

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

**MARK SCHEME for the May/June 2011 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.

- Cambridge 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/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 precedent over answers in pencil, eg 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 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 this 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
(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

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

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## Exercise 4 Question 16

<p><b>COMMUNICATION: 1 mark per item up to a maximum of 3</b>  <b>APPROPRIATENESS OF LANGUAGE: 0, 1 or 2 marks according to grid</b></p> <ul style="list-style-type: none"> <li>Mark answers written in note form (eg where candidates answer <b>ALL</b> the questions but ignore the instruction to frame their answer as a message) as follows:  (a) lundi (b) train (c) magasin = 1 for COMMUNICATION and 0 for APPROPRIATENESS</li> <li>Mark answers not written in the space provided exactly as those written in the correct space</li> <li><u>Vous</u> arrivez lundi; <u>vous</u> venez en train; vous allez rencontrer (votre ami) devant le magasin = 2 for COMMUNICATION (candidate loses mark for first «vous» but not for repeated error) and 0 for APPROPRIATENESS</li> </ul>	
<p><b>Communication</b></p> <p style="text-align: center;"><b>ACCEPT</b></p> <p><b>FOR COMMUNICATION ACCEPT ATTEMPT AT ANY TENSE</b>  Spelling, use rules in 2.5, look alike, sound alike, etc</p>	<b>REFUSE</b>
<p>(a) <b>QUEL JOUR VOUS ARRIVEZ</b> 1</p> <p><b>Accept on/je/nous/moi + any recognisable attempt at an appropriate verb + lundi</b>  j'arrive / je vais arriver / j'arriverai / j'arriver / je voudrais arriver / je suis arrivé / j'arrivait  je viens lundi / lundi /  <b>IGNORE:</b> preposition before lundi, e.g. j'arrive à lundi</p>	any other day than lundi
<p>(b) <b>COMMENT VOUS VENEZ</b> 1</p> <p><b>Accept on/je/nous/moi + any recognisable attempt at an appropriate verb + train/tgv/méto</b>  j'arrive à la gare sncf (<b>communicates idea of train</b>)  <b>IGNORE:</b> preposition or lack of before train</p>	tren ( <b>doesn't pass look alike or sound alike test</b> ) bus j'arrive à la gare du nord / je viens à la gare
<p>(c) <b>OÙ VOUS ALLEZ RENCONTRER VOTRE AMI(E)</b> 1</p> <p><b>Look for some idea of meeting + a place</b>  je (te) re(n)contre devant le magasin(e) / kiosque  je (t')attends/vois au/à magasin(e) / magasin  je vais au magasin te rencontrer / te voir  rendez-vous près du magasin(e)  (est-ce que nous) pouvons (nous) rencontrer au magasin  je rencontre <b>à/au/chez/devant</b> le libraire («à» etc imply place)  recontre sur caffe = 1  <b>IGNORE pronoun:</b> je rencontre devant le kiosque  <b>ACCEPT any preposition or lack of:</b> je rencontre sur le kiosque / j'attends kiosque  <b>ACCEPT any shop/eating place</b> (wherever they are, e.g. je rencontre magasin au centre ville)  <b>ACCEPT: any place you might find on a station</b></p>	je vais au magasin <b>tc (no idea of meeting) but HA</b> raconte / raconter magazine ( <b>but magazin ok</b> ) je rencontre votre ami au kiosque ( <b>votre distorts</b> ) vous rencontrez mon ami au magasin je rencontre mon ami/le libraire <b>tc (no place implied) but HA</b> je te rencontre au centre ville / au parc / à la piscine ( <b>not shop/eating place or place you might find on a station</b> )

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<b>Appropriateness of language</b>		<p><b>For LANGUAGE, consider only the parts of the candidate's work for which you award a communication mark.</b> Je venant lundi. Je viens par le bus. Recontre sur caffe = 2 for comm. + 0 for lang.</p> <p><b><u>For LANGUAGE accept any verb tense/form as long as it is used in a logical fashion, e.g. accept present, future, conditional (past not logical)</u></b></p> <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>
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.	
1	There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense/form.	
0	There are no examples of appropriate usage to reward. Where 0 marks awarded for Communication, 0 marks awarded for language.	

