UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 question paper

for the guidance of teachers

0520 FRENCH (FOREIGN LANGUAGE)

0520/12 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.

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.**

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 <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

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

(a)   If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.

(b)   If two attempts are visible (e.g. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

(c)   In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from 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.

2.4 **For questions requiring more than one element for the answer, (i) and (ii), 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) '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.

(f) Tolerate incorrect auxiliary unless Mark Scheme specified otherwise.

(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:

(a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing them 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.

2.9 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).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the ca
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, **but which is not explicitly mentioned in the Mark Scheme:**	the Examiner needs to decide, by consulting the transcript 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 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

Detailed Mark Scheme

Section 1

Exercice 1 Questions 1-8

ACCEPT		REFUSE
1 A	1	
2 C	1	
3 D	1	
4 C	1	
5 B	1	
6 D	1	
7 A	1	
8 C	1	

Total : 8

Exercice 2 Questions 9-16

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

Total : 8

Section 2

Exercice 1 Question 17

A mark out of 6 is entered for the whole exercise in the mark input box.

USE MARKING TOOL TO TICK '✔' EACH CORRECT ANSWER UNLESS ALL 6 CORRECT

If more than 6 boxes are ticked by the candidate, indicate 'working' in 'Comments' box: e.g. 7 boxes ticked of which 6 are correct use formula 6 – 1 = 5 (where 1 = the number of extra boxes ticked).

Benoît

(a) [ ]

(b) [✔]

(c) [✔]

Adrienne

(d) [✔]

(e) [ ]

(f) [ ]

Fabrice

(g) [✔]

(h) [ ]

(i) [ ]

Camille

(j) [✔]

(k) [ ]

(l) [✔]

Total : 6

Exercice 2 Questions 18–27

Part 1

ACCEPT		REFUSE
18 écrivain(e)	1	
Examples of acceptable spellings of «écrivain»: écrivan(e) / écriv(i)an / ecriva(e) / ecrivat(e) / ecrivant(e) / ecriver / ecrivein		écrivernt / ecrivien / ecrieva / ecrievan / ecrivoir / ecrivar / ecrival / ecrivax any form beginning with «i»
EITHER accept recognisable form or tense of verb «écrire» **OR** must start ecriv…		littérature **HA** but **tc**
Ignore accents and attempts at «littérature»		
19 libre(s) libr / libra / liberté(s) / libéré	1	livre librairie sortir
Ignore accents		
20 chats cha / chates / chatte / chas / sha(t)	1	chiens chai à la maison **tc** but **HA**
d'cha(t) (*in spite of Marking Principle 2.7*)		
21 animal + domestique	1	animal de mastique
Examples of acceptable spellings of «domestique»: domestic / domestik Must begin domest… / domist…		dimostic / dometique demestic
22 (des) **fruit**(s) **de mer** fruit mer	1	**beware frites** **anything beginning with fri… (apart from friut)**
Examples of acceptable spellings of «fruits»: friut(s) / frui(s) / fruie(s) / fruite(s)		produit de mer fruit demer mère / maire / mare / mear = **INV**

Part 2

ACCEPT		REFUSE
23 note(s) (en) **français** 1 résultats (en) français améliorer ses **notes** en **français** **Examples of acceptable spellings of** «notes»**:** not / note / notte **Ignore renderings of «mauvais» if essential elements are present**		notes **tc** notes de/en **France/François** améliorer le français (*incomplete*) étudier le français (*wrong concept*) **notre** (en) français
24 moin(s) **proche**(s)… 1 moin(s) prosh(e)		mois proche / moi proche / mon proche / moines proches moins po(r)che / moins posh / moins prouche proche **tc**

25 1 **Either**
 • **(la) journé(e) scolaire**
  jour scolaire
 or
 • **(les) horaire(s) scolaires**
  heure(s) scolaire
  heure(s) école
  horaire école
 or
 • **(l')école** (est) **longue**
 	
 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)»
		scolaire **tc**
		 le soir
		 journey scolaire
		
		 longues classes (*wrong concept*)
		 le jour est long (*incomplete*)

26 chaud 1 au chaud / à chaud / toujours chaud **Examples of acceptable spellings of** «chaud»**:** chau / shau / chaude		chaux / chaut / chos / chat / char froid à 18h = **INV** (*wrong time*)

27 s'entendre avec la famil(l)e 1 **1. Look for a reflexive pronoun**
  s'entendre / **m**'entendre / **t**'entendre famille
 2. or the inclusion of «avec»
  entendre **avec** famille
 	
