

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

0520 FRENCH (FOREIGN LANGUAGE)

0520/13

Paper 1 (Listening), maximum raw mark 48

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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

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

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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1 General Marking Notes

2 General Marking Principles

2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 3 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

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

2.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

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

- (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

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

- (d) Answers in pen do not take 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 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).

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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, when 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

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3 Detailed Mark Scheme

ACCEPT	REFUSE
Section 1	
Exercise 1 Questions 1–8	
1 D 1	
2 C 1	
3 A 1	
4 A 1	
5 C 1	
6 B 1	
7 C 1	
8 B 1	[Total : 8]
Exercise 2 Questions 9–16	
9 A 1	
10 se(p)t(i)embre / septembre / ceptembre september 1	sept
11 B 1	
12 C 1	
13 B 1	
14 C 1	
15 A 1	
16 680 / accept written version 1	[Total : 8]

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Section 2

Exercise 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).

Thibault

(a)

(b)

(c)

Juliette

(d)

(e)

(f)

Romain

(g)

(h)

(i)

Noémie

(j)

(k)

(l)

[Total : 6]

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Exercice 2 Questions 18–27

ACCEPT		REFUSE
Part 1		
18 mer / côte / (à la) Réunion ignore all attempts at «au bord de la» NB if one answer is correct, ignore the other: «Réunion + mere» = 1	1	(au bord de la) mère / mere / mère / mère / mar(e) / mair(e) plage / port / capital île
19 (à l')hôpital spellings of «hôpital»: l'opital / opital / hospital / (l')hobital l hopital: needs space between «l» and «h» if «l» is there – if in doubt = BOD ignore attempts at «où je suis née»	1	lo(p)pital – see General Principals 2.7 lhopital
20 (le) calm(e) accept synonyms	1	vivre tc but ha / la vie tc but ha carne / carne
21 sportives / sport(s) / sportif(s) pratiquer les sports / comme sport NB look for concept of sport and ignore extra material	1	desport
22 • froid / il fait froid / frois / froit / froi must start fr... • climat / temps • vivre / habiter	1	froir(e) / fois monuments
Part 2		
23 • (en) Suiss(e) suisse(e) / swiss(e) / swis(s) / siusse ville/village suisse • Alp(e)s / je suis dans les Alpes if one answer is correct, ignore the other: «en suis dans les Alpes» = 1	1	suis / suiz(e) / siuz(e) sius / siuss / sussie le ski tc but ha en France dans les Alpes
24 • grillad(e)s (à la plage) griades / griallades must start gri... • plage / aller à la plage if one answer is correct, ignore the other: «griades à la plague» = 1	1	griyardes / grigade / grillages / gri(II)ages / grillable / grille: all tc but ha with «plage» plague tc but ha with «grillades» page tc but ha with «grillades»
25 manteau / manteau(x/s/e) / manteua monteau / menteau mento(t/s) / manto(t/s) / monto(t/s) mantau(x) / mentau(x) / montau(x) mantaud / mentaud / montaud manteu(x/s/d) / menteu(x/s/d) / monte(x/s/d)	1	veste / imperméable mouton / minteau menton / manton / monton mant <u>ou</u> (x) / mon taux mauto / mot(t)o manteud <u>e</u>
26 journalist(e) / journalism(e) journalista ignore extra verbs / tenses	1	journal

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<p>27 CONCEPTS</p> <ul style="list-style-type: none">● leaving for university partir pour l'université / si on veut faire des études à l'université il faut partir / pour des études supérieures il faut partir● spellings of «université»: university / universitie / universite● no university il n'y a pas d'université / ce n'est pas possible d'étudier à l'université● no school/university of journalism pas d'école/université de journalisme	<p>1</p> <p>pas de choix</p> <p>il faut partir tc but ha pour faire des études il faut partir elle ne peut pas étudier sur l'île faire des études à l'université / étudier à l'université tc but ha il n'y a pas beaucoup d'universités = inv</p> <p>pas d'école = tc pas de journalisme = tc</p> <p>[Total : 10]</p>
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Section 3		
Exercise 1 Questions 28–33		
28	C	1
29	B	1
30	C	1
31	D	1
32	A	1
33	C	1
		[Total : 6]

