



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

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**FRENCH (FOREIGN LANGUAGE)**

**0520/21**

Paper 2 Reading

**October/November 2016**

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.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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## 1 General Marking Notes

## 2 General Marking Principles

**2.1** Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 3 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

### 2.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

### 2.3 More than the stipulated number of boxes ticked/crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

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

Both correct answers on line 1 and line 2 blank = 2  
 Both correct answers on line 1 and line 2 wrong = 1  
 (or vice-versa)

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

- (a) Spellings recognised by the Académie Française will be accepted.
- (b) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (c) Look-alike test: does what the candidate has written look like the correct answer?
- (d) Accept incorrect gender or person unless Mark Scheme specifies otherwise.

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- (e) 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)
- (f) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (g) Tolerate incorrect use of infinitive as a finite verb (e.g. il aller) unless Mark Scheme specifies otherwise (e.g. for questions where tense is important an infinitive may not be acceptable).

**2.6** Unless the Mark Scheme specifies otherwise, **do not accept incorrect French if the word given means something else in French.** (Incorrect French which constitutes a word in any language other than French is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 2.5 above.)

**2.7** Annotation used in the Mark Scheme/Marking:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
- (b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

**2.8** No response and '0' marks

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

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

**2.9 Extra material: Section 2, Exercise 2**

In **Section 2, Exercise 2**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme.

**Unless the Mark Scheme states otherwise, ignore extra material given in an answer.**

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## 2.10 Extra material: Section 3

In **Section 3**, it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section 3) provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, <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  or  (ii) an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
(c)	Extra material which constitutes an alternative answer <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

#### Exercice 1 Questions 1–5

ACCEPT		REFUSE
1	D matériel scolaire [1]	
2	A balayer [1]	
3	D poire [1]	
4	C stade [1]	
5	B savon [1]	

[Total : 5]

#### Exercice 2 Questions 6–10

ACCEPT		REFUSE
6	E voile [1]	
7	B laboratoire [1]	
8	D chien [1]	
9	A montre [1]	
10	C de la fièvre [1]	

[Total : 5]

#### Exercice 3 Questions 11–15

ACCEPT		REFUSE
11	A il fait froid [1]	
12	C parce qu'il y a un problème au collège [1]	
13	A au travail [1]	
14	B écrit des courriels [1]	
15	B manger quelque chose [1]	

[Total : 5]

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**Section 2**

**Exercise 1 Questions 16–20**

Accept any reasonable attempt at the correct word from the grid provided that it is recognisable as the correct answer.

<b>ACCEPT</b>	<b>REFUSE</b>
<b>16</b> parfait [1]	
<b>17</b> connu [1]	
<b>18</b> déguster [1]	
<b>19</b> logement [1]	
<b>20</b> renseignements [1]	

**[Total : 5]**

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### Exercice 2 Questions 21–29

- 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 *il* throughout for Selma.**

ACCEPT	REFUSE
<p><b>21 KEY CONCEPT: chez (son) oncle</b> [1]</p> <p>« Nous sommes tous chez mon oncle »</p> <p><b>Allow</b> à/dans/en la maison de (son) oncle</p> <p><b>Allow</b> avec (son) oncle</p> <p><b>Allow</b> oncle maison with suitable preposition e.g. à/dans/en</p> <p>Spelling of « chez » and « oncle » must be correct</p>	<p>oncle maison <b>tc</b></p>
<p><b>22 KEY CONCEPT: près (d'une) rivière</b> [1]</p> <p>« Tu sais que notre maison est située près d'une rivière »</p>	
<p><b>23 KEY CONCEPT: pluie</b> [1]</p> <p>« On n'a jamais eu de problèmes avant mais ce mois-ci la pluie est tombée sans cesse et l'eau de la rivière est montée rapidement »</p> <p><b>Allow</b> il a plu (accept sound-alike e.g. plus, plut)</p> <p><b>Allow</b> il ple(u)vait/ple(u)voir/ pl(e)uvait / pl(e)uvoir</p> <p>If verb used, must be attempt at past tense or infinitive</p>	<p>il a fait mauvais <b>tc</b> but <b>HA</b></p> <p>il pleut il a pleut</p>
<p><b>24 KEY CONCEPT: lundi (dernier)</b> [1]</p> <p>« Lundi dernier, j'ai regardé par la fenêtre et j'ai vu que l'eau était comme un lac devant la maison »</p>	<p>any other day <b>INV</b></p>

