

**MARK SCHEME for the October/November 2013 series**

**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 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 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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/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 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 precedence 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 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)

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**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 as a finite verb (e.g. il aller) unless Mark Scheme specifies otherwise (e.g. for questions where tense is important an infinitive may not be acceptable).

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

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

- (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.**

## 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
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read, and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

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### 3 Detailed Mark Scheme

#### Section 1

##### Exercise 1 Questions 1–5

ACCEPT			REFUSE
1	D	1	
2	B	1	
3	B	1	
4	C	1	
5	A	1	

[Total: 5]

##### Exercise 2 Questions 6–10

ACCEPT			REFUSE
6	B	1	
7	C	1	
8	A	1	
9	E	1	
10	F	1	

[Total: 5]

##### Exercise 3 Questions 11–15

ACCEPT			REFUSE
11	B	1	
12	C	1	
13	A	1	
14	B	1	
15	C	1	

[Total: 5]

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### Exercice 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) 14 (b) *maths* (c) *bus/car* = 1 for COMMUNICATION and 0 for APPROPRIATENESS
- Mark answers not written in the space provided exactly as those written in the correct space
- Vous avez 14 ans; (ce que) vous aimez *maths*; (comment) vous allez *bus* = 2 for COMMUNICATION (candidate loses mark for first «vous» but not for repeated error) and 0 for APPROPRIATENESS

### Communication

#### ACCEPT

#### REFUSE

FOR COMMUNICATION ACCEPT ANY TENSE Spelling: use rules in 2.5, look alike, sound alike, etc		
<p><b>(a) QUEL ÂGE VOUS AVEZ</b> 1</p> <p>Accept <i>je/j'</i> + any recognisable <u>attempt</u> at an appropriate verb (any tense) + 14 ans / quatorze ans</p> <p>eg <i>j'ai / j'aurais / avez / avoir / voudrais avoir / ai eu / avais / je vais avoir</i> <i>j'ai 14 ans</i></p> <p><b>ALTERNATIVE SPELLINGS of «QUATORZE»:</b> <i>catorz(e)</i> <i>quatorce</i> <i>quators(e)</i> <i>cuatorze</i> <i>quatoze</i></p> <p><b>SOME ALTERNATIVE APPROPRIATE VERBS:</b> <i>je suis quatorze ans (reward for communication)</i></p>		<p>quatre</p> <p>il y a quatorze ans <i>j'ai quatorze</i> <i>je suis quatorze</i> <i>je vais quatorze ans</i></p> <p><i>catorçe / catorce</i> <i>catorse</i></p>
<p><b>(b) CE QUE VOUS AIMEZ A L'ÉCOLE</b> 1</p> <p>Accept <i>je/j'</i> + any recognisable <u>attempt</u> at an appropriate verb (any tense) + <i>maths</i></p> <p>(à l'école) <i>j'aime les maths</i> <i>ma matière préférée est les maths</i></p> <p><b>ALTERNATIVE SPELLINGS OF «MATHS»:</b> <i>mat(h)ematics</i> <i>matematiques</i></p>		<p>mon métier préféré est les maths</p> <p><i>mat</i> <i>mats</i></p>
<p><b>(c) COMMENT VOUS ALLEZ A L'ÉCOLE</b> 1</p> <p>Accept <i>je/j'</i> + any recognisable <u>attempt</u> at an appropriate verb (any tense) + <i>en bus/car</i></p> <p><i>je vais en bus</i> <i>je vais à l'école en car</i></p> <p><b>IGNORE:</b> preposition or lack of with «bus/car»</p>		

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**Appropriateness of 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>		<p>For <b>LANGUAGE</b>, consider <u>only</u> the parts of the candidate's work for which you award a communication mark: Je suis 14. J'aime les sciences. J'allez à l'école en bus = 2 for comm. + 0 for lang.</p>
2	<p>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>	<p><b><u>For LANGUAGE accept any verb tense/form as long as it is used in a logical fashion, eg</u></b></p>
1	<p>There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.</p>	<p><b>«Je vais avoir 14 ans. J'aime les maths. Je suis allé à l'école en bus» = 2 for Language</b></p>
0	<p>There are no examples of appropriate usage to reward. Where 0 awarded for Communication, 0 marks awarded for language.</p>	<p><b>NB marking of verbs for LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Subject + verb must be correct</li> <li>• Infinitive constructions: all parts must be correct</li> <li>• Inaccuracies in the use of accents, are normally ignored: <ul style="list-style-type: none"> <li>• «J'achete» = 1 correct verb</li> </ul> </li> <li>• An exception is made with <i>-er</i> verbs and <i>être (été)</i>. We insist on the accent on the past participle in a compound tense and the absence of such an accent in the present tense: <ul style="list-style-type: none"> <li>• «J'ai achete» is not a correct verb</li> <li>• «J'ai marche» is not a correct verb</li> </ul> </li> <li>• However a grave accent can be allowed to count: <ul style="list-style-type: none"> <li>• «J'ai achetè» = 1 correct verb</li> </ul> </li> </ul>