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Exercice 2 Questions 34–42

ACCEPT	REFUSE
<p>34 • (le) tourism(e) / t(o)uriste 1</p> <p>• (agence de) voyages / voyager</p>	<p>office / bureau de tourisme librairie</p>
<p>35 Paris 1</p> <p>à Paris rayon de / à / sur Paris est le plus important les livres de / à / sur Paris c'est (à) Paris / il est en Paris information générale sur Paris</p>	<p>il aime les livres et Paris le livre est / et Paris ce n'est pas généraliste tc but ha il est généraliste tc but inv l'histoire de Paris / la région de Paris: refuse extra incorrect material not on transcript</p>
<p>36 • passe vite / passe vit / passe viit 1</p> <p>le temps passe très vite</p> <p>• pas de problème / non problème</p> <p>• ça lui plaît / il aime ça</p>	<p>le temps pas très vite problème</p>
<p>37 • (s'occuper des) com(m)ande(s) 1</p> <p>• contact(er) (des) clients il faut faire contact les clients</p>	<p>contact tc il se coupe des clients téléphoner / email les clients</p>
<p>38 ranger / les livres (sur les étagères) 1</p> <p>ranger les livres le range des livres mettre / organiser les livres</p> <p>ignore attempts at rendering «étagères» BUT</p>	<p>arranger ranger libres inv ils font les livres (sur les étagères)</p> <p>REFUSE étages / étrangers</p>
<p>39 • télévision / télé 1</p> <p>• (les) émissions de / en / à / avec / sur / pour télévision (sur les livres et les écrivains) amitiions / transmission(s) de télé émissions sur la télé et les écrivains BUT</p> <p>• influences de / en / à / avec / sur / pour télé</p>	<p>TV télévision et les livres émission tc les écrivains tc but ha</p> <p>les émissions et les écrivains tc (no «télé»)</p> <p>influencé avec la télévision et les livres influence la télévision</p>
<p>40 need attempt at appropriate verb + cadeau: 1</p> <p>faire / acheter/ donner (un) cadeau ils veulent faire (un) cadeau c'est pour faire/fere (un) cadeau BUT</p> <p>spellings of cadeau: cado / cadau(x) / cadaut / cadeu / cadeaux / cadeus / cadeaut</p>	<p>kadeau / quadeau cadeau tc car ils demandent un cadeau pour un cadeau tc / c'est pour un cadeau tc ils demandent conseil pour des cadeaux</p>

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<p>41 • (la) pres(s)(e) professionnelle 1 il lit régulièrement la presse professionnelle spelling of professionnelle: disregard the number of “f / n / s / l” in professionnelle; profesional(e) / profissionelle</p> <p>• (les livres) / (ce) qu’il peut vendre/vendra il peut <u>les</u> vendre BUT (les livres) qu’on (le public) veut acheter</p>	<p>(la) pres(se) tc (la) presque professionnelle (la) presse profession (la) presse official libre but accept if penalised in Q38 – remember to check back! il n’achète pas les livres qu’il aime tc but ha REFUSE il peut vendre tc (incomplete)</p>
<p>42 CONCEPTS: 1</p> <p>• <u>EITHER</u> adapting to customer: adapter <u>aux/à/au</u> (ses) + clien(t)s/public/gens adapter <u>à ses / à les / à des</u> clients BUT adapter <u>pour</u> (son) public NB if reflexive notion (e.g. «s’», «m’») present, tolerate omission of «à», e.g.: <u>s’</u>adapter ses/les/des/avec clien(t)s BUT</p> <p>• <u>OR</u> adapting to customer’s needs/wishes: (s’)adapter aux/à besoins (de ses) clients s’adapter les besoins (de ses) clients</p>	<p>connaître les besoins de ses clients adapte<u>ur</u> aux clients</p> <p>adapter <u>les</u> clients (no «à» = wrong concept)</p> <p>adapter avec les clients (no «s’adapter»)</p> <p>adapter aux <u>bossions / boisons</u> de ses clients adapter les besoins des / les clients (wrong concept)</p>
<p>43 • pas lourde 1 pas trop de responsabilité</p> <p>• (la/une/c’est la/c’est une) liberté ça (re)présente la / donne la liberté avoir la responsabilité représente la liberté la responsabilité n’est pas importante – c’est la liberté</p> <p>Spelling of liberté: must start libert... – liberté / liberté / libertie / liberty / liberte / liberti EXCEPT FOR: libirté / liberite</p>	<p>lourde ce n’est pas une responsabilité il aime la responsabilité = inv avoir beaucoup/trop/très de responsabilité représente la liberté cinq employés tc but ha (but beware wrong number of employees = inv) il est très important mais le plus important c’est la liberté vivre la liberté / prendre la liberté c’est libre</p> <p style="text-align: right;">[Total : 10]</p>