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<p><b>25 KEY CONCEPT:</b> (en) <u>les</u> montant (au) <u>premier étage</u> [1]</p> <p>« Nous avons essayé de sauver les objets importants en les montant au premier étage »</p> <p><b>Accept</b> mettre</p>	prendre
<p><b>26 KEY CONCEPT:</b> (l')électricité [1]</p> <p>« L'électricité ne marchait pas à cause de l'eau »</p>	
<p><b>27 KEY CONCEPT:</b> papa [1]</p> <p>« Enfin papa nous a dit: « Il n'y a plus rien à faire. Nous ne pouvons pas rester ici. Il faut quitter la maison. » »</p> <p><b>Accept</b> (Selma('s)) père</p>	
<p><b>28 KEY CONCEPT:</b> ne voulait pas quitter (sa) chambre [1]</p> <p>« J'étais très triste parce que je ne voulais pas quitter ma chambre »</p> <p><b>Accept</b> elle quittait (sa) chambre</p>	
<p><b>29 (i) KEY CONCEPT:</b> meubles mouillés [1]</p> <p>« Il dit que les meubles sont mouillés et qu'il y a une odeur affreuse »</p> <p><b>Accept</b> l'électricité ne marchait pas for either part but not both</p> <p>See paragraph 2.4 in the case of two correct answers on one line.</p>	
<p><b>(ii) KEY CONCEPT:</b> odeur (affreuse) [1]</p> <p>« Il dit que les meubles sont mouillés et qu'il y a une odeur affreuse »</p>	

[Total : 10]



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### Section 3

Look for signs of genuine comprehension. Usually, candidates who lift indiscriminately fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. This Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 2 General Marking Principles.

In this section, take into account the whole of the candidate's answer.

#### Exercise 1 Questions 30–34

**1 Mark per question for True or False**  
**1 Mark for correcting False statement (30, 31, 34)**

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

- (a) **True/False element:** all 5 statements appear on screen. Enter marks as appropriate for correct identification of each statement as True or False.
- If neither True nor False is 'ticked' for a question, enter N/R (no response).
  - If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.
- (b) **Justification for False statements:** only the 3 False statements appear on screen.
- If candidate has 'ticked' False, mark justification and enter mark
  - If True is 'ticked', award N/R (or 0 if justification IS provided – **do NOT reward justification if candidate has 'ticked' True**)
  - If True and False are **both** 'ticked' (and there is no clarification of candidate's 'final' answer), award 0 (ignore any justification) (if no justification provided, award N/R)
  - If **neither True nor False** is 'ticked', mark justification and enter mark (no mark awarded for True/False element)

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

**READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10**

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

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**ACCEPT: wrong gender (accept il/elle throughout for Étienne/Madame Duprey etc.)**