**[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).
- **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 elle throughout for Philippe**

ACCEPT	REFUSE
<p><b>17 KEY CONCEPT: moins (d')argent</b> 1</p> <p>«Le mois dernier, mes parents nous ont dit à mon frère et moi: «Nous avons moins d'argent et nous devons changer nos habitudes»» ils n'ont pas <b>beaucoup</b> d'argent</p>	<p>pas d'argent pas assez d'argent</p>
<p><b>18 (i) and (ii) Any 2 of:</b> 1+1</p> <ul style="list-style-type: none"> <li>• (s'il/Philippe) <b>laisse l'ordinateur en marche</b> «Alors, maintenant, si je laisse l'ordinateur en marche mon père se fâche»</li> <li>• (s'il/Philippe) <b>reste (longtemps) sous la douche</b> «Il se fâche aussi si je reste trop longtemps sous la douche»</li> </ul>	<p>s'il/Philippe laisse l'ordinateur («<i>en marche</i>» <i>is missing</i>)</p>
<p><b>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</b></p>	
<p><b>19 KEY CONCEPT: 10 euros</b> 1</p> <p>«Et en plus, je reçois seulement 10 euros d'argent de poche»</p>	<p>10 <b>tc</b> euros <b>tc</b></p>
<p><b>20 KEY CONCEPT: sortir</b> 1</p> <p>«Alors, je ne peux pas sortir avec mes copains le week-end»</p>	
<p><b>21 KEY CONCEPT is either:</b> 1</p> <ul style="list-style-type: none"> <li>• <b>avant (de faire les) achats</b> «Maintenant, avant de faire les achats, maman fait toujours une liste» avant de faire les achats au supermarché maintenant avant de faire les achats</li> <li>• <b>quand elle va au supermarché</b> quand ils vont dans le supermarché</li> </ul>	<p>toujours</p> <p>au supermarché (avant de faire les achats) (<i>wrong message</i>) maintenant <b>tc</b></p>



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<p><b>22 KEY CONCEPT: jamais sur la liste</b> 1</p> <p>«Elle n'achète plus de bonbons parce qu'ils ne sont jamais sur la liste» sont pas sur la liste / ne sont sur la liste (<i>sense of negative conveyed</i>)</p>	sous la liste
<p><b>23 (i) and (ii) Any 2 of:</b> 1+1</p> <ul style="list-style-type: none"> <li><b>conduire (voiture) moi(n)s</b> «mon père essaie de conduire la voiture le moins possible parce que l'essence est très chère»</li> <li><b>aller à l'usine à pied</b> «Il a même commencé à aller à l'usine à pied» il va au travail à pied</li> </ul>	<p>l'essence est très chère <b>tc</b></p> <p>il a commencé à aller à pied (<i>need idea of going to work</i>)</p>
<p><b>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</b></p>	
<p><b>24 KEY CONCEPT: plus argent</b> 1</p> <p>«Le patron de mon père lui a dit: «Vous travaillez très bien et vous allez recevoir plus d'argent»»</p>	le père de Philippe va donner beaucoup d'argent

[Total: 10]

### Exercice 2 Question 25: Les repas

- **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 VERBS / TENSES / SPELLING** (for spelling, use rules in 2.5: look alike, sound alike, etc)

- **Award marks flexibly across the tasks. HOWEVER, each of the 3 tasks, (a), (b), (c) must be covered to get the 10 communication marks.**  
**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**  
Avec ma famille, je mange des **pâtes**, des **légumes** et de la **viande** = 1 mark (1 verb = a list of 3)  
Avec ma famille, je mange des **pâtes**. Je mange aussi des **légumes** et quelquefois nous mangeons de la **viande** = 3 (3 verbs = 3 marks)
- **ONLY REWARD EACH PIECE OF INFORMATION ONCE**
  - À midi (✓1) nous mangeons des pâtes, des légumes et de la viande (✓1). Le soir (✓1) nous mangeons des pâtes (*no tick: «nous mangeons des pâtes» has already been rewarded for (a)*)
  - À midi (✓1) nous mangeons des pâtes, des légumes et de la viande (✓1). Quand je vais au restaurant j'aime manger des pâtes (✓2: *this is now rewarded as (b), what the candidate likes to eat in a restaurant*) parce que j'aime les pâtes (✓2: *this is the justification for (b) and reasons can be rewarded in (b)*)
- **FOR (b) and (c), REWARD REASON EVEN IF THE 'WHAT' IS NOT CLEAR**

