UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

# www.papacambridge.com MARK SCHEME for the May/June 2012 question paper

## for the guidance of teachers

# 0520 FRENCH (FOREIGN LANGUAGE)

0520/13

Paper 1 (Listening), maximum raw mark 48

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 must be read in conjunction with the question papers and the report on the examination.

Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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#### 1 **General Marking Notes**

#### 2 **General Marking Principles**

Cambridge.com 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.

Often the general principles will have to be weighed up against each other, eg the answer might pass the look-alike test (2.5(b)), but if the candidate has produced an answer that is another word in French they will not score (2.6).

#### 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:

- If more than one attempt is visible, but the candidate has clearly indicated which attempt is (a) 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 their 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 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3
  - 5 number of correct ticks
  - -2 minus number of extra ticks
  - = 3
- (d) Answers in pen do not take precedent 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.

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2.4		ons requiring more than one element for th e interchangeable:	ne answer, (i) and (ii),	Samplia
		t answers on line 1 and line 2 blank = 2 <b>ct answers on line 1 and line 2 wrong = 1</b> sa)		Se.com

- 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.
  - (e) Accept incorrect tense unless Mark Scheme specifies otherwise.
  - Tolerate incorrect auxiliary unless Mark Scheme specified otherwise. (f)
  - (g) Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.
- 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 Where words are combined or split inappropriately do not award the mark, e.g. 'sonpère' and 'lar ticle' (inappropriate splitting or combination is an indication that the candidate has not understood).
- 2.8 Annotation used in the Mark Scheme:
  - INV = Invalidation and is used when additional material included by the candidate is (a) judged to invalidate an otherwise correct answer thus preventing them from scoring the mark (INV = 0).
  - tc = 'tout court' and means that on its own the material is not sufficient to score the mark. (b)
  - HA = harmless additional material which in conjunction with the correct answer does not (c) prevent the candidate from scoring the mark.
  - BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner (d) and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.
- 2.9 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).

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#### Award 0:

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

### 2.10 Extra material:

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 recorded material. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the transcript to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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</b> <b>explicitly mentioned in</b> <b>the Mark Scheme:</b>	<ul> <li>the Examiner needs to decide, by consulting the transcript and the Team Leader if necessary, whether the alternative answer constitutes:</li> <li>(i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded</li> <li>(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</li> </ul>
(c)	Extra material which constitutes an alternative answer <b>specifically</b> 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 original transcript:	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 heard and pure guesswork. Therefore where a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

		Syllabus 2 0520	
Page 5	Mark Scheme	Syllabus	er
	IGCSE – May/June 201	2 0520	100
Detailed Mark Scher Section 1	ne		ambridge.com
Exercice 1 Question	s 1-8		On
	ACCEPT	REFUSE	
1 A	1		

#### **Detailed Mark Scheme**

#### Section 1

### **Exercice 1 Questions 1-8**

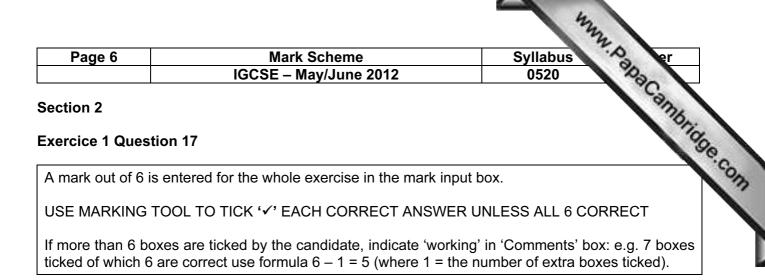
		ACCEPT	REFUSE
1	А	1	
2	С	1	
3	D	1	
4	С	1	
5	В	1	
6	D	1	
7	А	1	
8	С	1	

Total : 8

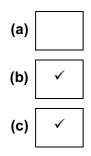
#### **Exercice 2 Questions 9-16**

	ACCEPT		REFUSE
9	28 vin(g)t hui(t)	1	
10	A	1	
11	В	1	
12	С	1	
13	С	1	
14	В	1	
15	A	1	
16	С	1	

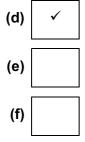
Total: 8



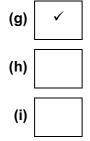
# Benoît



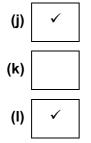
#### Adrienne



### Fabrice



Camille



Total: 6

		134
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## Exercice 2 Questions 18–27

