

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0520 FRENCH (FOREIGN LANGUAGE)

0520/23

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 May/June 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 (eg by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (eg 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 (eg 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, eg 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, 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 eg 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 (eg il aller) unless Mark Scheme specifies otherwise (eg 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/Marking:

- (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 (eg '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

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

[Total: 5]

Exercise 2 Questions 6–10

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

[Total: 5]

Exercise 3 Questions 11–15

ACCEPT			REFUSE		
11	C	1			
12	B	1			
13	C	1			
14	A	1			
15	B	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) *maison* (b) *juillet 30* (c) *télévision* = 1 for COMMUNICATION and 0 for APPROPRIATENESS

- Mark answers not written in the space provided exactly as those written in the correct space

Communication

ACCEPT	REFUSE
<p>FOR COMMUNICATION ACCEPT ANY TENSE Spelling: use rules in 2.5, look alike, sound alike, etc</p>	
<p>(a) OU EST LA FÊTE 1 Accept la fête / elle / il + any recognisable attempt at an appropriate verb (any tense) + maison/chez moi/chez mon ami est / sera / êtes / être / voudrais être / a été / était</p> <p>la fête est dans mon/un/le/la maison</p> <p>SOME ALTERNATIVE APPROPRIATE VERBS: avoir / venir / fêter / organiser / inviter / se trouver / arriver eg</p> <ul style="list-style-type: none"> • il y a une fête à ma maison • venez / viens chez moi • je la fête à ma maison <p>«Venez à ma fête» is on the question paper so accept continuation, eg (Venez à ma fête) dans ma maison</p> <p>IGNORE: preposition before «maison» «chez moi», eg la fête est avec maison = 1 / la fête est maison = 1 / la fête est dans chez moi</p>	<p>il y a ma maison la fête est dans mon chez</p>
<p>(b) QUELLE EST LA DATE 1 Accept (le) 30 juillet / trente juillet (no attempt at a verb needed)</p> <p>(C'est) le 30 juillet / (C'est) le juillet 30 Venez à ma fête le 30 juillet</p> <p>Tolerate misspellings of «juillet»</p> <ul style="list-style-type: none"> • La fête est chez moi le 30 juillet = 1+1 for communication (eg scores for (a) + (b)) 	
<p>(c) CE QUE VOUS ALLEZ FAIRE 1 Accept on/je/nous/moi + any recognisable attempt at an appropriate verb (any tense) + télévision / télé / tv / vidéo / film / jeux vidéo etc Nous allons regarder la télévision</p>	<p>nous allons nous amuser nous allons faire de la télé = <i>wrong message</i></p>

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Appropriateness of language

NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.		<p>For LANGUAGE, consider <u>only</u> the parts of the candidate's work for which you award a communication mark: La fête êtes maison. C'est le 2 septembre. Nous aller regarder la télé = 2 for communication + 0 for language</p> <p><u>For LANGUAGE accept any verb tense/ form as long as it is used in a logical fashion, eg past tense for (c) is unlikely to work</u> «Je vais faire une fête dans ma maison le 30 juillet. Nous avons regardé beaucoup de films» = 1 for language (for «vais faire»)</p> <p>NB marking of verbs for LANGUAGE</p> <ul style="list-style-type: none"> • Subject + verb must be correct • Infinitive constructions: all parts must be correct • Inaccuracies in the use of accents, are normally ignored: <ul style="list-style-type: none"> • «J'achete» = 1 correct verb • An exception is made with -er verbs and être (été). 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"> • «J'ai achete» is not a correct verb • «J'ai marche» is not a correct verb • However a grave accent can be allowed to count: <ul style="list-style-type: none"> • «J'ai achetè» = 1 correct verb
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.	
0	There are no examples of appropriate usage to reward. Where 0 awarded for Communication, 0 marks awarded for language.	