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**ACCEPT (USE NUMBERED TICKS)**

**REFUSE**

<p><b>(a) Tick 1</b> <b><u>Décrivez les repas que vous prenez en famille</u></b></p> <p><b>REWARD:</b></p> <ul style="list-style-type: none"> <li>• When</li> <li>• Where</li> <li>• With whom</li> <li>• What</li> <li>• Impression/description (lively, boring, I talk about my day)</li> <li>• Preparation</li> </ul>	<p>j'aime les repas en famille <b>tc</b> number of meals</p>
<p><b>(b) Tick 2</b> <b><u>Qu'est-ce que vous aimez manger au restaurant et pourquoi</u></b></p> <p><b>FOR WHAT THEY LIKE TO EAT REWARD:</b></p> <ul style="list-style-type: none"> <li>• Any food</li> </ul> <p><b>FOR REASON REWARD:</b></p> <ul style="list-style-type: none"> <li>• Any reason</li> </ul>	<p>j'aime manger au restaurant / le week-end je mange au restaurant <b>tc</b> (<i>no suggestion of family meal but consider any reason offered for a ✓2</i>)</p> <p><b>BUT:</b> j'aime manger au restaurant avec ma famille / nous aimons manger au restaurant / le week-end nous mangeons au restaurant / nous allons à une brasserie (<i>reward as ✓1 as description of family meal and consider any reason offered for a ✓2</i>)</p>
<p><b>(c) Tick 3</b> <b><u>Voudriez-vous apprendre à faire la cuisine? Pourquoi/pourquoi pas?</u></b></p> <p><b>FOR WHETHER THEY WOULD LIKE TO LEARN TO COOK REWARD:</b> yes / no / 'I am learning to cook'</p> <p><b>FOR REASON REWARD:</b></p> <ul style="list-style-type: none"> <li>• Any reason</li> </ul>	

**Accuracy**

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

**[Total: 15]**

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### Section 3

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section (c)) provides specific guidance but in cases not covered, see General Marking Principles, Section 2.10.

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

#### Exercise 1 Questions 26–31

**1 Mark per question for True or False**

**1 Mark for correcting False statement (27, 28, 29, 31)**

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

**(a) True/False element:** all 6 statements appear on screen. Enter marks as appropriate for correct identification of each statement as True or False.

- If neither True nor False is 'ticked' for a question, enter N/R (no response).
- If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.

**(b) Justification for False statements:** only the 4 False statements appear on screen.

- If candidate has 'ticked' False, mark justification and enter mark
- If True is 'ticked', award N/R (or 0 if justification IS provided – **do NOT reward justification if candidate has 'ticked' True**)
- If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer), award 0 (ignore any justification) (if no justification provided, award N/R)
- If neither True nor False is 'ticked', mark justification and enter mark (no mark awarded for True/False element)

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

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

	VRAI	FAUX	
26	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
27	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
28	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
29	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
30	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
31	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