#### Part 1

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	IGCSE – May/Ju	ne 2	012	0520	100
xercice 2 Que	stions 18–27				A. PapaCan
Part 1					
	ACCEPT			REFUSE	
18 écrivain(e)		1			
<b>«écrivai</b> écrivan(e) /	of acceptable spellings of n»: écriv(i)an / ecriva(e) / ecrivat(e) e) / ecriver / ecrivein	/		ien / ecrieva / ecri /ar / ecrival / ecriv	ievan /
«écrire» OR must start e	gnisable form or tense of verb criv ents and attempts at «littératu	re»	littérature <b>HA</b> b	ut <b>tc</b>	
19 libre(s) libr / libra / l Ignore acco	iberté(s) / libéré ents	1	livre librairie sortir		
	s / chatte / chas / sha(t) spite of Marking Principle 2.7)	1	chiens chai à la maison <b>tc</b> l	but HA	
21 animal + do	omestique	1	animal de mast	ique	
<b>«domes</b> domestic / c			dimostic / dome demestic	etique	
	of acceptable spellings of	1	<b>friut)</b> produit de mer	nning with fri (a	apart from
struits»: friut(s) / fruit	: (s) / fruie(s) / fruite(s)		fruit demer mère / maire / r	mare / mear = INV	,

		42
Page 8	Mark Scheme	Syllabus 74.0
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art 2	DEFLICE
	REFUSE
<b>23 note(s)</b> (en) <b>français</b> 1	REFUSE notes tc notes de/en <u>France/François</u> améliorer le français ( <i>incomplete</i> ) étudier le français ( <i>wrong concept</i> )
résultats (en) français	notes de/en France/François
améliorer ses <b>notes</b> en <b>français</b>	améliorer le français (incomplete)
Evenues of eccentable excilings of	
Examples of acceptable spellings of	<u>notre</u> (en) français
«notes»: not / note / notte	
Ignore renderings of «mauvais» if essential	
elements are present	
24 moin(s) proche(s) 1	mois proche / moi proche / mon proche /
moin(s) prosh(e)	moines proches moins po(r)che / moins posh / moins prouche
25 1	proche tc
	scolaire <b>tc</b>
Either	le soir
<ul> <li>(la) journé(e) scolaire</li> </ul>	journey scolaire
jour scolaire	
or	
• (les) horaire(s) scolaires	
heure(s) scolaire	
heure(s) école	
horaire école	
or	languas alassas (wrang concept)
<ul> <li>(l')école (est) longue</li> </ul>	longues classes ( <i>wrong concept</i> )
	le jour est long (incomplete)
Examples of acceptable spellings of	
«scolaire»:	
schola(i)re / esc(h)olaire	
Ignore renderings of «différents»	
Unless «long(s)» is part of the required	
answer (eg école longue), ignore	
renderings of «long(s)»	
26 chaud 1	chaux / chaut / chos /
au chaud / à chaud / toujours chaud	chat / char
	froid
Examples of acceptable spellings of	à 18h = INV (wrong time)
«chaud»: chau / shau / chaude	
?7 s'entendre avec la famil(l)e   1	attendre / éteindre = <b>INV</b>
1. Look for a reflexive pronoun	mentendre / sentendre (see Marking Principle
<u>s</u> 'entendre / <u>m</u> 'entendre / <u>t</u> 'entendre famille	2.7)
2. or the inclusion of «avec»	entendre avec <u>parents</u> (incomplete: needs
entendre <u>avec</u> famille	famille)
In the inclusion of the network as the	familie / family = INV
Ignore inclusion of negative: ne pas	
s'entendre famille / ne entendre avec	
famille	
Ignore incorrect possessive adj with	
<b>«famille»:</b> s'entendre avec sa / ma / mon /	
ta / il / elle etc famil(l)e	
Examples of acceptable spellings of	
«entendre»:	
entender / entend / entende antendre / antend / antende	m' <u>o</u> ntandre avec la famille

Page 9	Mark Scheme	Syllabus	er
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xercice 1 Questi	ons 28-33	Syllabus 0520 REFUSE	1
	ACCEDT	DEFLICE	
	ACCEPT	REFUSE	
-	ACCEPT 1	REFUSE	
-	ACCEPT 1 1	REFUSE	
<b>29</b> B	ACCEPT 1 1 1 1	REFUSE	
29 B 30 D	ACCEPT	REFUSE	
29 B 30 D	ACCEPT	REFUSE	
9 B 0 D 1 C	ACCEPT	REFUSE	

