôtel) [1] «mes parents sont maintenant propriétaires d'un petit hôtel à Collioure»	
18 <b>KEY CONCEPT: au bord de la mer</b> [1] «c'est une petite ville pittoresque, au bord de la mer»	
19 <b>KEY CONCEPT: 3 ou 4 semaines</b> [1] «tu pourras passer trois ou quatre semaines chez nous» 3 semaines <b>tc</b> / 4 semaines <b>tc</b>	deux mois

ACCEPT	REFUSE
20 (i) <b>KEY CONCEPT: servir</b> [1] «servir au restaurant»	dormir et manger à l'hôtel
(ii) <b>KEY CONCEPT: nettoyer</b> [1] «nettoyer les chambres»	
<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>	
21 <b>KEY CONCEPT: bon</b> [1] «et en plus, tu auras un bon salaire»	Julie aura un bon salaire

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

ACCEPT

REFUSE

<p><b>22 KEY CONCEPT: parler français tout le temps</b> [1]  «comme tu vas parler français tout le temps, tu vas faire beaucoup de progrès»  le parler tout le temps</p>	<p>en anglais  tu vas faire beaucoup de progrès (<i>incomplete</i>)    parler tout le temps</p>
<p><b>23 KEY CONCEPT: touristes étrangers</b> [1]  «on va aussi parler anglais, car il y a tellement de touristes étrangers ici»  elles vont parler avec les touristes étrangers  les touristes parlent anglais</p>	<p>touristes <b>tc</b></p>
<p><b>24 (i) KEY CONCEPT: baigner</b> [1]  baignade / natation  «nous pourrions nous baigner tous les jours»</p>	
<p><b>(ii) KEY CONCEPT: plongée</b> [1]  «il y a aussi une très bonne école de plongée pas loin de l'hôtel»</p>	<p>une très bonne école (<i>incomplete</i>)</p>
<p><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></p>	

[Total: 10]

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

Exercice 2 Question 25: les vêtements

- **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) is missing, the maximum communication mark is 9.**  
**If 2 of (a) or (b) or (c) are missing, 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  
Je porte une jupe et un pullover. (1 verb = a list of up to 3 items)  
Je porte une jupe. Je porte un pullover. (2 verbs = 2 marks)
- **ONLY REWARD EACH PIECE OF INFORMATION ONCE UNDER EACH HEADING, HOWEVER:**
  - Pour aller à l'école je porte une jupe (✓1). Pour l'anniversaire de mon ami je vais porter une jupe ((✓2) – *this is now what the candidate will wear to friend's party and no longer a description of what she wears to school so «jupe» can score a separate mark as party wear*) parce que je j'ai une nouvelle jupe (✓2).
- **FOR (b) and (c), REWARD REASON EVEN IF THE 'WHAT' IS NOT CLEAR**
- For spelling, apply sound it out/look alike tests, e.g. accept
- For communication, look for a verb before awarding a mark. Lists without a verb will usually not score, see detailed mark scheme

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

**ACCEPT (USE NUMBERED TICKS)**

**REFUSE**

<p><b>(a) Tick 1</b>  <u>Décrivez les vêtements que vous portez pour aller à l'école</u></p> <p><b>Reward</b></p> <ul style="list-style-type: none"> <li>• items of clothing (which will often appear as part of a list – see instructions for marking lists)</li> <li>• statement that candidate does or does not have uniform (<i>do not treat as part of list even if there is only one verb</i>)</li> <li>• statement that candidate can sometimes wear own clothes</li> <li>• what candidate thinks of these clothes <b>and</b> why</li> <li>• max two ticks for adjectives (colour / comfortable / smart etc.)</li> </ul>	<p>chasseurs</p>
<p>je dois porter un uniforme scolaire (✓1), une jupe verte (✓1), des chaussettes blanches (✓1) et des chaussures (✓1)</p> <p>1 mark for school uniform  1 mark for list of 3 items (skirt, socks and shoes – even though there is not a separate verb)  1 mark each for skirt being green and socks being white (no further marks for colours)</p>	
<p><b>(b) Tick 2</b>  <u>Est-ce que les vêtements sont importants pour vous et vos ami(e)s?</u>  <u>Pourquoi/pourquoi pas?</u></p> <p><b>Reward</b></p> <ul style="list-style-type: none"> <li>• 1 mark for whether or not clothes are important for candidate</li> <li>• 1 mark for whether or not clothes are important for friends</li> <li>• 1 mark for each reason – anything sensible</li> <li>• Whether candidate thinks school uniform is important (candidates may not mention the word «important» e.g. «pour moi c'est un bon uniforme»)</li> <li>• Whether particular clothes are important to the candidate, e.g. «pour moi et mes amies une robe est très importante»</li> </ul>	