[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).
- **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 /i throughout for Christine**

ACCEPT		REFUSE
17 (une) fête «mes parents ont accepté que j'organise une fête chez moi» <b>LOOK FOR «fête», IGNORE extra material</b>	1	
18 (une) fête <b>désastreuse</b> «(tout d'abord ils ont refusé) certainement à cause de cette fête désastreuse dont on a beaucoup parlé à la télé...» <b>LOOK FOR «fête désastreuse», IGNORE extra material</b>	1	fête tc
19 (a) <b>KEY CONCEPT:</b> <b>gens/jeunes pas/non/ne/n' invités</b> «des gens qui n'étaient pas invités à la fête sont entrés dans la maison»	1	des gens qui n'étaient pas invités
(b) <b>KEY CONCEPT:</b> <b>cassé choses / cassé beaucoup</b> «ils ont cassé beaucoup de choses»	1	<b>ses parents</b> ont cassé beaucoup de choses beaucoup de choses cassé
(c) <b>KEY CONCEPT:</b> <b>appeler / parler / téléphoner police</b> «finalement les parents ont dû appeler la police»	1	«mes parents ont donc très peur que cela arrive chez nous»
20 <b>KEY CONCEPT: inviter 20 / vingtaine</b> «d'inviter seulement une vingtaine d'amis» «alors j'ai promis d'inviter seulement une vingtaine d'amis»	1	
21 <b>KEY CONCEPT:</b> <b>dormir matin / lendemain</b> (on pourra) dormir le lendemain/samedi matin pour pouvoir dormir le lendemain matin «ma fête sera un vendredi soir; comme ça on pourra dormir le lendemain matin»	1	
22 <b>KEY CONCEPT: grillades / barbecue</b> «j'espère qu'il fera beau: dans ce cas, on fera des grillades sur barbecue dans le jardin»	1	
23 (le) salon «de toute façon s'il pleut le salon est assez grand pour tous»	1	
24 (le) lecteur cd «je n'ai pas de lecteur CD. (Tu pourrais me prêter le tien ce jour-la)»	1	lecture cd ( <b>another word in French</b> ) cd «tu pourrais me prêter le tien ce jour-la» <b>tc</b> le tien

[Total: 10]



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**Exercice 2 Question 25: Un chanteur/acteur/musicien que vous aimez**

- **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 4 tasks, (a), (b), (c), (d), must be covered to get the 10 communication marks.  
If 1 of (a), (b), (c) or (d) is missing, the maximum communication mark is 9.  
If 2 of (a), (b), (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  
elle a les cheveux noirs avec de beaux yeux et une petite bouche = 1 mark (1 verb = a list of 3)  
elle a les cheveux noirs (1), est de taille moyenne (1), et elle est grande (1) (3 verbs = 3 marks)
- **ONLY REWARD EACH PIECE OF INFORMATION ONCE**, eg «elle est super» cannot score both as description and reason for liking («elle est super» and «sa musique est super» can both be rewarded)
- **IF SUBJECT IS NOT SINGER/ACTOR/MUSICIAN**, do not reward (a) but credit (b), (c) & (d)
- **DO NOT PENALISE FACTUAL ERRORS**

ACCEPT (USE NUMBERED TICKS)	REFUSE
<p><b>TICK 1: (a) DITES QUI IL / ELLE EST ET CE QU'IL / ELLE FAIT COMME MÉTIER</b> name = 1 mark; profession = 1 mark. However as long as either given, consider task complete</p>	
<p><b>TICK 2: (b) DÉCRIVEZ CETTE PERSONNE</b> <b>REWARD:</b> any form of description: eg <b>anything about the person</b> – appearance, character, age, more detail re what they do, family background, likes/dislikes, etc</p>	
<p><b>TICK 3: (c) DITES POUR QUELLES RAISONS VOUS L'AIMEZ</b> <b>REWARD:</b> a positive comment even if 'aimer' not stated</p>	
<p><b>TICK 4: (d) ALLEZ-VOUS FAIRE LE MÊME MÉTIER PLUS TARD? POURQUOI / POURQUOI PAS?</b> <b>ACCEPT:</b> 'yes' or 'no' or 'don't know' and/or what they are going to do as a job <b>ACCEPT:</b> reason why/why not even if not clear whether or not they would do same job/what job they would do</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.

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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 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, 27, 28, 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.
- Only reward justification if mark awarded for False: if False is 'ticked', mark justification and enter mark.
  - If True is 'ticked', award N/R (or 0 if justification IS provided)
  - If True and False are **both** 'ticked' (and there is no clarification of candidate's 'final' answer), award 0 (ignore any justification)
  - 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, e.g. 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 type="checkbox"/>	<input checked="" type="checkbox"/>	1
27	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
28	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
29	<input checked="" type="checkbox"/>	<input 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 Amadou / Mariam / Manu Chao)**