## Exercice 2 Questions 34-41

ACCEPT		REFUSE
34 9 mois neuf mois «mois» must be spelt correctly	1	moi / moin / moins / moine / moit
<ul> <li>35 (l')esprit (d')équipe (entre les pompiers)</li> <li>Examples of acceptable spellings of «esprit»: Must begin espri or espir esprite / espri(e) / espiri(e) / espirit(e)</li> <li>NB essential concept is team <u>spirit</u></li> </ul>	1	travailler en observer les pompiers <b>tc but HA</b> solidarité de l'équipe équipe <b>tc</b> ambiance de l'équipe ( <i>incomplete</i> ) lesprit d' équipe ( <i>incorrect split</i> ) espir d'équipe espere d'équipe esprit d' <u>ecip</u>
<ul> <li>36 (i) (assez) petit(e) assi(e) petite à/a être petite (BOD: être = est)</li> <li>Examples of acceptable spellings of «petite»: peti / petie</li> </ul>	1	trop / très petite (wrong concept) beware «assis» distorts pour être petite (wrong concept) devenir petite (wrong concept)
<ul> <li>(ii) matériel lourd matériel lourd à porter</li> <li>Examples of acceptable spellings of «matériel»: material</li> <li>Examples of acceptable spellings of «lourd»: Must begin lour lour(e) / lours</li> </ul>	1	matériel lourd <u>ap(p)orter</u> = INV matiere / métier = INV équipement lourd à porter elle est lourde à porter l'ours / loubre / louvre

				trank .			
Page 10	Mark Schen			Syllabus Syllabus			
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	ACCEPT		REFUSE				
37 pleine (de)		1					
«plein»:	f acceptable spellings of (n)e / plain / plen(e) / pleint		Syllabus 012 0520 REFUSE plan / plant / plaine / plent / plend / plem				
Examples o «fumée»	f acceptable spellings of :						
fumer / fume	e(s) / fumme		fumier				
<b>38 (ii)</b> (avoir un) <b>minimum</b> (de) <b>force</b> 1 être un minimum de force		<u>avant</u> un minimum de force = <b>INV</b>					
<u>un</u> peu o			peu de force ( <i>wrong concept</i> )				
Examples o «minimu minimem / m			miniment / minimême / miniman de force				
	npts at rendering «en plus»: ) minimum (de) force		BUT note «plus d'un minimum de force» = wrong concept				
39 (a) peur(e) elle est p	peur / il est peur	1	pleur / pur / per / pour mention of internet = <b>INV</b>				
savait fa savait qu	exactement) <b>quoi faire</b> lire ui / que faire ait quoi faire / je savais quoi fair	1 e	s'avait ( <i>wrong</i> s	split)			
Examples o «savait»	f acceptable spellings of						
savé / savvé	/ save / sais / sait						
Examples o «quoi»: qoiu / qoi	f acceptable spellings of						

			4744		
Page 11	Mark Scheme	Syllabus Syllabus	r		
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			°C,		
	ACCEPT		REFUSE	34	
autres	npie(r) est responsable des 1	chaque pompie (wrong split)	er est responsable <b>tc</b> er est responsable <u>del autre</u>	nbridge com	
Concept is:		responsabilité (	des autres ( <i>wrong concept</i> )	13	
	sponsible for others / team				
chaque est r	esponsable des autres esponsable des autres	responsable des autres <b>tc</b>			
	nsable des autres r(s) est/sont responsable(s) des	<u>il/elle</u> est respo	D		
d'autre(s) / d	<b>s for «des autres»:</b> le autre(s) / aux autre(s) / à (les) pour (les) autre(s)		able <u>des o(u)tres</u> = INV able <u>dautres / doutres</u>		
«respon	/ responsible / responsabilité /	responible / res	sponisble		
41 devenir pro	fessionnelle 1	deviner profes	sionnelle ( <i>wrong concept</i> )		
divinir / diver	nir / devinir professionnelle	venir professio	nnelle (wrong concept)		
intention être professi voudrait / va elle sera / se	opropriate verb indicating future onnelle être professionnelle erait professionnelle e a être professionnelle ( <b>BOD</b> )	elle <u>est deven</u> concept)	sionnelle ( <i>no future intention</i> ) <u>ue</u> professionnelle ( <i>wrong</i> ssionnelle / être pompier <b>tc</b>	)	
<b>«profess</b> Must start pr	<b>f acceptable spellings of</b> . <b>ionnelle»:</b> of ch of «f, s, n, l» but ignore extras	and answer of professeur = IN carefully)	men / concours (read transcr carefully) V (read transcript and answ V (read transcript and answe	ver	
	e / profesional / profesinnele etc	carefully)			
<u> </u>	· ·		Tota	1 · 10	

Total: 10