Page 13	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

<p>(c) Tick 3  <u>Le week-end prochain c'est l'anniversaire d'un(e) ami(e). Quels vêtements allez-vous porter? Pourquoi?</u></p> <ul style="list-style-type: none"> <li>• Reward description of clothes (which will often appear as part of a list – see instructions for marking lists)</li> <li>• Reward what candidate would not want to wear</li> <li>• 1 mark for each reason, e.g. ...because it is formal, ...because the party is on the beach, ...because it is hot</li> </ul> <p>Award mark for reasons even if not clear what the candidate will wear</p>	
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**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 14	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

### 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. We are still applying the sound-alike rule (e.g. *manger* = *mangé*).**

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

#### Exercise 1 Questions 26–31

**1 Mark per question for True or False +  
1 Mark for correcting False statement (26, 28, 29, 30)**

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

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

Page 15	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

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

ACCEPT: CHECK FAUX IS TICKED

REFUSE MERE ADDITION OF NEGATIVE

<p>26 Concept is... [1]</p> <p><b><u>EITHER</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>ILS SONT POUR LES JEUNES DES BANLIEUES PAUVRES</u></b> les Lycées d'excellence sont ouverts à certains jeunes qui vivent dans les banlieues pauvres</li> <li>ils sont ouverts aux jeunes des banlieues pauvres</li> <li>c'est pour (d')aider certains jeunes qui vivent dans les banlieues pauvres</li> </ul> <p><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>ILS SONT POUR CERTAINS JEUNES</u></b></li> </ul>	<p>«Les «Lycées d'excellence» <b><u>ont été créés récemment avec pour objectif</u></b> d'aider certains jeunes qui vivent dans les banlieues pauvres»</p> <p>les Lycées d'excellence sont pour les jeunes pauvres (<i>it is the «banlieues» that are poor</i>) ils sont pour les pauvres des banlieues pauvres (<i>needs «jeunes»</i>)</p> <p>les Lycées d'excellence sont d'aider les jeunes des banlieues pauvres</p> <p>ils aident certains jeunes (<i>they only help some of the intake</i>)</p>
<p>28 Concept is... [1]</p> <p><b><u>EITHER</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>ELLE RESTAIT DEHORS</u></b> elle reste dehors</li> </ul> <p><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>ELLE BAVARDAIT AVEC DES AMIS</u></b> elle bavarde avec ses amis (avant d'être interne à Sourdu) le soir elle restait dehors à bavarder avec des amis au lieu de faire ses devoirs</li> </ul>	<p>«Alors, le soir, je restais dehors à bavarder avec des amis, au lieu de faire mes devoirs»</p> <p>elle restait dehors pour faire ses devoirs avec ses amis avant d'être interne elle restait dans sa banlieue</p>
<p>29 <b><u>ILS SONT EN (PLEINE) CAMPAGNE</u></b> [1] on a mis ces lycées en (pleine) campagne c'est situé en campagne les Lycées ont été construits en pleine campagne (loin des banlieues)</p>	<p>«(C'est parce que nous voulions ce changement que) nous avons mis ces lycées en pleine campagne, loin des banlieues où ces jeunes ont grandi» c'est loin des banlieues où les jeunes ont grandi</p>
<p>30 <b><u>ILS VIVENT AU LYCÉE PENDANT TOUT LE TRIMESTRE (SCOLAIRE)</u></b> [1] ils peuvent rentrer dans leur famille après le trimestre / à la fin du trimestre</p>	<p>«Ici, ils sont tous pensionnaires. <b><u>En fait</u></b>, ils vivent au lycée pendant tout le trimestre scolaire» ils sont tous pensionnaires <b>tc but HA = incomplete</b> le trimestre scolaire</p>

[Total : 10]

