

MARK SCHEME for the October/November 2012 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 2012 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

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

- (d) Answers in pen do not take precedence over answers in pencil, 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, 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

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3 Detailed Mark Scheme

Section 1

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

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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) supermarché (b) fromage (c) film/cinéma = 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 supermarché; ce que vous achetez fromage; vous faites après le film = 2 for COMMUNICATION (candidate loses mark for first «vous» but not for repeated error) and 0 for LANGUAGE

<i>Communication</i>	ACCEPT	REFUSE
	For COMMUNICATION accept any tense Spelling: use rules in 2.5, look alike, sound alike, etc	
(a) OÙ VOUS ALLEZ [1] Accept on/je/nous/moi + any recognisable attempt at an appropriate verb (any tense) + supermarché / magasin / marché e.g. 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 ALTERNATIVES FOR SUPERMARCHÉ: marché / magasin / centre commercial / chez le marchand de fromages / fromagerie / épicerie / alimentation etc IGNORE: (lack of) preposition before supermarché, e.g. je vais (dans) le supermarché = 1	marche supermarche (super)market marché / supermarché centre-ville / ville brand names for shops tc but HA	
(b) CE QUE VOUS ACHETEZ [1] Accept any recognisable attempt at ACHETER + fromage J'achète / je achèterai / j'achetez / j'acheter / je voudrais acheter / j'ai acheté / j'achetais ALTERNATIVES FOR FROMAGE: names of cheeses in French / a reasonable interpretation of the picture Spelling of fromage: accept versions which are sound-alike or one letter out ACCEPT: names of cheeses in French		
(c) CE QUE VOUS FAITES APRÈS [1] Accept any recognisable attempt at an appropriate verb + cinema / ciné / film e.g.: après je vais aller au cinéma / je vais aller voir un film IGNORE: film titles IGNORE: preposition before cinéma, e.g. je vais cinéma = 1	faire du cinéma je fais au cinéma film titles tc but HA	

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Appropriateness of language		<p>For LANGUAGE, consider <u>only</u> the <u>verb</u> of the candidate's work for which you award a communication mark: J'êtes supermarché. J'achète du lait. Après j'aller au cinéma = 2 for comm. + 0 for lang.</p> <p>For LANGUAGE accept any verb tense/form if it is used in a logical fashion, e.g. accept</p> <p>«Je suis allé au supermarché. J'ai acheté du fromage. Je suis allé au cinéma». «Je vais au supermarché. Je vais acheter du fromage. Je voudrais aller au cinéma» «Je suis allé au supermarché. J'achète du fromage. Je vais voir un film.»</p> <p>NB. «Je suis allé (✓) au supermarché (pour) acheter (✓) du fromage» = 2 for Language. Je suis allé (✓) au supermarché à acheter du fromage» = 1 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 <i>-er</i> verbs and <i>être</i> (<i>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:</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>
<p>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.</p>		
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.	

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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 Lucas**

ACCEPT	REFUSE
<p>17 KEY CONCEPT: (la) semaine dernière [1] «j'ai été vraiment très occupé depuis notre déménagement la semaine dernière» il y a semaine / semaine avant</p>	
<p>18 KEY CONCEPT: boîtes partout [1] «il est difficile de trouver mes affaires parce qu'il y a encore des boîtes partout»</p>	boîtes tc encore des boîtes tc
<p>19 KEY CONCEPT: pu installer ordinateur / ordinateur installé [1] il a pu installer son ordinateur «aujourd'hui j'ai pu installer mon ordinateur donc je peux envoyer et recevoir des messages et surfer sur Internet»</p>	il n'a pas pu installer son ordinateur
<p>20 ANY 2 OF: [1 + 1]</p> <ul style="list-style-type: none"> • <u>à 3 kilomètres du centre (ville)</u> «notre nouvelle maison est située à 3 kilomètres du centre ville» • <u>loin du collègue</u> «le problème pour moi c'est que notre nouveau quartier est assez loin du collègue» • <u>(près de la) campagne</u> «on est donc plus tranquille ici car on est près de la campagne» 	
<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>21 KEY CONCEPT: aime plantes / fleurs [1] elle aime les plantes/les fleurs/les plantes et les fleurs «(il y a un assez grand jardin, ce qui plaît à ma mère.) Elle a toujours aimé les plantes et les fleurs»</p>	
<p>22 KEY CONCEPT: 6 heures [1] 6 heures du matin «je n'aime pas ça parce que je dois me lever à 6 heures du matin»</p>	

