

MARK SCHEME for the October/November 2012 series

0520 FRENCH (FOREIGN LANGUAGE)

0520/22

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 October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus
	IGCSE – October/November 2012	0520

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 (eg by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (eg 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 (eg 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, eg 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

$$\begin{aligned} &5 \text{ number of correct ticks} \\ &-2 \text{ minus number of extra ticks} \\ &= 3 \end{aligned}$$

- (d) Answers in pen do not take precedence over answers in pencil, eg 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 – October/November 2012	0520

- 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 eg 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 (eg il aller) unless Mark Scheme specifies otherwise (eg 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:
- (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 (eg '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 – October/November 2012	0520

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, but which is not explicitly mentioned in the Mark Scheme:	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 specifically refused in the Mark Scheme:	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 – October/November 2012	0520

3 Detailed Mark Scheme

Section 1

Exercise 1 Questions 1-5 1 B 1 2 B 1 3 C 1 4 C 1 5 A 1 [Total: 5]
Exercise 2 Questions 6-10 6 F 1 7 E 1 8 C 1 9 A 1 10 D 1 [Total: 5]
Exercise 3 Questions 11-15 11 B 1 12 A 1 13 B 1 14 C 1 15 B 1 [Total: 5]

Page 6	Mark Scheme	Syllabus
	IGCSE – October/November 2012	0520

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 (eg where candidates answer **ALL** the questions but ignore the instruction to frame their answer as a message) as follows:
- (a) *marché* (b) *pommes* (c) *promenade* = 1 for COMMUNICATION and 0 for LANGUAGE
- Mark answers not written in the space provided exactly as those written in the correct space
- Vous allez au marché; ce que vous achetez pommes; vous faites après promenade = 2 for COMMUNICATION (candidate loses mark for first «vous» but not for repeated error) and 0 for LANGUAGE

<i>Communication</i>	ACCEPT	REFUSE
	<p>For COMMUNICATION accept any tense Spelling: use rules in 2.5, look alike, sound alike, etc</p>	
<p>(a) OÙ VOUS ALLEZ 1</p> <p>Accept on/je/nous/moi + any recognisable <u>attempt</u> at an appropriate verb (any tense) + marché</p> <p>eg 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>ALTERNATIVES FOR MARCHÉ: supermarché / magasin / centre commercial / chez le marchand de fruits / épicerie / alimentation etc</p> <p>IGNORE: (lack of) preposition before marché, eg je vais (dans) le marché = 1</p>	<p>marche supermarche (super)market maché / supermaché</p> <p>centre-ville / ville</p>	
<p>(b) CE QUE VOUS ACHETEZ 1</p> <p>Accept any recognisable <u>attempt</u> at ACHETER (any tense) + pommes</p> <p>eg J'achète / je achèterai / j'achetez / j'acheter / je voudrais acheter / j'ai acheté / j'achetais</p> <p>ALTERNATIVES FOR POMMES: fruits / tomates / cerises / poires (eg a reasonable interpretation of the picture)</p> <p>IGNORE: number of fruit</p>	<p>orange / ananas / légumes (<i>not a reasonable interpretation of pictures</i>) frites</p>	
<p>(c) CE QUE VOUS FAITES APRES 1</p> <p>Look for <u>EITHER</u> the concept of WALKING / BEING ON FOOT</p> <ul style="list-style-type: none"> • eg a recognisable <u>attempt</u> at an appropriate verb + promenade / randonnée / à pied • eg a recognisable <u>attempt</u> at (se) promener / marcher <p>OR the idea of GARDEN / PARK / COUNTRYSIDE</p> <ul style="list-style-type: none"> • eg a recognisable <u>attempt</u> at: je vais au parc / je rentre à pied / je visite le jardin public / je vais au parc / je sors à la campagne (or equivalents) <p>eg après je vais faire une promenade / je vais (me) promener en ville / je rentre chez moi à pied</p>	<p>je randonne dans le parc (<i>refuse «randonner» used as a verb</i>)</p> <p>je rentre chez moi (<i>no idea of walking or of park</i>) je vais en ville (<i>no idea of walking or of park</i>)</p>	

