

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**0520 FRENCH (FOREIGN LANGUAGE)**

**0520/21**

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

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

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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 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/discarded 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

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

- (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 Reading tasks: for questions requiring more than one element for the answer, (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 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 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** 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.

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### 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 providing that it does not invalidate 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

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<b>(e)</b>	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

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

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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) train (b) cd/musique (c) tennis = 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 en train; vous achetez de la musique; vous jouez au tennis = 0 + 0

<b>Communication</b>		
<b>ACCEPT</b>		<b>REFUSE</b>
<b>FOR COMMUNICATION ACCEPT ANY TENSE</b>		
(a) Comment vous allez	1	
<p><b>ACCEPT</b> any preposition or lack of preposition: je prends le train / avec train / à train / par train / dans le train / pour train / par a le train / en train je prends le train / métro / TGV / tram(way) je vais (en ville) par le train / en train nous allons en train <b>SPELLING OF «TRAIN»:</b> must start «tra...»</p>		
(b) Ce que vous achetez	1	
<p>J'achète un CD / de la musique / un disque Je veux des CDs / DVDs Je veux / vais / voudrais acheter des CD J'écoute de la musique</p>		
(c) Ce que vous faites après	1	
<p>après je vais jouer / faire au/du tennis après je joue au/du tennis après je fais / joue du sport</p>		
<b>Appropriateness of language</b>		
2	For the award of 2 marks, 2 verbs must be in appropriate tenses/forms. Minor errors (adjective endings, use of prepositions etc) are tolerated.	<p>For LANGUAGE, consider only the parts of the candidate's work for which you award a Communication mark.</p> <p><b><u>For LANGUAGE accept any verb tense/form as long as it is used in a logical fashion, e.g. past not logical in (c)</u></b></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><u>'Je prends le train pour aller acheter des CD' = 2 for Language: reward «pour acheter» as a correct verb</u></b></p>
0	There are no examples of appropriate usage to reward. Where 0 marks awarded for Communication, 0 marks awarded for Language.	<p><b>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for Language.</b></p>

[Total : 5]

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**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) in an answer providing that it does not invalidate an answer.
  - **Wherever lifting is unacceptable it will be specifically rejected 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 elle throughout for Eric**

ACCEPT	REFUSE
<p><b>17</b> sortir / sors (avec Charlotte) 1            LOOK FOR «sors»: IGNORE EXTRA MATERIAL            il ne peut pas sortir/sors ce soir            «juste pour te dire que je ne sors pas ce soir»</p>	
<p><b>18</b> (c'est l') anniversaire de sa mère 1            anniversaire            «demain, dimanche, c'est l'anniversaire de ma mère»            anniversaire de sa mère et son père veut lui faire une surprise</p>	l'anniversaire de sa mère et de son père l'anniversaire de ses parents l'anniversaire de sa mer
<p><b>19 (a)</b> (le) gâteau / (la) surprise 1            «il va faire lui-même le gâteau»            «mon père veut lui faire une surprise»</p>	
<p><b>(b)</b> (une) sauce au chocolat 1            «ma petite sœur a déjà préparé une sauce au chocolat»</p>	
<p><b>(c)</b> acheter des fleurs / la carte d'anniversaire 1            «moi, je devais acheter des fleurs et la carte d'anniversaire»            il doit acheter des fleurs / une carte d'anniversaire</p>	fleurs tc carte d'anniversaire tc
<p><b>20</b> (sur son) ordinateur 1            (à surfer sur) Internet            «alors en début d'après-midi j'ai ouvert mon ordinateur et j'ai surfé sur Internet»</p>	
<p><b>21</b> (qu')il était (déjà) 6 heures du soir 1            «je ne pouvais pas le croire: il était déjà 6 heures du soir»            l'heure / qu'il était si tard            que le temps passait si vite            que les magasins fermaient / fermer dans une heure</p>	il a surfer l'Internet pendant 6 heures ( <i>INV</i> ) il a été déjà 6 heures dans sa chambre il a oublié d'acheter la carte et les fleurs ( <i>tc but HA</i> ) il passe trop de temps sur l'ordinateur ( <i>tc but HA</i> )