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<p>23 (i) KEY CONCEPT: écouter musique [1] écouter de la musique «je peux écouter de la musique et»</p>	
<p>(ii) KEY CONCEPT: faire devoirs [1] faire mes devoirs «et faire mes devoirs sans qu'il me dérange»</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>24 KEY CONCEPT: chambre plus petite [1] sa chambre est plus petite (que la mienne) «mais mon frère est un peu fâché parce que sa chambre est plus petite que la mienne» la chambre de Lucas est plus grande</p>	<p>petite / très petite</p>
<p>[Total : 10]</p>	

Exercice 2 Question 25: Votre temps libre

<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. 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 Je joue au football, au basket et au hockey (✓1) = 1 mark as there is one verb Je joue au football (✓1), je joue au basket (✓1) et je pratique le hockey (✓1) = 3 marks as there are three verbs • ONLY REWARD EACH PIECE OF INFORMATION ONCE Je joue au football, au basket et au hockey (✓1) parce que j'aime les sports (✓1). Je vais au stade (✓1) pour jouer au football. («Je joue au football» has already been rewarded) HOWEVER: Je joue au football, au basket et au hockey (✓1) parce que j'aime les sports (✓1). Le dimanche je joue au football (✓2) («Le dimanche je joue au football» is a new piece of information provided in response to task (b) and «je joue au football» is rewarded)

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ACCEPT (USE NUMBERED TICKS)	REFUSE
<p>(a) Décrivez vos passe-temps préférés</p> <ul style="list-style-type: none"> • What candidate likes to do • Where • When • With whom • Why 	<p>«dans mon temps libre» as a «when» «je n'ai pas beaucoup de temps libre»</p> <p>what they don't like to do I like lots of things / I have 3 favourite hobbies</p>
<p>(b) Racontez ce que vous faites normalement le dimanche</p> <p>Needs to be what candidate does, which can include joint family activities e.g. ACCEPT: Tous les dimanches mes cousins viennent chez moi (<i>joint family activity</i>) but REFUSE: Tous les dimanches mes cousins sortent au cinéma tc (<i>not what candidate does and not presented as joint family activity</i>)</p> <p>Nous passons un bon moment ensemble (<i>accept as joint family activity</i>)</p> <p>Le dimanche je vais au stade (✓2) et après je mange des frites (✓2) (<i>treat going to stadium and eating chips as two concepts, each of which is rewarded</i>)</p> <p>Le dimanche je vais au stade pour voir un match de foot (✓2) et après je mange des frites (✓2) (<i>treat «aller au stade de foot pour voir un match de foot» as a single concept</i>)</p> <p>Le dimanche je vais au restaurant et je mange des frites avec mes amis(✓2) (<i>treat going to restaurant and eating as one concept in the same way that going to stadium to see football match is one concept</i>)</p> <p>Le dimanche je vais au restaurant et je travaille dans la cuisine (<i>treat going to restaurant as one concept and working in the kitchen as a separate concept</i>)</p>	<p>c'était formidable (<i>not an activity</i>)</p>
<p>(c) Quelle nouvelle activité aimeriez-vous essayer et pourquoi?</p> <ul style="list-style-type: none"> • Need a present or a future verb for the new activity they would like to try • Must be a new activity • Reason can be rewarded even if activity is not clear <p>J'aimerais essayer le tennis (✓3) parce que c'est un sport que j'adore (✓3) ACCEPT: j'adore ça</p>	

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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** 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 26–31

**1 Mark per question for True or False +
1 Mark for correcting False statement (26, 27, 29, 31)**

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

	VRAI	FAUX	
26	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
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 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 even where incorrect)

ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>26 KEY CONCEPTS are either: [1] <u>IT IS THE SEASIDE</u> c'est (le bord de) la mer / c'est la plage <u>or</u> <u>THEY PREFER THE SEASIDE</u> ils/les Français préfèrent la plage ils/les Français préfèrent le bord de la mer <u>or</u> <u>THEY GO TO THE SEASIDE</u> ils/les Français partent (en vacances) au bord de la mer «la plupart des Français partent (en vacances) au bord de la mer»</p>	<p>«<u>C'est le moment où</u> la plupart des Français partent en vacances au bord de la mer» partent en vacances (<i>no subject</i>) Français partent en vacances au bord de la mer (<i>needs «les»</i>) plupart des Français partent en vacances au bord de la mer (<i>needs «la»</i>)</p>
<p>27 KEY CONCEPTS are either [1] <u>THE BANKS OF THE SEINE / RIVER ARE TRANSFORMED</u> la mairie/elle transforme les bords de la Seine (la rivière qui traverse Paris) <u>or</u> <u>THE BEACHES ARE ALONG THE SEINE</u></p>	<p>«La Mairie utilise 2000 tonnes de sable pour créer de petites plages tout au long des bords de la Seine...» «créer de petites plages tout au long des bords de la Seine» la mairie transforme la capitale en ville de vacances la mairie transforme la rivière (<i>need river banks</i>) mairie transforme les bords de la Seine</p>
<p>29 KEY CONCEPTS are either: [1] <u>BUSINESSES PAY HALF</u> «une moitié de cette somme est financée par des compagnies privées» <u>or</u> <u>BUSINESSES AND 'MAIRIE' / 'LA MAIRIE' / 'LA MARIE' PAY HALF EACH</u> «une moitié de cette somme est financée par des compagnie privées, le reste par la Ma(i)rie» <u>or</u> <u>BUSINESSES AND 'LA MAIRIE' BOTH PAY</u> les compagnies (privées) et la Mairie financent Paris-Plages les compagnies et la Mairie paient les deux millions d'euros que coûte cette opération les compagnies payent aussi</p>	<p>«l'<u>opération Paris-Plages</u> a un budget de 2 millions d'euros: une moitié de cette somme est financée par des compagnie privées, le reste par la Mairie» les compagnies privées paient les 2 millions financé par des compagnies privées «une moitié de cette somme est financée par des compagnie privées, le reste par Marie» (<i>if first «i» in Mairie is omitted, needs to be «la Marie»</i>)</p>

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<p>31 KEY CONCEPTS are either: [1] <u>ONLY BARS ETC ARE OPEN</u> «les seules choses ouvertes (...) sont les bars/les boutiques de glaces et crêpes» «les seules choses ouvertes après cet heure-là sont les bars/les boutiques de glaces et crêpes» «les seules choses ouvertes» à «cet heure-là sont les bars/les boutiques de glaces et crêpes»</p> <p style="text-align: center;">or</p> <p><u>MINIGOLF/ACTIVITES FINISH AT 6</u> <u>MINIGOLF/ACTIVITES FINISH AFTER</u> <u>WORK</u> à 18 heures toutes ces activités s'arrêtent après son travail toutes ces activités s'arrêtent</p>	<p>«mais le problème c'est qu'à 18 h quand, du travail toutes ces activités organisées s'arrêtent» «Les seules choses ouvertes après cet heure-là sont les bars et les boutiques de glaces et crêpes déclare Raoul, qui n'est pas le seul à se plaindre»</p> <p>toutes ces activités organisées s'arrêtent tc «c'est qu'à 18 h (...) toutes ces activités organisées s'arrêtent»</p> <p>REFUSE QUOTATION HOWEVER IT IS PRESENTED</p> <p style="text-align: right;">[Total: 10]</p>
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Exercice 2 Questions 32–40