Page 7	Mark Scheme	Syllabus
	IGCSE – October/November 2012	0520

Appropriateness of language		<p>For LANGUAGE, consider <u>only</u> the parts of the candidate's work for which you award a communication mark: J'allez marché. J'achète des bananes. Après-midi je faire une promenade = 2 for comm. + 0 for lang.</p> <p><u>For LANGUAGE accept any verb tense/form if it is used in a logical fashion, eg accept:</u> «Je suis allé au marché. J'ai acheté des pommes. Je suis allé me promener». «Je vais au marché. Je vais acheter des pommes. Je voudrais faire une promenade» «Je suis allé au marché. J'achète des pommes. Je vais me promener.»</p> <p>NB «Je suis allé au marché (pour) acheter des pommes» = 2 for Language.</p> <p>NB marking of verbs for Language</p> <p>Inaccuracies in the use of accents, are normally ignored:</p> <ul style="list-style-type: none"> • «J'achete» can count as 1 correct verb <p>An exception is made with -er verbs and être (été). 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"> • «J'ai achete» cannot count as a correct verb • «J'ai marche» cannot count as a correct verb <p>However a grave accent can be allowed to count:</p> <ul style="list-style-type: none"> • «J'ai achetè» can count as 1 correct verb <p style="text-align: right;">[Total: 5]</p>
NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language		
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.	

Page 8	Mark Scheme	Syllabus
	IGCSE – October/November 2012	0520

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 il throughout for Morgane**

ACCEPT		REFUSE
<p>17 KEY CONCEPTS are either: 1</p> <p><u>(elle) aime mer</u> elle aime être au bord de la mer «je suis toujours contente de venir ici parce que j'aime être au bord de la mer» <u>(elle) est au bord de la mer</u></p>		<p>elle visite sa tante elle visite / aime Julie</p>
<p>18 KEY CONCEPT: 2 ou 3 fois par an 1</p> <p>«je la vois seulement deux ou trois fois par an mais nous nous envoyons des SMS presque tous les jours...»</p>		<p>2 ou 3 fois tc (<i>incomplete</i>) quand elle voit sa tante (<i>not necessarily true</i>) quand elle passe ses vacances (<i>not necessarily true</i>)</p>
<p>19 KEY CONCEPT: SMS / texto 1</p> <p>«je la vois seulement deux ou trois fois par an mais nous nous envoyons des SMS presque tous les jours...» Spelling of texto: text(e)</p>		
<p>20 KEY CONCEPT: train (touristique) 1</p> <p>«nous avons pris un petit train touristique pour monter au château»</p>		
<p>21 (i) KEY CONCEPT: admirer vue 1</p> <p>«là on a admiré la vue magnifique sur la mer» regarder la mer</p>		<p>elle a descendu le grand escalier</p>
<p>(ii) KEY CONCEPT: photo(s) 1</p> <p>«j'ai pris beaucoup de photos»</p>		
<p>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</p>		
<p>22 moules / frites / moules et frites 1</p> <p>«j'ai choisi des moules et des frites»</p>		
<p>23 KEY CONCEPT: promenade 1</p> <p>«l'après-midi nous avons fait une promenade sur la plage. Mais impossible de se baigner – nous n'avions pas de maillots de bain»</p>		<p>prendre le bus promenade en bateau</p>

Page 9	Mark Scheme	Syllabus
	IGCSE – October/November 2012	0520

<p>24 KEY CONCEPT: pas maillots de bain 1 «Mais impossible de se baigner – nous n’avions pas de maillots de bain»</p> <p>Spellings of maillots: malliots etc</p>	<p>parce que c’est impossible de se baigner tc (<i>incomplete</i>)</p>
<p>25 KEY CONCEPT: perdu portable 1 «j’allais te dire que c’était une journée parfaite mais pendant la soirée j’ai remarqué que j’avais perdu mon portable. Il a dû tomber sur la plage»</p> <p>Ignore possessives</p>	<p>son portable a dû tomber / est tombé sur la plage (<i>wrong message – problem is that she has lost it</i>) pendant la soirée elle a perdu son portable (<i>she lost it earlier on the beach</i>) elle a oublié son portable (<i>not true</i>)</p> <p style="text-align: right;">[Total: 10]</p>