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22	(mais le) magasin (était) fermé «par chance j'ai trouvé un joli bouquet mais le magasin de cartes était fermé» le magasin de cartes ferment / fermer	1	
23	«tu ne penses pas aux autres» «il m'a dit tu ne penses pas autres»	1	
24	qu'il / que je passe trop de temps sur ordinateur «je me suis excusé parce que c'est vrai je passe trop de temps sur ordinateur» ce que son père a dit il ne pense pas à sa mère	1	«tu ne penses pas aux autres» (tc but HA)
			[Total : 10]

**Exercice 2 Question 25: Quelles activités aimez-vous faire après l'école?**

- **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 TENSES / SPELLING**

- **Award marks flexibly across the tasks. HOWEVER, each of the 4 tasks, (a), (b), (c), (d) must be covered to get the 10 communication marks.**  
**If (a) or (b) or (c) or (d) is missing, the maximum communication mark is 9.**  
**If 2 of (a) or (b) or (c) or (d) are missing, the maximum communication mark is 8 (and so on)**
- **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**  
J'aime faire du tennis, du football, faire de la natation = 1 mark (1 verb therefore = list of 3)  
J'aime jouer au tennis (1), nager (1) aller au cinema (1) (3 different verbs = 3 marks))
- **ONLY REWARD EACH ACTIVITY ONCE WITHIN EACH CATEGORY ((a), (b), (c) or (d))**

ACCEPT	REFUSE
<p><b>(Tick 1)</b> Décrivez les activités que vous aimez faire après l'école <b>DON'T INSIST</b> on «aimez» <b>REWARD:</b> «après l'école» <b>ACCEPT:</b> homework, housework <b>ACCEPT:</b> <u>when / where</u> they do the activity</p>	<p>what they do as part of their academic day j'aime faire beaucoup de choses</p>
<p><b>(Tick 2)</b> Dites pourquoi vous aimez ces activités <b>ACCEPT:</b> reason why even if at school</p>	<p><b>a reason that doesn't make sense, e.g.</b> «j'aime jouer au football (1) parce que c'est jolie (0)»</p>
<p><b>(Tick 3)</b> Dites avec qui vous faites ces activités <b>ACCEPT:</b> seul <b>ACCEPT:</b> whom with even if at school <b>TREAT</b> a list of names as a list</p>	



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<p><b>(Tick 4)</b> Dites ce que vous allez faire ce soir après l'école  <b>ACCEPT:</b> «le soir» and present tense  <b>ACCEPT:</b> <b>why</b> the candidate wants to do the activity</p>	
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**Accuracy**

5	Limited range of vocabulary, idiom and structure (e.g. <i>parce que, quand, ne ... pas</i> ). The style of writing is basic but reasonably coherent. Use of a limited range of verbs, often successful. More accuracy than inaccuracy.
4	Basic range of vocabulary, idiom and structure (e.g. <i>parce que, ne ... pas</i> ). Sentences may be repetitive (e.g. all beginning with <i>je</i> , but are often successful). Use of a basic range of verbs, with limited success. The writing is sufficiently accurate for some meaning to be conveyed.
3	Basic range of vocabulary and structure (e.g. infinitive constructions). Sentences may be repetitive (e.g. all beginning with <i>je</i> ). Some awareness of verb usage. Despite regular errors, the writing often conveys some meaning.
2	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage. The degree of inaccuracy frequently obscures the meaning.
1	Basic range of vocabulary. Effective for some messages. Insufficient accuracy to convey the meaning.
0	Nothing to reward

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**Section 3**

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** do not 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.

**Exercise 1 Questions 26–31**

**1 Mark per question for True or False +  
1 Mark for correcting False statement (26, 28, 30, 31)**

**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	
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 checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
31	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]