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

ACCEPT: CHECK FAUX IS TICKED

REFUSE MERE ADDITION OF NEGATIVE

<p><b>27</b> <u>CONCEPT is either:</u> 1</p> <p><b><u>AFTER / BECAUSE OF A (MOTORBIKE) ACCIDENT</u></b>  à cause d'un (grave) accident de moto  à la suite d'un accident (de moto il ne pouvait plus marcher)  c'était après un accident de moto  il ne pouvait pas marcher parce qu'il avait eu un accident de moto  quand il est sorti de l'hôpital <b><u>après son accident de moto</u></b> il ne pouvait plus marcher</p> <p style="text-align: center;"><u>or</u></p> <p><b><u>HE/CHRISTOPHE HAD A (MOTORBIKE) ACCIDENT</u></b>  À l'âge de 14 ans, Christophe a eu un grave accident de moto  (à l'âge de 14 ans,) Christophe/il a eu un grave accident de moto (...)</p>	<p>«(À l'âge de 14 ans), Christophe a eu un grave accident de moto. <b>Il est resté longtemps à l'hôpital et quand il est sorti il ne pouvait plus marcher</b>»</p> <p>quand il est sorti de l'hôpital (...) il ne pouvait plus marcher</p> <p>il y a un accident de moto</p>
<p><b>28</b> <u>CONCEPT is either:</u> 1</p> <p><b><u>HE STAYED / HAD TO STAY IN THE CORRIDOR</u></b>  «Christophe devait rester dans les couloirs pour écouter les cours»  il/Christophe reste dans le couloir  il/Christophe ne pouvait pas rentrer dans les salles avec son fauteuil donc il a dû rester dans le couloir  Christophe écoutait les cours dans le couloir</p> <p style="text-align: center;"><u>or</u></p> <p><b><u>NOTHING WAS DONE TO SORT OUT THE PROBLEM WITH THE CLASSROOM DOORS</u></b>  on a rien fait pour résoudre le problème des portes des salles (qui étaient trop étroites...)</p>	<p>«Alors Christophe devait rester dans le couloir pour écouter les cours»</p>

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<p>29 <b>CONCEPT is either:</b> 1</p> <p><b><u>ILS SAVAIENT QUE CHRISTOPHE POUVAIT RÉUSSIR</u></b>  «sa famille (...) savaient que Christophe pouvait réussir grâce à sa volonté et surtout grâce à sa capacité de travail exceptionnelle»</p> <p style="text-align: center;"><b><u>or</u></b></p> <p><b><u>CHRISTOPHE POUVAIT RÉUSSIR GRÂCE À SA VOLONTÉ / CAPACITÉ DE TRAVAIL</u></b>  «Christophe pouvait réussir grâce à sa volonté et surtout grâce à sa capacité de travail exceptionnelle»  Christophe réussit grâce à sa volonté et surtout grâce à sa capacité de travail exceptionnelle</p>	<p>Christophe est indépendant</p> <p>«(<b><u>Pourtant,</u></b>) sa famille <b><u>et les amis qui le connaissaient bien</u></b> savaient que Christophe pouvait réussir grâce à sa volonté et surtout grâce à sa capacité de travail exceptionnelle»</p> <p>Christophe pouvait réussir</p> <p>«Christophe pouvait réussir grâce à sa volonté et surtout grâce à sa capacité» (<i>reference to «capacité» without «de travail exceptionnelle» is misleading</i>)</p>
<p>31 <b>CONCEPT is either:</b> 1</p> <p><b><u>«C'EST LE MESSAGE D'ESPOIR QUE DONNE LA RÉUSSITE DE CHRISTOPHE»</u></b>  (...) pour les gens de sa région, ce qui est encore plus important que les mesures pratiques, c'est le message d'espoir que donne la réussite de Christophe</p> <p style="text-align: center;"><b><u>or</u></b></p> <p><b><u>C'EST SON EXEMPLE</u></b>  il montre qu'«il est toujours possible de faire ce qu'on a décidé de faire»</p>	<p>«Mais, pour les gens de sa région, ce qui est encore plus important que les mesures pratiques, c'est le message d'espoir que donne la réussite de Christophe. Il est toujours possible de faire ce qu'on a décidé de faire»</p> <p>c'est le message d'espoir qu'il donne qui est le plus important <b>tc</b> (<i>he doesn't 'give' a message, his success is the message</i>)</p> <p>il est toujours possible de faire ce qu'on a décidé de faire <b>tc but HA</b></p>