 Ignore inclusion of negative: ne pas s'entendre famille / ne entendre avec famille
 Ignore incorrect possessive adj with «famille»**:** 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
		attendre / éteindre = **INV**
		 mentendre / sentendre (*see Marking Principle 2.7*)
		 entendre avec **parents** (*incomplete: needs famille*)
		 familie / family **= INV**
		
		 m'**o**ntandre avec la famille

<div align="right">Total : 10</div>

Section 3

Exercice 1 Questions 28-33

ACCEPT		REFUSE
28 A	1	
29 B	1	
30 D	1	
31 C	1	
32 D	1	
33 A	1	

Total : 6

Exercice 2 Questions 34-41

ACCEPT		REFUSE
34 9 mois neuf mois **«mois» must be spelt correctly**	1	moi / moin / moins / moine / moit
35 (l')**esprit** (d')**équipe** (entre les pompiers) **Examples of acceptable spellings of «esprit»:** Must begin espri or espir... esprite / espri(e) / espiri(e) / espirit(e) **NB** essential concept is **team spirit**	1	travailler en observer les pompiers **tc but HA** solidarité de l'équipe équipe **tc** ambiance de l'équipe (*incomplete*) lesprit d' équipe (*incorrect split*) espir d'équipe espere d'équipe esprit d'**ecip**
36 (i) (assez) **petit(e)** assi(e) petite à/a être petite (*BOD: être = est*) **Examples of acceptable spellings of «petite»:** peti / petie	1	**trop / très** petite (*wrong concept*) **beware** «assis» distorts pour être petite (*wrong concept*) devenir petite (*wrong concept*)
(ii) matériel lourd matériel lourd à porter **Examples of acceptable spellings of «matériel»:** material **Examples of acceptable spellings of «lourd»:** Must begin lour lour(e) / lours	1	matériel lourd **ap(p)orter** = **INV** matiere / métier = **INV** équipement lourd à porter elle est lourde à porter l'ours / loubre / louvre
*Answers to 36(i) and (ii) are interchangeable. *Correct answers to (i) and (ii) on one line and the other line left blank: award 1 for each. * Correct answers to (i) and (ii) on one line, incorrect answer on the other line: award 1 mark*		

ACCEPT		REFUSE
37 pleine (de) **fumée** 1 **Examples of acceptable spellings of «plein»:** plien / plien(n)e / plain / plen(e) / pleint **Examples of acceptable spellings of «fumée»:** fumer / fume(s) / fumme		plan / plant / plaine / plent / plend / plem fumier
38 (ii) (avoir un) **minimum** (de) **force** 1 être un minimum de force <u>un</u> peu de force **Examples of acceptable spellings of «minimum»:** minimem / mimimum **Ignore attempts at rendering «en plus»:** (en) plus (un) minimum (de) force		<u>**avant**</u> un minimum de force = **INV** peu de force (*wrong concept*) miniment / minimême / miniman de force **BUT note «plus d'un minimum de force» = wrong concept**
39 (a) **peur(e)** 1 elle est peur / il est peur		pleur / pur / per / pour mention of internet = **INV**
(b) **savait** (exactement) **quoi faire** 1 savait faire savait qui / que faire elle savait quoi faire / je savais quoi faire **Examples of acceptable spellings of «savait»:** savé / savvé / save / sais / sait **Examples of acceptable spellings of «quoi»:** qoiu / qoi		s'avait (*wrong split*)

ACCEPT	REFUSE
40 chaque pompie(r) est responsable des autres 1 **Concept is:** **Each / all responsible for others / team** chacun est responsable des autres chaque est responsable des autres on est responsable des autres le(s) pompier(s) est/sont responsable(s) des autres **Alternatives for «des autres»:** d'autre(s) / de autre(s) / aux autre(s) / à (les) autre(s) / pour (les) autre(s) **Examples of acceptable spellings of «responsable»:** responsabel / responsible / responsabilité / responcible	chaque pompier est responsable **tc** chaque pompier est responsable **del autre** (*wrong split*) responsabilité des autres (*wrong concept*) responsable des autres **tc** **il/elle** est responsable des autres (*unclear*) on est responsable **des o(u)tres** = **INV** on est responsable **dautres / doutres** responible / responisble
41 devenir professionnelle 1 divinir / divenir / devinir professionnelle **NB** *needs appropriate verb indicating future intention* être professionnelle voudrait / va être professionnelle elle sera / serait professionnelle *However*: elle a être professionnelle (**BOD**) **Examples of acceptable spellings of «professionnelle»:** Must start prof… Needs 1 each of «f, s, n, l» but ignore extras proffissionelle / profesional / profesinnele etc	**deviner** professionnelle (*wrong concept*) venir professionnelle *(wrong concept)* elle **est** professionnelle (*no future intention*) elle **est devenue** professionnelle (*wrong concept*) pompier professionnelle / être pompier **tc** passer un examen / concours (*read transcript and answer carefully*) professeur **= INV** (*read transcript and answer carefully*) volontaire **= INV** (*read transcript and answer carefully*)

Total : 10