

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2009 question paper**  
**for the guidance of teachers**

**0520 FRENCH (FOREIGN LANGUAGE)**

**0520/01**

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.

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

CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0520	01

### (a) General Marking Principles

- 1 Answers requiring the use of French (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear. Remember 'if in doubt, sound it out'.
- 2 Look-alike test
- 3 (a) Invalidation (inv) = 0  
tc = "tout court" and means that on its own the material is not sufficient to score the mark.  
HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- 3 (b) **Extra Material:** where candidates include extra material in their answers which is not covered by the mark scheme, examiners must check the transcript to ensure the correct elements which would qualify for the mark are not contradicted or distorted by the extra material.
- 4 In general, do not accept incorrect French if the word given means something else in French.
- 5 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)
- 6 **Questions 18–27 and Questions 34–42**  
Ignore extra material given in an answer providing that it does not invalidate an answer. Where you wish to indicate that you have considered (part of) an answer and found it unacceptable, insert 'X' (with the Marking Tool) over the relevant material.
- 7 **Questions 18–27 and Questions 34–42**  
Where you wish to indicate that you have considered (part of) an answer and have decided to give it the benefit of the doubt, insert 'BOD' (with the Marking Tool) over the relevant material.
- 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.
- 9 If a candidate crosses out an answer **to a whole question** and makes no second attempt, mark the crossed-out work.
- 10 Where words are combined or split inappropriately do not award the mark, eg 'sonpère' and 'lar ticle'.
- 11 Accept incorrect gender or person and/or tense unless mark scheme specifies otherwise.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0520	01

## (b) Detailed Mark Scheme

		REFUSE
<b>Section 1</b>		
<b>Exercise 1 Questions 1–8</b>		
A mark out of 1 is entered for each question in the mark input box.		
DO NOT ANNOTATE SCRIPT		
1	D	1
2	D	1
3	A	1
4	B	1
5	C	1
6	D	1
7	A	1
8	B	1
<b>Total : 8</b>		
<b>Exercise 2 Questions 9–16</b>		
A mark out of 1 is entered for each question in the mark input box.		
DO NOT ANNOTATE SCRIPT		
9	cinéma(s) / dessin animé / cinima / (deux) cinéma	1
10	3–9 / 3 à 9 / au 3 du 9	1
11	peinture / peinture / penture / peinture / accept <b>-eur / -ur</b> endings if beginning acceptable (ie pein- or pain- or pen- or pin- )	1
		3 et 9 juillet / 3,9 reject words beginning <b>pan-</b> / <b>pun-</b> reject <b>-er / -oir</b> endings eg. peintre
12	B	1
13	A	1
14	A	1
15	(à) l'école (du cinéma)	1
16	C	1
<b>Total : 8</b>		cinéma ( <b>tc</b> ) but HA auberge (de jeunesse)

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0520	01

**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).

**REFUSE**

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)
- (g)
- (h)
- (i)
- (j)
- (k)
- (l)

**Total : 6**

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0520	01

**Exercice 2 Questions 18–27**

A mark out of 1 is entered for each question or sub-question in the mark input box.

IN EXCEPTIONAL CIRCUMSTANCES, ANNOTATION MAY BE USED, AS FOLLOWS:

- Answer or part thereof considered, but found wanting, insert '**X**' (with the Marking Tool) over the relevant material.
- Answer or part thereof considered and given benefit of the doubt, insert '**BOD**' (with the Marking Tool) over the relevant material.

**ACCEPT****REFUSE**

<b>Part 1</b>		
<b>18</b>	restaurant(e) / resturant / resterant / resterent <b>must start rest-</b>	1
<b>19</b>	l'université(e) / (en) fac(ulté) / university / universitait universitie / universitaire / Moscou / Moscow	1
<b>20</b>	artist(e)(s)	1
<b>21</b>	la guitar(e) / gitar(r)e / musique / music (joué) de la guitare / guitaire	1
<b>22</b>	pares(s)eu(x) / parasseux / paresse(e)aux / pareceux <b>must start par- or parr-</b> peu intéressé / pas intéressé	1
<b>Part 2</b>		
<b>23</b>	<u>plus de 30 (élèves) dans la class(e)/ (il y a) plus de 30 élèves dans la class(e) / nous sommes plus que 30 dans la classe</u> beaucoup / trop (d'élèves) <u>dans la classe /</u> les classes sont grandes au moins 30 dans la classe acceptable spellings of 30: trent(e) / treinta / treinte	1
<b>24</b>	(Il y a / on trouve les mêmes) magasin(s) même magasin / magasin	1
<b>25</b>	la cuisine / la nourriture / les repas on mange bien (dans le restaurant) / restauration ils / on cuisine(nt) bien	1
<b>26</b>	(ils / les Français sont) <b>plus ouver(t)s aux autres cultures</b> ils sont <b>moi(n)s timides</b> La France sont moins timide que les Russes les Russes sont plus timid(e)(s) <b>NB – Check tapescript !!!</b>	1
<b>27</b>	<b>needs an appropriate verb</b> voyager visiter d'autres pay(s) / pais / paye(s) (que la France / la Russie) visiter un autre pays il a voulu voyager / j'adore voyager voir l'Europe	1
		<b>Total : 10</b>