Exercice 2 Question 26: Un(e) ami(e)

<ul style="list-style-type: none"> • COMMUNICATION: 1 mark per item up to a maximum of 10 • ACCURACY: up to 5 marks according to banded mark scheme <p>IGNORE TITLES, LETTER HEADINGS & ENDINGS FOR COMMUNICATION AND ACCURACY</p> <p>Communication: FOR COMMUNICATION BE TOLERANT OF VERBS / TENSES / SPELLING (for spelling, use rules in 2.5: look alike, sound alike, etc)</p> <ul style="list-style-type: none"> • Award marks flexibly across the tasks. HOWEVER, each of the 3 tasks, (a), (b), (c) must be covered to get the 10 communication marks. <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> X a les yeux bruns, les cheveux bruns et des lunettes (1 verb = a list of 3) X a les yeux bruns, il a les cheveux bruns et il porte des lunettes (3 verbs = 3 marks) • ONLY REWARD EACH PIECE OF INFORMATION ONCE <ul style="list-style-type: none"> ○ Mon ami s’appelle X (✓1). Il est très drôle et intelligent (✓1). Il est drôle (<i>no tick – «il est drôle» already rewarded as part of list</i>) et il me fait rire (✓1 – <i>can be rewarded as not previously mentioned</i>) ○ Mon ami est drôle(✓1). Pour être une bonne amie j’essaie d’être drôle (✓2) ○ Mon ami s’appelle X (✓1). Il raconte des histoires drôles (✓1). Il me fait rire (✓1) parce qu’il est drôle (✓1) – <i>«il est drôle» is not the same as «il raconte des histoires drôles» and mark can be awarded</i> ○ Mon ami est passionné du football (✓1) et moi aussi. Il joue au football (✓1) – <i>«mon ami est passionné du football» is not the same as «il joue au football» and mark can be awarded</i> ○ Mon ami est drôle(✓1). Pour être une bonne amie j’essaie d’être drôle (✓2)

Page 10	Mark Scheme	Syllabus
	IGCSE – October/November 2012	0520

ACCEPT (USE NUMBERED TICKS)	REFUSE
<p>(a) Décrivez un(e) de vos ami(e)s</p> <ul style="list-style-type: none"> Name of friend / age / where s/he lives / where s/he goes to school / how long they have known the friend / how they met / when friend was born / birthday Physical description Character description (including «elle est une bonne amie») <p><u>IN ORDER TO BE REWARDED ALL ABOVE SHOULD REFER TO A SINGLE FRIEND</u></p> <ul style="list-style-type: none"> Friend's / Friends' likes and dislikes Activities candidate does with friend(s) <u>ALSO REWARD LIKES AND DISLIKES RELATING TO FRIENDS PLURAL AND ACTIVITIES CANDIDATE DOES WITH FRIENDS PLURAL</u> <p>EXAMPLES:</p> <ul style="list-style-type: none"> Mon ami est intelligent ✓1 Mes amis sont intelligents – <i>no tick as description of friend must relate to 1 friend</i> Mon ami adore la musique ✓1 Mes amis adorent la musique ✓1 Nous adorons la musique ✓1 Mon ami écoute la musique ✓1 Mes amis écoutent la musique ✓1 Nous écoutons la musique ✓1 J'écoute de la musique avec mon ami ✓1 	<p>Description of friends plural (<i>the question asks candidate to describe a single friend</i>)</p> <p>j'ai beaucoup d'amis j'adore mes amis je l'aime beaucoup (<i>not a description</i>) descriptions of parents, eg «sa mère est anglaise», «son père est facteur»</p> <p>nous faisons beaucoup de choses ensemble tc</p> <p>where / when activities are done</p>
<p>(b) Que faites-vous pour être un(e) bon(ne) ami(e)?</p> <p>Needs to be what candidate / one does to be a good friend</p> <p><u>NB candidate does not always need to explain 'this is what I do to be a good friend':</u></p> <ul style="list-style-type: none"> Je joue au tennis avec mon amie tc = ✓1 <i>presented as straightforward activity the candidate does with friend: reward as tick 1</i> Pour être un bon ami je joue au tennis avec mon ami = ✓2 <i>presented as activity candidate does in order to be a good friend: reward as tick 2</i> J'aide X avec ses devoirs = ✓2 <i>the candidate is helping his/her friend: by implication s/he does it to be a good friend</i> Je déteste les émissions sportives mais je les regarde avec lui = ✓2 <i>the candidate is doing something s/he doesn't like for friend: by implication s/he does it to be a good friend</i> Je le conseille de ne pas manger des casse-croûtes ✓2 <i>the candidate gives friend good advice: by implication s/he does it to be a good friend</i> 	<p>je suis un bon ami tc j'essaie d'être un bon ami tc je travaille pour être un bon ami tc</p>