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ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEG
<p><b>26</b> l'hélicoptère (rouge) 1            «il monte dans l'hélicoptère» (pour aller aux îles)            il prend / prendre / doit prendre l'hélicoptère            il peut aller en bateau ou / et en hélicoptère</p>	<p>«(A 9 heures) il monte dans l'hélicoptère rouge qui va l'emmener sur deux petites îles (qui se trouvent à quelques km de la côte française)»</p>
<p><b>28</b> il / son cabinet (médical) est (dans un village) sur la côte française 1</p>	<p>il / son cabinet (médical) est dans un village «(il partage son temps entre son cabinet médical) qui est situé dans un village sur la côte française et ses visites dans les îles»            «il partage son temps entre son cabinet médical»</p>
<p><b>30</b> ils/«la plupart vivent de la mer (et sont marins-pêcheurs)» 1            ils/la plupart sont marins/marins-pêcheurs/pêcheurs            (ils gagnent leur vie) comme marins/marins-pêcheurs</p>	<p>«(la population des deux îles compte environ 600 habitants que) pour la plupart vivent de la mer et sont marins-pêcheurs»            ils vivent de la mère</p>
<p><b>31</b> il doit travailler beaucoup 1            il rentre chez lui souvent tard dans la nuit son travail est énorme en été            «A cette époque le travail devient énorme (et Joseph rentre chez lui souvent tard dans la nuit)»            c'est le moment où Joseph travaille plus à cause des touristes le travail devient énorme</p>	<p>«(mais) en été au mois d'août la situation est tout à fait différente à cause de la présence des touristes»            plus de problèmes de santé            l'hiver est le moment où on peut se reposer (tc but ha)</p>

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Exercice 2 Questions 32–40

READ Section 2 of the Mark Scheme: General Marking Principles, IN PARTICULAR 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 2.10

ACCEPT		REFUSE
32	sa famille est / était très pauvre ils sont très pauvres elle est / a pauvre elle a /est née dans une famille pauvre elle veut cacher ses origines Gabrielle Chanel / elle a essayé toute sa vie de cacher ses origines	1 «Gabrielle Chanel née (le 19 août 1883) dans une famille très pauvre a essayé toute sa vie de cacher ses origines» (à l'âge de 12 ans) elle perd sa mère son père part en Amérique
33	(dans un) internat «Gabrielle doit entrer dans un internat (où la discipline est très stricte)»	1 « <u>sans autre famille</u> Gabrielle doit entrer dans un internat où la discipline est très stricte» en Amérique
34	vendeuse «à sa sortie de l'internat à 18 ans Gabrielle devient vendeuse»	1 chanteuse vendeuse mais les soirs elle chante  **elle chante dans le théâtre Trocadéro** (SEE NOTE FOR Q35)
35	(au) théâtre / (au) Trocadéro (quand) elle est chanteuse  <b>ONLY ACCEPT</b> **ce théâtre / c'est dans ce théâtre** WHERE «LE THEATRE / LE TROCADERO» MENTIONED IN Q34	1 «(le soir elle chante dans un théâtre le Trocadéro où elle connaît un certain succès.) C'est dans ce théâtre qu'on commence à l'appeler Coco ...» **ce théâtre / c'est dans ce théâtre** BUT SEE NOTE IN ACCEPT à 18 ans (INV)
36	«il financ(i)e(r) (l'ouverture de) sa première boutique / il finance Chanel Modes» il lui donne de l'argent / il a financé Coco «c'est Arthur qui va financer l'ouverture de sa première boutique de chapeaux»	1 «(une chance pour Coco,) <u>car</u> c'est Arthur qui va financer l'ouverture de sa première boutique de chapeaux» «Arthur qui va financer l'ouverture de sa première boutique de chapeaux»
37	des Parisiennes riches et chic «ses clientes sont des Parisiennes riches et chic»	1 des Parisiennes chic des Parisiennes riches des Parisiennes
38	(elle est) maigre (elle a les) cheveux courts maigre avec les cheveux courts sa maigreur / ses cheveux courts	1 «(elles copient sa) maigreur et ses cheveux courts» elle a été maigre/ elle a maigre / elle est maigre
39 (i)	(elle) emploie (plus de) 300 personnes (elle) emploie beaucoup de personnes	1 «(Au début de l'année 1920 Coco) <u>qui</u> emploie plus de 300 personnes» elle emploie plus de personnes
(ii)	(elle) «re(m)bourse tout l'argent qu'elle doit à son ami Arthur Capel» (elle) re(m)bourse Arthur / l'argent (qu'elle doit)	1 la mort d'Arthur

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**NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 0 (or vice versa)**

<b>40</b> la mort(e) d'Arthur / de son ami «Arthur trouve la mort dans un accident de voiture» Arthur est / a mort oublié / oublier / pour oublier la mort d'Arthur	1	«pour oublier Coco se jette plus que jamais dans le travail» « <u>malheureusement quelques mois plus tard</u> Arthur trouve la mort dans un accident de voiture» Arthur a un accident de voiture
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**[Total : 10]**