<b>Page 6</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2009</b>	<b>0520</b>	<b>01</b>

<p><b>Section 3</b></p> <p><b>Exercise 1 Questions 28–33</b></p> <p>A mark out of 1 is entered for each question in the mark input box.</p> <p>DO NOT ANNOTATE SCRIPT</p>	
<p>28 A 1</p> <p>29 B 1</p> <p>30 A 1</p> <p>31 C 1</p> <p>32 D 1</p> <p>33 B 1</p> <p><b>Total : 6</b></p>	

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0520	01

<b>Exercice 2 Questions 34–43</b>			
A mark out of 1 is entered for each question or sub-question in the mark input box. IN EXCEPTIONAL CIRCUMSTANCES, ANNOTATION MAY BE USED, AS FOLLOWS:			
<ul style="list-style-type: none"> <li>Answer or part thereof considered, but found wanting, insert '<b>X</b>' (with the Marking Tool) over the relevant material.</li> <li>Answer or part thereof considered and given benefit of the doubt, insert '<b>BOD</b>' (with the Marking Tool) over the relevant material.</li> </ul>			
<b>ACCEPT</b>		<b>REFUSE</b>	
<b>34</b>	elle a (seulement) 14 ans elle est / a (si) / (très) jeune elle a quatorze / catorze ans elle (est) quatorze ans à cause de son âge	1	elle est 14 elle a 14
<b>35</b>	elle a commencé à écrire (un journal) elle a commencé un journal elle écrit un journal elle écrit dans un journal <b>NB concept</b> = starting to write <b>OR</b> starting / writing / doing / creating a diary	1	éle écrit journaux = <b>inv</b> elle découvre Harry Potter = HA elle écrit pour un journal
<b>36</b>	il (était) malade elle lui lisait le livre / elle lit le livre ça lui faisait plaisir <b>NB – insist here on correct subject pronoun and singular verb when a verb is used</b>	1	<b>elle</b> malade elle lui lisait les livres – plural 'livres' distorts il est mort – <b>inv</b> melade
<b>37</b>	il a contacté / a fait venir une équipe de télé il appelle à la télévision / télé	1	il a publié le livre = <b>inv</b> TV = <b>inv</b> publicité = <b>inv</b> <b>If TV penalised here do not penalise in Q41. Check Q41 !</b>
<b>38</b>	ce n'est pas un objectif (important) ce n'est pas un objet / objective ce n'est pas important / écrire c'est plus important	1	
<b>39</b>	son imagination / imaginacion la liberté / liberty	1	
<b>40</b>	(romans / livres) dramatiques / dramatic policier(s) / policie(s) / police / policie <b>NB – only one genre needed but if two are offered both must be correct</b>	1	grammatiques / romantiques = <b>inv</b> romances / romandes = <b>inv</b> politie = <b>inv</b> romances et policiers = 0 roman(e)s tc but HA
<b>41</b>	elle lit plus / beaucoup elle regarde (un) peu la télé / moins de télé elle regarde pas trop / pas beaucoup la télé <b>NB – read transcript !</b>	1	elle ne regarde (pas / plus) la télé = <b>inv</b> peur = <b>inv</b> elle regarde (un) peux / peut la télé tc but HA to correct reading answer elle regarde peu la <b>TV</b> tc but HA sortir avec amis / écouter de la musique = <b>inv</b>
<b>42 (a)</b>	(avec) peur / elle a eu peur elle est / était peur / peuré	1	
<b>(b)</b>	c'est un moyen de discuter avec ses / son lecteur(s) c'est un moyen de discuter avec le public elle peut rencontrer / voir le public <b>Concepts =</b> 1. she likes / can / has opportunity 2. to discuss with / speak to / meet / see 3. public / readers	1	disputer = <b>inv</b> directeurs = <b>inv</b> lecture for lecteur = <b>inv</b> c'est un moyen de discuter tc elle trouve ça agréable maintenant = HA
			<b>Total : 10</b>