Page 11	Mark Scheme	Syllabus
	IGCSE – October/November 2012	0520

<p>(c) Dites ce que vous allez faire avec votre ami(e) <u>la semaine prochaine</u> et pourquoi</p> <ul style="list-style-type: none"> • Need a present or a future verb for what they do next week • Reason can be rewarded even if no mark can be awarded for what they will do • Accept plurals here 	
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Accuracy

5	<p>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.</p>
4	<p>Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</p>
3	<p>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.</p>
2	<p>A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.</p>
1	<p>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</p>
0	<p>Nothing accurate enough to be comprehensible.</p>

[Total: 15]

Page 12	Mark Scheme	Syllabus
	IGCSE – October/November 2012	0520

Section 3

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** 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

READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 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 (27, 29, 30, 32)**

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

	VRAI	FAUX	
27	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	1
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

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

ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>27 <u>KEY CONCEPT: HE WORKED FOR THE RADIO</u> 1</p> <p>il/Marc «était journaliste à la radio» il travaillait à la radio</p>	<p>«(pendant plus de dix ans Marc a vécu à Paris) <u>où</u> il était journaliste à la radio» «Marc a vécu à Paris <u>où</u> il était journaliste à la radio» il était journaliste à la radio <u>mais depuis toujours il voulait bouger</u> (extra = <u>INV</u>)</p>