Page 16	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

Exercice 2 Questions 32–39

**ACCEPT: wrong genders throughout unless ms specifies otherwise**

ACCEPT	REFUSE
<p><b>32 KEY CONCEPT: «(CONSTRUIRE) <u>SON / UN VOILIER</u>»</b> [1] il avait construit son/un voilier</p>	<p>«À l'âge de 26 ans, Alaric a commencé à construire son voilier. Ce travail lui a pris 4 ans» il construirait un voilier il a commencé son voilier</p>
<p><b>33 KEY CONCEPT: «<u>UN BRUIT</u> (TERRIBLE)»</b> [1] un bruit terrible une nuit a soudain réveillé Alaric</p>	<p>«Mais une nuit, un bruit terrible a soudain réveillé Alaric» <b>une nuit</b> un bruit terrible a soudain réveillé Alaric (<i>answer must start with «un bruit terrible»</i>)</p>
<p><b>34 ANY 2 OF</b> [1 + 1]</p> <ul style="list-style-type: none"> <li>• <b><u>SON VOILIER ÉTAIT PERDU</u></b> c'était évident, son voilier était perdu</li> <li>• <b><u>IL DEVAIT QUITTER LE VOILIER RAPIDEMENT</u></b> il devait le quitter rapidement (sinon pour lui aussi ce serait la fin)</li> <li>• <b><u>S'IL RESTAIT CE SERAIT LA FIN POUR LUI AUSSI</u></b> s'il restait ce serait la fin pour Alaric/lui ça pourrait être la fin pour lui</li> </ul>	<p>«C'était évident, mon voilier était perdu, raconte-t-il. Je devais le quitter rapidement sinon, pour moi aussi, ce serait la fin. Alaric a alors sauté dans son petit bateau de sauvetage en emportant de l'eau et de la nourriture»</p> <p>«Je devais le quitter rapidement sinon, (pour moi aussi, ce serait la fin)» il devait quitter rapidement (<i>needs «le» or «le voilier»</i>)</p> <p>ce serait la fin pour lui <b>tc</b></p>
<p><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></p>	
<p><b>35 KEY CONCEPT: <u>EAU ET NOURRITURE</u></b> [1] (de) l'eau et de la nourriture</p>	<p>«Alaric a alors sauté dans son petit bateau de sauvetage <b>en emportant</b> de l'eau et de la nourriture»</p>



Page 17	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0520	23

## ACCEPT

## REFUSE

<p>36 (i) [1]  <b>KEY CONCEPT: <u>IL NE POUVAIT PAS DIRIGER SON BATEAU</u></b>  il se trouvait dans un petit bateau qu'il ne pouvait pas diriger</p> <p>(ii) [1]  <b>KEY CONCEPT: <u>IL AVAIT PEU D'EAU</u></b>  il avait (seulement) assez d'eau pour 20 jours</p>	<p>«Alaric s'est rendu compte que sa situation était grave parce qu'il se trouvait dans un petit bateau qu'il ne pouvait pas diriger»  (qu')il ne pouvait pas diriger  le petit bateau ne pouvait pas diriger  le bateau qu'il ne pouvait pas diriger</p> <p>«Et <b>plus grave encore</b>, il avait seulement assez d'eau pour 20 jours»  il avait seulement assez d'eau pour 20 <b>heures</b></p>
<p><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></p>	
<p>37 Concept is... [1]</p> <p><b>EITHER</b></p> <ul style="list-style-type: none"> <li>• <b><u>QUAND LE BATEAU A DISPARU</u></b>  quand le grand bateau est parti sans le voir  quand une personne ne l'a remarqué et le bateau a disparu (<i>mark awarded for «le bateau a disparu»</i>)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <b><u>QUAND PERSONNE À BORD DU BATEAU NE LE REMARQUE</u></b>  quand il a vu un bateau mais personne ne l'a remarqué  quand personne dans le bateau a entendu ses cris/ses appels</li> </ul>	<p>«Là, j'ai perdu tout espoir, raconte Alaric. J'ai pensé «je vais mourir ici et il faut l'accepter» quand la grande croisière est partie sans le voir le bateau a disparu (<i>needs «quand»</i>) après l'énorme bateau a disparu après vingt jours</p> <p>quand un bateau ne l'a remarqué <b>tc but HA</b>  quand une personne ne l'a remarqué <b>tc but HA</b>  personne à bord du bateau ne le remarque (<i>needs «quand»</i>)</p>
<p>38 <b>KEY CONCEPT: (DES) <u>PÊCHEURS</u></b> [1]  (les) pêcheurs  des pêcheurs l'ont finalement trouvé</p>	<p>«Ce sont des pêcheurs qui, 36 heures plus tard, l'ont finalement trouvé»  des pêcheurs l'ont finalement trouvé, ils l'ont soigné et sont arrivés à le sauver</p>
<p>39 <b>KEY CONCEPT: (VRAIMENT) <u>ÉGOÏSTE</u></b> [1]  avant, il était vraiment égoïste</p>	<p>«Après cette aventure, j'ai changé dit-il. Avant, j'étais vraiment égoïste. Maintenant, ma famille prend la première place»  il a changé: il n'est plus égoïste  sa famille prend la première place <b>INV</b>  il vraiment égoïste (<i>with subject, a verb is required</i>)</p>

[Total : 10]