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Exercice 2 Questions 32–40

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

ACCEPT

REFUSE

<p><b>32 ELLE A DE NOMBREUX SITES SAUVAGES / SITES D'UNE GRANDE BEAUTÉ</b> 1</p> <p>elle/l'Ardèche «a la chance d'avoir encore de nombreux sites sauvages d'une grande beauté»</p> <p>parce qu'il y a de nombreux sites d'une grande beauté</p>	<p>«Elle se situe en Ardèche, une région de la France qui a la chance d'avoir encore de nombreux sites sauvages d'une grande beauté» (<i>too long a lift for what is a very short answer</i>)</p> <p>elle a des sites sauvages d'une grande beauté (<i>incomplete – no mention of «nombreux»</i>) (parce que) d'avoir encore de nombreux sites d'une grande beauté</p> <p>parce qu'il y a <b>la chance d'avoir</b> de nombreux sites d'une grande beauté</p>
<p><b>33 CONCEPT IS: AFTER HER FOURTH CHILD</b> 1</p> <p>«elle venait d'avoir son quatrième enfant» «Quand Sophie a fondé cette école, elle venait d'avoir un quatrième enfant» quand elle a (eu) son quatrième enfant après son quatrième enfant</p>	<p>en 2005</p>
<p><b>34 (LE) «RESPECT DE LA NATURE»</b> 1</p> <p>l'«école (...) va encourager les enfants à adopter une façon de vie qui respecte la nature» (à/de) respecter l'environnement «adopter une façon de vie qui respecte la nature»</p>	<p>«Sophie décide donc de créer une école qui va encourager les enfants à adopter une façon de vie qui respecte la nature» l'«école <b>qui</b> va encourager les enfants à adopter une façon de vie qui respecte la nature» (d')encourager les enfants à respecter la nature <b>Sophie</b> encourage les enfants à adopter une façon de vie qui respecte la nature</p>
<p><b>35 CONCEPT is either:</b> 1</p> <p><b>POUR ENSEIGNER/EXPLIQUER COMMENT (LES) UTILISER MOINS</b> «les professeurs expliquent aux enfants comment utiliser moins les énergies comme le gaz et l'électricité» «les professeurs expliquent aux enfants comment utiliser moins les/ces énergies»</p> <p style="text-align: center;"><b>or</b></p> <p><b>POUR APPRENDRE COMMENT (LES) UTILISER MOINS</b></p>	<p>«<b>Dans cette école</b>, les professeurs expliquent aux enfants comment utiliser moins les énergies comme le gaz et l'électricité»</p> <p>«les professeurs expliquent aux enfants comment utiliser les énergies» (<i>incomplete – no «moins»</i>)</p> <p>«les professeurs expliquent aux enfants comme utiliser les énergies» (<i>«comme» is misleading</i>)</p>

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<p><b>36 (i) <u>D’OÙ ELLE VIENT</u></b> «les enfants découvrent (...) d’où vient la nourriture qu’ils mangent»</p>	1	<p>«Les enfants découvrent <b>aussi</b> d’où vient la nourriture qu’ils mangent et comment la produire» d’où vient d’où il(s) viennent</p>
<p><b>(ii) <u>COMMENT LA PRODUIRE</u></b> «... et comment la produire» la production de la nourriture</p>	1	<p>«Les enfants découvrent aussi d’où vient la nourriture qu’ils mangent et comment la produire» comme la produire comment la nourriture est produire</p>
<p><b>37 <u>(CHAQUE MATIN) ON SUIT DES COURS</u></b> il y a des cours</p>	1	<p>«Chaque matin, avant d’aller en classe suivre les cours comme dans les autres écoles, ils s’occupent des animaux de la ferme» avant d’aller en classe suivre les cours ils vont à l’école chaque matin (<i>incomplete</i>) les cours (<i>incomplete</i>)</p>
<p><b>38 <u>ILS CHERCHENT DES ŒUFS and/or ILS FONT DU BEURRE / DES FROMAGES</u></b> «les enfants vont chercher des œufs et ils font du beurre et des fromages» chercher des œufs</p>	1	<p>«Chaque soir, quand ils ont fini <b>leurs devoirs pour l’école</b>, les enfants vont chercher des œufs et ils font du beurre et du fromage» ils cherchent des œufs pour faire du fromage leurs devoirs <b>INV</b> s’occupent des animaux <b>INV</b></p>
<p><b>39 <u>AGRICULTEUR(S) / AGRICULTURE</u></b> «dans le passé <b>ils</b> travaillaient comme agriculteurs» les professeurs/ils travaillaient comme agriculteurs</p>	1	<p>«Les «professeurs» de la ferme sont tous des bénévoles qui, dans le passé, travaillaient comme agriculteurs» «dans le passé, travaillaient comme agriculteurs» ils travaill<b>ent</b> comme agriculteurs</p>
<p><b>40 <u>CRÉER DES CLASSES POUR DES ENFANTS DE 13 À 16 ANS</u></b> «le rêve de Sophie, c’est de créer des classes pour des enfants de 13 à 16 ans» créer des classes pour des adolescents</p>	1	<p>«<b>Aujourd’hui</b>, le rêve de Sophie, c’est de créer des classes pour des enfants de 13 à 16 ans» «<b>c’est de</b> créer des classes pour des enfants de 13 à 16 ans» créer des <b>écoles</b> pour des enfants de 13 à 16 ans elle <b>va</b> créer des classes pour des enfants de 13 à 16 ans («<i>va</i>» <i>conveys wrong concept</i>)</p>

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