Page 13	Mark Scheme	Syllabus
	IGCSE – October/November 2012	0520

<p>29 KEY CONCEPTS are either: <u>HE IS SHOCKED BY INJURED CHILDREN</u> il est choqué de voir des enfants blessés il a trouvé «(vraiment) difficile «de voir (tant) d'enfants blessés par la guerre et qui n'étaient pas correctement soignés»</p> <p style="text-align: center;">or</p> <p><u>THE NUMBER OF INJURED CHILDREN SHOCKS HIM</u> il est choqué par le nombre d'enfants blessés</p> <p style="text-align: center;">or</p> <p><u>HE WAS SHOCKED TO SEE INJURIES / CHILDREN INCORRECTLY TREATED</u> il est choqué de voir des blessures/enfants «qui n'étaient pas correctement soignés»</p>	1	<p>«j'ai trouvé vraiment difficile de voir tant d'enfants blessés (par la guerre) et qui n'étaient pas correctement soignés» il est difficile de voir tant d'enfants blessés (par la guerre) et qui n'étaient pas correctement soignés il choqué de voir (<i>need</i> «il est choqué») par les enfants il a vu que les enfants n'étaient pas correctement soignés (<i>incomplete – need some idea of him being shocked / finding it difficult</i>) il est choqué de voir des blessures/enfants «qui n'étaient pas (...) soignés» (<i>were tended to, just not well</i>)</p>
<p>30 KEY CONCEPTS are either: <u>WISH IS TO SEE HOSPITAL RE-BUILT / RE-BUILD HOSPITAL WHERE HE USED TO WORK</u> son rêve est de voir reconstruit l'hôpital où il travaillait (avant la guerre) «Almech explique à Marc que son seul rêve est de voir, un jour» son hôpital reconstruit / l'hôpital où il travaillait reconstruit son rêve est de voir reconstruit son hôpital</p> <p style="text-align: center;">or</p> <p><u>HE IS / WAS A DOCTOR</u> <u>HE WAS A DOCTOR (BEFORE THE WAR)</u> il est / était médecin il/«Almech travaillait comme médecin (avant la guerre)»</p>	1	<p>«un jour Almech emmène Marc sur le site d'un hôpital» «c'était dans cet hôpital qu'Almech travaillait comme médecin avant la guerre»</p> <p>«avec émotion Almech explique à Marc que son seul rêve est de voir, un jour, cet hôpital reconstruit» son seul rêve est de voir l'hôpital / cet hôpital reconstruit) (<i>which hospital?</i>) Almech travaillait comme médecin avant la guerre dans cet hôpital (<i>which hospital?</i>) Almech a déjà travaillé dans un hôpital (<i>incomplete: need that he was a doctor</i>) il/Almech travaille «comme médecin (avant la guerre)»</p>
<p>32 KEY CONCEPTS are either: <u>THE POPULATION IS (VERY) GENEROUS / GIVES MONEY</u> elle/la population française est (très) généreuse la population (française) est generos(e) les français ont donné de l'argent</p> <p style="text-align: center;">or</p> <p><u>THE POPULATION PARTICIPATED</u> les Français ont participé (des riches mais aussi des pauvres, même des enfants) ils ont soutenu le projet de Marc</p> <p style="text-align: center;">or</p> <p><u>MARC HAS / THEY HAVE NEVER SEEN SUCH GENEROSITY</u> Marc n'a jamais vu «autant de générosité (dans la population)» ils n'ont jamais vu autant de générosité</p>	1	<p>«tant de gens, les Français comme les Afghans ont participé: (des riches mais aussi des pauvres. Même des enfants qui m'envoyaient leur argent de poche)»</p> <p>«Les Français comme les Afghans ont participé: des riches mais aussi des pauvres» les Français ont participé: des riches mais aussi des pauvres, même des enfants qui m'envoyaient leur argent de poche «Je n'ai jamais vu autant de générosité dans la population, (raconte Marc...))» II n'a jamais vu «autant de générosité (dans la population)» (<i>not clear who «il» refers to</i>)</p>

[Total: 10]