ACCEPT: wrong genders throughout unless ms specifies otherwise

ACCEPT	REFUSE
<p>32 <u>KEY CONCEPTS</u> are either: [1]</p> <p><u>PHOTOS/OBJETS THAT DECORATE HER HOME</u> «les photos et les objets qui décorent sa maison»</p> <p style="text-align: center;">or</p> <p><u>PHOTOS/OBJETS FROM AROUND THE WORLD</u> «les photos et les objets rapportés du monde entier»</p>	<p>«<u>pourtant</u>, les photos et les objets rapportés du monde entier qui décorent sa maison» (<u>montrent qu'elle a eu une vie exceptionnelle</u>)»</p> <p>«les photos et les objets rapportés du monde» <i>(incomplete)</i></p>
<p>33 <u>KEY CONCEPTS</u> are either: [1]</p> <p><u>QUAND SES PARENTS DIVORCENT</u> «quand ses parents divorcent son père lui donne alors une somme d'argent»</p> <p style="text-align: center;">or</p> <p><u>À L'ÂGE DE 18</u> elle venait d'avoir 18 ans elle était 18 «elle vient d'avoir 18 ans»</p> <p style="text-align: center;">or</p> <p><u>1937</u></p>	<p>«elle vient d'avoir 18 ans quand ses parents divorcent. (Son père lui donne alors une somme d'argent...))» «son père lui donne alors une somme d'argent»</p>
<p>34 <u>DEUXIÈME GUERRE MONDIALE</u> [1] «la deuxième guerre mondiale la force à abandonner ses études» à cause de la 2^{ème} Guerre Mondiale la 2^{ème} Guerre Mondiale commence</p>	<p>«(mais malheureusement) deux ans plus tard la deuxième guerre mondiale la force à abandonner ses études» pour la deuxième guerre mondiale parce que la deuxième guerre mondiale force à abandonner ses études (<i>needs «<u>la</u> force</i>)» à cause de la guerre la 2^{ème} Guerre Mondiale la force (<i>incomplete</i>)</p>
<p>35 <u>ITALIE</u> [1] dans son temps libre en Italie en Italie dans son temps libre</p>	<p>«Marguerite part travailler en Italie comme infirmière. Dans son temps libre, Marguerite commence à apprendre l'Arabe...» dans son temps libre tc but ha</p>
<p>36 <u>ELLE ÉCRIT DES REPORTAGES</u> [1] «elle va payer ses voyages en écrivant des reportages sur les pays arabes (qu'elle visite)» elle va écrire des reportages</p>	<p>«<u>et en plus elle a une idée géniale</u>: elle va payer ses voyages en écrivant des reportages sur les pays arabes qu'elle visite» en écrivant tc</p>

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<p>37 ÉCRIRE DANS SON JOURNAL [1] «écrire dans son journal ses aventures et ses pensées sur ces pays et leurs habitants» «elle n’oublie jamais d’écrire dans son journal ses aventures et ses pensées sur ces pays et leurs habitants»</p>	<p>«(de plus le soir elle n’oublie jamais) d’écrire dans son journal ses aventures et ses pensées sur ces pays et leurs habitants» elle prend des photos</p>
<p>38 CHEZ LES HABITANTS [1] elle logeait (toujours) chez les habitants toujours chez les habitants</p>	<p>«Marguerite évite les hôtels. (‘Je logeais toujours chez les habitants’ raconte-t-elle...)» elle logeait (toujours) chez les habitants, raconte-t-elle REFUSE QUOTATION HOWEVER IT IS PRESENTED elle passait la nuit avec les habitants / elle logeait avec les habitants dans la chez des habitants</p>
<p>39 [1 + 1] (i) TALKS DIRECTLY TO PEOPLE «elle peut donc parler directement aux gens (qu’elle rencontre)» pour parler directement aux gens elle parle directement aux gens</p>	<p>parler directement aux gens (<i>needs «pour»</i>)</p>
<p>(ii) HER REPORTS ARE UNIQUE «ses reportages sont uniques (pour l’époque)» <u>or</u> BECAUSE OF THIS (CONTACT) HER REPORTS ARE UNIQUE donc «ses reportages sont uniques (pour l’époque)» «grâce à ce contact (personnel) ses reportages sont uniques (pour l’époque)»</p>	<p>«de plus grâce à ce contact (personnel) ses reportages sont uniques (pour l’époque)» reportages sont uniques (<i>reportages need to be linked to Marguerite in some way</i>)</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 tolerate «et» at end of first line or beginning of second line</p>	
<p>40 CONCEPTS are either: [1] INTERNET elle/«Marguerite passe son temps sur Internet à découvrir les pays qu’elle n’a pas eu le temps de visiter» en passant son temps sur Internet <u>or</u> SHE (RE-)READS HER TRAVEL JOURNALS elle/«Marguerite (re)lit ses carnets de voyage»</p>	<p>«Aujourd’hui à plus de 90 ans Marguerite relit ses carnets de voyage...» passe son temps sur internet (<i>no article</i>) passer son temps sur internet (<i>infinitive does not work</i>) Marguerite passe son temps sur Internet à découvrir les pays qu’elle n’a pas le temps de visiter (<i>omission of «eu» distorts message</i>) elle a relit ses carnets tc</p>

[Total : 10]