ACCEPT: CHECK FAUX IS TICKED		REFUSE MERE ADDITION OF NEGATIVE
<b>26 KEY CONCEPT: LOST SIGHT AT 15</b>	1	il ne voit rien depuis 15 ans
«Amadou a perdu la vue à l'âge de 15 ans» «Amadou a perdu la vue à l'âge de 15 ans.» Il ne voit plus rien depuis cet âge-là il ne voit pas depuis l'âge de 15 ans		«il est donc aveugle et ne voit plus rien depuis cet âge-là» <b>INV</b>  depuis l'âge de 15 ans <b>tc</b>
<b>27 KEY CONCEPTS are:</b>	1	«(Mariam adorait les chansons françaises qu'elle écoutait toute la journée à la radio.) <b><u>On lui demandait souvent de chanter aux mariages</u></b> »
<b><u>SHE SANG/SINGS/STARTS AT WEDDINGS</u></b> elle chantait/chante (déjà/souvent) aux mariages elle commence aux mariages		elle demandait de chanter aux mariages <b>(wrong concept)</b>
<b><u>SHE SANG/SINGS/STARTS WHEN YOUNG/CHILD/ADOLESCENT</u></b> elle chantait/chante pendant son adolescence elle chantait/chante/commence quand elle est/était adolescente / jeune / petite / enfant		quand elle était adolescente <b>tc</b>
<b>28 KEY CONCEPTS are:</b>	1	«Manu Chao <b><u>un chanteur très connu en France depuis des années</u></b> les entend par hasard quand il est en voyage au Mali» «les entend par hasard quand il est en voyage au Mali» (no «il»)
<b><u>HE HEARS / HEARD THEM IN MALI</u></b> «Manu Chao (...) les entend (par hasard) quand il est en voyage au Mali» il les entend au Mali		
<b><u>HE KNOWS (OF) / KNEW (OF) THEM IN MALI</u></b> il les connaît (de voyage) au Mali il connaît Amadou et Mariam au Mali		de voyage au Mali <b>tc</b>
<b>31 KEY CONCEPTS are:</b>	1	«(on admire bien sûr cette victoire sur le handicap) <b><u>mais</u></b> on les aime avant tout parce qu'ils savent faire de la si bonne musique»
<b><u>MUSIC</u></b> (bonne) musique (on) les aime (avant tout) parce qu'ils «savent faire de la si bonne musique»		«(mais si) <b><u>le public vient si nombreux à chacun de leurs concerts</u></b> c'est surtout pour la joie de vivre qu'ils mettent dans leur musique»
<b><u>JOIE DE VIVRE</u></b> joie de vivre «(c'est surtout) pour la joie de vivre qu'ils mettent dans leur musique»		(et) on admire cette victoire sur le handicap <b>INV</b>

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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, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10

**ACCEPT: elle throughout for Robert**

ACCEPT	REFUSE
<p><b>32</b> «(à lire des/lire des) livres qui racontaient des aventures en montagne et des histoires de grands alpinistes» 1            (à lire des) aventures en montagne            (à lire des) grands alpinistes            (à lire des) histoires d'alpinistes</p>	<p>«<b>Enfant, Robert passait son temps</b> à lire des livres (qui racontaient d'aventures en montagne et des histoires de grands alpinistes)»  <b>Robert/il passait son temps</b> à lire des livres (qui racontaient d'aventures en montagne et des histoires de grands alpinistes)            des livres / lire <b>tc</b>            il s'entraîne tout seul à escalader des rochers près de chez lui <b>INV</b></p>
<p><b>33</b> <b>CONCEPTS</b> are: 1  <b>KEYS FORGOTTEN / FORGOT KEYS</b>            «Robert oublie ses clés»            (parce qu'il a) oublié <u>ses/son/il/lui</u> clés            à l'âge de 12 ans il oublie ses clés            un jour il oublie ses clés  <b>TO GET IN:</b> pour rentrer chez <u>lui/il/son</u>  <b>LIVES / APARTMENT ON 8TH FLOOR</b>            il habite au 8<sup>ème</sup> étage  <u>il/son/lui</u> appartement est au 8<sup>ème</sup> étage</p>	<p>pour trouver ses clés (<b>not stated in text</b>)            il a oublié ses clés au 8<sup>ème</sup> étage (<b>addition of extra information not stated in text = INV</b>)            «<b>un jour âgé de 12 ans</b> Robert oublie ses clés»</p>
<p><b>34</b> <b>CONCEPTS</b> are: 1  <b>CLIMB TALLEST BUILDING IN USA</b>            (de faire l')escalade de l'immeuble le plus haut des États-Unis            «(une entreprise) <u>lui</u> demande de faire l'escalade de l'immeuble le plus haut des États-Unis»            (lui demande d')escalader l'immeuble le plus haut des États-Unis  <b>CLIMB A VERY TALL BUILDING</b>            escalader un très haut bâtiment</p>	<p>«(un jour) une entreprise qui fait des films publicitaires sur des sports extrêmes lui demande de faire l'escalade de l'immeuble le plus haut des États-Unis»  <b>une entreprise</b> qui fait des films publicitaires demande de faire l'escalade de l'immeuble le plus haut des États-Unis (<b>wrong concept</b>)  <b>il</b> demande de faire l'escalade de l'immeuble le plus haut des États-Unis (<b>wrong concept</b>)            escalader l'immeuble le plus haut (<b>sounds as if it is the highest building in the world</b>)</p>
<p><b>35</b> (i) <b>ÉTUDE BÂTIMENT</b> 1            il étudie (attentivement) le bâtiment            «étudier (attentivement) le bâtiment            il a étudié attentivement) le bâtiment            il passait son temps à étudier le bâtiment            il a passé des jours à étudier le bâtiment</p>	<p>«(mais après avoir passé) des jours à étudier attentivement le bâtiment»            «avoir passé des jours à étudier attentivement le bâtiment»            «<b>à</b> étudier attentivement le bâtiment» <b>tc</b></p>
<p>(ii) <b>IMAGINE ESCALADE</b> 1            il imagine l'/<u>son/il/lui</u> escalade            il a imaginé son escalade            «(et) à imaginer son escalade»            (et) imaginer son escalade</p>	<p>«et à imaginer son escalade, il accepte et réussit» (last part <b>INV</b>)</p>
<p><b>NB</b> answers to (i) and (ii) are interchangeable            2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</p>	