<b>ACCEPT: CHECK FAUX IS TICKED</b>	<b>REFUSE MERE ADDITION OF NEGATIVE</b>
<p><b>30 C'ÉTAIT/C'EST LE PROPRIÉTAIRE</b> [1]</p> <p>le propriétaire de l'immeuble l'a vidé</p> <p>le propriétaire a vidé l'appartement de Mme Duprey</p> <p>Further verb not required, but if attempted must be a correct past tense</p>	<p>« Le propriétaire (de l'immeuble) <b>voulait relouer l'appartement. Alors il l'a vidé et il a mis toutes les affaires de la vieille dame dans une grande poubelle, en bas de l'immeuble</b> »</p> <p>Car/parce qu'il voulait relouer l'appartement <b>HA</b> only if preceded by correct answer</p>
<p><b>31 ELLE L'/LUI AVAIT PROPOSÉ DE LE PRENDRE</b> [1]</p> <p>Madame Duprey l'/lui avait souvent dit de le prendre</p> <p>elle l'/lui avait dit de le prendre</p> <p>elle avait proposé de le lui donner</p> <p><b>Accept</b> other past tense, e.g. perfect</p>	<p>« <b>Étienne avait toujours aimé ce tableau et</b> Madame Duprey lui avait souvent dit de le prendre »</p> <p>elle lui avait souvent dit de <b>la</b> prendre</p> <p>elle lui avait proposé de <b>lui</b> prendre le tableau</p>
<p><b>34 IL A VENDU LE TABLEAU</b> [1]</p> <p>il a décidé de vendre le tableau</p> <p>Correct past tense required</p>	<p>« Il a <b>donc</b> décidé de vendre le tableau (et de donner l'argent à une association pour artistes en difficulté) »</p> <p>et de donner l'argent à une association pour artistes en difficulté <b>HA</b></p>

**[Total : 8]**

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Exercice 2 Questions 35–41

ACCEPT: wrong gender (accept il/elle throughout for Rémi/Max etc)

ACCEPT		REFUSE
<p><b>35 EN (PLEINE) CAMPAGNE</b> [1]</p> <p>à la campagne</p> <p><b>Accept</b> dans/en (la) campagne</p> <p>Subject/verb not required, but must be correct if attempted.</p> <p>Must grammatically answer the question.</p>	[1]	« « La Ruche » est <b>un grand et beau bâtiment</b> en pleine campagne »
<p><b>36 CONCEPT IS EITHER:</b> [1]</p> <ul style="list-style-type: none"> <li>il ne respectait pas les règlements</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>il se battait avec les autres élèves</li> </ul> <p>Must grammatically answer the question.</p>	[1]	« <b>Comme</b> il ne respectait pas les règlements de son collègue et <b>qu’il</b> se battait avec les autres élèves, <b>on l’a obligé à partir</b> »
<p><b>37 ILS RISQUENT D’ALLER EN PRISON</b> [1]</p> <p>Plural required and must grammatically answer the question.</p>	[1]	« <b>Il faut absolument éviter cela car ils risquent d’aller en prison</b> »
<p><b>38 ILS RETOURNENT DANS LEUR COLLÈGE</b> [1]</p> <p>« après un séjour de quelques mois ils peuvent retourner dans leur ancien collègue »</p> <p>Plural required and must grammatically answer the question.</p>	[1]	« <b>Et ainsi</b> , après un séjour de quelques mois, ils peuvent retourner dans leur ancien collègue »  <b>son</b> ancien collègue
<p><b>39 ILS ONT PRIS DU RETARD DANS LEURS ÉTUDES</b> [1]</p> <p>« ces jeunes ont souvent pris du retard dans leurs études »</p> <p>Must grammatically answer the question.</p>	[1]	« <b>De plus</b> , ces jeunes ont souvent pris du retard dans leurs études. »

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<p><b>40 (FAIRE) LA CUISINE</b> [1]</p> <p>« pour pouvoir communiquer plus facilement, les enseignants et les élèves de « La Ruche » font la cuisine ensemble »</p> <p>Verb not required but if used must be correct and grammatically answer the question.</p>	<p>« <b>Alors</b>, pour pouvoir communiquer plus facilement, les enseignants et les élèves de « La Ruche » font la cuisine ensemble »</p> <p>la cuisine <b>ensemble</b> (needs faire)</p>
<p><b>41 LES ÉLÈVES ONT (ENFIN) APPRIS À VIVRE AVEC LES AUTRES</b> [1]</p> <p>Correct present or past tense acceptable.</p> <p>Must grammatically answer the question.</p>	<p>« <b>Mais surtout, ils</b> ont enfin appris à vivre avec les autres »</p> <p>Plus de 70% des élèves n'ont plus de problèmes de violence.</p>

[Total : 7]