Page 14	Mark Scheme	Syllabus
	IGCSE – October/November 2012	0520

Exercice 2 Questions 33–40

ACCEPT: wrong genders throughout unless ms specifies otherwise	
ACCEPT	REFUSE
<p>33 ELLE TRAVAILLE DE NUIT 1</p> <p>«elle travaille de nuit, comme infirmière pour enfants, dans un grand hôpital»</p>	<p>«Pourtant son métier est particulièrement fatigant: elle travaille de nuit, comme infirmière pour enfants, dans un grand hôpital»</p> <p>elle travaille comme infirmière (pour enfants) / elle travaille dans un grand hôpital (<i>wrong concepts</i>)</p>
<p>34 4 HEURES (DE L'APRÈS-MIDI) 1</p>	<p>wrong time</p> <p>«Gaëlle dort jusqu'à 4 heures de l'après-midi»</p> <p>l'après-midi tc</p> <p>jusqu'à 4 heures</p>
<p>35 (a) 1</p> <p>LES RELATIONS SONT FAMILIALES</p> <p>«les relations avec les enfants malades sont plus familiales la nuit»</p> <p>les relations familiales (avec les enfants)</p>	<p>«Gaëlle aime beaucoup l'ambiance de l'hôpital la nuit: les relations avec les enfants malades sont plus familiales la nuit»</p> <p>les relations avec les enfants (<i>no «familiale»</i>)</p>
<p>(b) 1</p> <p>LE TRAVAIL EN ÉQUIPE</p> <p>«entre collègues de nuit» on travaille ensemble / en équipe</p> <p>travailler en équipe / ensemble</p> <p>ils travaillent en équipe / ensemble</p> <p>elle travaille (ensemble) en équipe</p> <p>ils travaillent (ensemble) en équipe</p> <p>ALLOW «et» at beginning of answer to (b) as it indicates the follow-on from (a)</p>	<p>«(et puis) au niveau du travail, entre collègues de nuit nous travaillons ensemble en équipe»</p> <p>elle dit «entre collègues de nuit nous travaillons ensemble en équipe»</p> <p>nous travaillons ensemble en équipe</p> <p>ensemble en équipe (<i>incomplete – need verb</i>)</p> <p>elle travaille ensemble (<i>incomplete – need «en équipe»</i>)</p> <p>travaillent (ensemble) en équipe (<i>incomplete – no subject</i>)</p>
<p>36 AIDER LES VICTIMES DES ACCIDENTS 1</p> <p>ils aident les victimes des accidents</p> <p>ces/les pompiers aident les victimes des accidents</p> <p>NB need an infinitive or a subject</p>	<p>«(ces pompiers) appelés par téléphone aident les victimes des accidents»</p> <p>aident les victimes des accidents («<i>aident</i>» <i>not an infinitive so needs a subject</i>)</p>
<p>37 UNE FORMATION 1</p> <p>«elle doit d'abord suivre une formation (pour devenir pompier volontaire)»</p> <p>(d'abord) suivre une formation</p>	<p>«malgré ses qualifications d'infirmière elle doit d'abord suivre une formation (pour devenir pompier volontaire)»</p> <p>suivre une information</p>

Page 15	Mark Scheme	Syllabus
	IGCSE – October/November 2012	0520

<p>38 CONCEPTS are either:</p> <p><u>(IN THE) AMBULANCE</u> «pendant le transport en ambulance (à l'hôpital)»</p> <p style="text-align: center;">or</p> <p><u>ON THE WAY TO THE HOSPITAL</u> «pendant le transport à l'hôpital»</p>	1	<p>«pendant le transport en ambulance à l'hôpital» c'est Gaëlle qui commence à soigner les victimes d'accident» à l'hôpital (<i>wrong message</i>) en ambulance à l'hôpital (<i>wrong message, sounds as if it is at the hospital</i>) le transport en ambulance à l'hôpital</p>
<p>39 CONCEPTS:</p> <p>(i) <u>SHE WANTS TO LOOK AFTER OTHERS</u> elle «Gaëlle (...) veut avant tout pouvoir s'occuper des autres» <u>pour</u> pouvoir s'occuper des autres elle peut s'occuper des autres</p>	1+1	<p>«Gaëlle qui veut avant tout pouvoir s'occuper des autres» elle veut occuper des autres (<i>wrong message</i>) pouvoir s'occuper des autres (<i>needs «pour»</i>)</p>
<p>(ii) <u>SHE DISLIKES STAYING AT HOME TO WATCH TELLY</u> elle/Gaëlle déteste rester chez elle à regarder la télé</p>		<p>«je déteste rester chez moi à regarder la télévision» elle déteste rester elle déteste rester (et) regarder la télé</p>
<p>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</p>		
<p>NB «elle déteste rester chez elle» on one line and «(et) elle déteste regarder la télé» on the next = 1</p>		
<p>NB «elle deteste rester» on one line and «chez elle et elle déteste regarder la télé» on the next = 0</p>		
<p>40 CONCEPTS:</p> <p><u>ELLE TRAVAILLE MIEUX / BIEN</u> elle «travaille mieux (dans des situations d'urgence)» elle travaille bien</p> <p style="text-align: center;">or</p> <p><u>ELLE RÉAGIT MIEUX / BIEN</u></p>	1	<p>«...et puis je travaille mieux dans des situations d'urgence» travaille mieux (<i>no subject</i>)</p> <p>REFUSE QUOTATION HOWEVER IT IS PRESENTED</p> <p style="text-align: right;">[Total: 10]</p>