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<p><b>36 CONCEPT = CLIMBS BUILDINGS / SPECIALISES IN BUILDINGS</b>          (il) escalade bâtiments          «(il se) spécialise dans l'escalade des bâtiment(s) (situés au centre des villes)»          (il) escalade 80 / plus de 80 / beaucoup de bâtiment(s)          (il se) spécialise dans les bâtiment(s)</p>	<p>1          «<u>à partir de ce jour-là</u> il se spécialise dans l'escalade des bâtiments situés au centre des villes»          «on appelle les gens qui font cela des grimpeurs urbains» <b>tc but HA</b>          il escalade bâtiment (<b>singular bâtiment distorts</b>)          l'escalade des bâtiments situés au centre ville</p>
<p><b>37 CONCEPT = FEAR / AFRAID</b>          (la) peur / il peur / lui peur / son peur          (il/lui/son) a/est peur (mais arrive à dominer cette peur)</p>	<p>1          «mais il arrive à dominer cette peur» <b>tc but HA</b>          il ne connaît pas la peur          il/«lui <b>aussi</b> a peur, (mais il arrive à dominer cette peur)»</p>
<p><b>38 CONCEPTS are:</b></p> <p><b><u>TO PREPARE MENTALLY / MENTAL PREPARATION</u></b>          (aussi) se préparer mentalement          (la) préparation/entraînement mentale</p> <p><b><u>TO CONCENTRATE</u></b>          (se) concentrer</p>	<p>1          «(Robert passe des jours à entraîner son corps) <b>mais</b> la préparation est aussi mentale: pour réussir une escalade il faut surtout avoir une parfaite concentration»          «Robert passe des jours à entraîner son corps»          «la préparation est aussi mentale» <b>tc but HA</b>          «il faut (surtout) avoir une parfaite concentration» <b>tc but HA</b></p>
<p><b>39 CONCEPTS are:</b></p> <p><b><u>ACCIDENTS</u></b>          (les) accidents / il a eu des accidents          «Robert a (...) eu de nombreux accidents (qui ont limités ses capacités physiques)»          «(de) nombreux accidents (ont limité ses capacités physiques)»</p> <p><b><u>MISTAKES ARE SERIOUS</u></b>          «toute erreur peut causer la mort»</p>	<p>1          «Robert a <b>d'ailleurs</b> eu de nombreux accidents qui ont limité ses capacités physiques»          ses capacités physiques sont limitées <b>tc but HA to ACCIDENTS</b></p>
<p><b>40 CONCEPTS are:</b></p> <p><b><u>DESIRE TO LIVE THE DREAM</u></b>          (il) veut vivre son rêve          (il) aura vécu son rêve          (il) aura vécu il/lui rêve</p> <p><b><u>CLIMBING IS HIS LIFE</u></b>          escalader (c')est sa vie          escalader (c')est il/lui vie</p> <p><b>ACCEPT «escalader c'est ma vie» / «j'aurai vécu mon rêve» <u>only if correctly rendered in reported speech</u>, e.g. «escalader c'est ma vie» déclare-t-il / il dit 'j'aurai vécu mon rêve'</b></p>	<p>1          «escalader c'est ma vie déclare-t-il. Je connais le danger et je suis prêt à en payer le prix. J'aurais vécu mon rêve»          il connaît le danger <b>tc but HA</b>          il veut vivre mon / ton rêve          tu aurais vécu ton rêve          c'est son rêve <b>tc</b>          c'est sa vie <b>tc</b></p> <p>il aime faire de l'escalade</p>

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