[Total : 5]

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Section 2

Exercice 1 Questions 17–25

- 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 il throughout for Tania**

ACCEPT	REFUSE
<p>17 KEY CONCEPT <u>is either</u>: 1</p> <ul style="list-style-type: none"> • reposer «Je suis contente de pouvoir enfin me reposer un peu» de se reposer (un peu) <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> • nouvelle maison <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> • déménager 	
<p>18 KEY CONCEPT: blanc(he) 1 «La maison est toute blanche et très moderne»</p>	
<p>19 KEY CONCEPT <u>is either</u>: 1</p> <ul style="list-style-type: none"> • dehors «C'est bien pour les deux chiens qui passent tout leur temps dehors maintenant» <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> • jardin 	
<p>20 KEY CONCEPT: forêt 1 «En plus, nous ne sommes pas très loin d'une grande forêt où nous faisons quelquefois des promenades»</p>	
<p>21 (i) KEY CONCEPT: loin de tout 1 «J'aimerais un vélomoteur parce que nous sommes loin de tout ici...»</p>	loin tc (= <i>incomplete</i>) loin d'Isabelle
<p>(ii) KEY CONCEPT: être indépendante 1 «...et je voudrais être plus indépendante»</p>	indépendante tc
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>22 KEY CONCEPT: accidents 1 «Ils ont peur des accidents» elle peut avoir des accidents il y a beaucoup d'accidents</p>	

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<p>23 KEY CONCEPT: septembre 1 «Ma mère me dit que je vais me faire beaucoup de nouvelles amies au lycée en septembre»</p> <p>Accept: quand elle va au lycée</p>	<p>lycée tc</p>
<p>24 KEY CONCEPT: lycée 1 «Je peux devenir interne au lycée comme la fille de nos voisins.» «Elle reste au lycée toute la semaine et rentre à la maison seulement le week-end.»</p>	
<p>25 KEY CONCEPT: impossible de s'ennuyer 1 «Elle aime bien être interne parce qu'il est impossible de s'ennuyer» elle ne peut pas s'ennuyer</p>	

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Exercice 2 Question 26: L'argent de poche

- **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**
J'achète des vêtements, des livres et de la nourriture = 1 mark (1 (attempt at a) verb = a list of 3)
J'achète des vêtements. J'achète des livres. J'achète de la nourriture = 3 marks (3 items each with its own attempt at a verb = 3 marks)
- **ONLY REWARD EACH PIECE OF INFORMATION ONCE**

ACCEPT (USE NUMBERED TICKS)

REFUSE

<p>(a) Tick 1 <u>Décrivez comment vous recevez de l'argent (par exemple, quand? pourquoi? de qui?)</u></p> <p>Reward:</p> <ul style="list-style-type: none"> • When they get money • Why they get it: eg <i>quand je range ma chambre</i> • From whom • How much (<i>look for an actual quantity</i>) 	<p>beaucoup d'argent tc (<i>not an actual quantity</i>)</p>
<p>(b) Tick 2 <u>Qu'est-ce que vous achetez avec cet argent et pourquoi</u></p> <p>Reward: things the candidate would buy / do with the money (including save money) Reward: reason why</p>	<p>beaucoup de choses tc (<i>not enough</i>)</p>
<p>(c) Tick 3 <u>Dites ce que vous voudriez acheter comme cadeau pour votre famille et expliquez pourquoi</u></p> <p>Reward: what present candidate would buy for members of family Accept: giving a present of money Reward: reason why</p> <p>ACCEPT: reason why/why not whether or not it is clear what the candidate would like to buy</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]

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.

IN SECTION 3, REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.**Exercise 1 Questions 27-32**

1 Mark per question for True or False
1 Mark for correcting False statement (27, 28, 30, 32)

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

	VRAI	FAUX	
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 type="checkbox"/>	<input checked="" type="checkbox"/>	1
31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

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

ACCEPT: CHECK FAUX IS TICKED		REFUSE MERE ADDITION OF NEGATIVE
27	<u>MATHILDE EST LA PREMIÈRE</u> Mathilde «est devenue la première nageuse française de cet âge à participer aux compétitions»	1 «(En plus,) elle est devenue la première nageuse française de cet âge à participer aux compétitions» (<i>don't know who «elle» refers to</i>)
28	<u>C'EST DANS SON ENFANCE</u> «elle a ap(p)ris à nager pendant son enfance» elle était enfant quand elle était jeune	1 « Naturellement , elle a appris à nager pendant son enfance (mais elle n'a commencé la compétition que beaucoup plus tard)» «elle a appris à nager pendant son enfance mais elle n'a commencé la compétition que beaucoup plus tard » elle a ap(p)ris à nager pendant son enfance naturellement
30	<u>C'EST AUSSI/SURTOUT NICOLAS</u> «Selon Mathilde, elle doit ses victoires en grande partie à Nicolas.» c'est surtout son entraîneur / Nicolas c'est aussi Nicolas / Nicolas l'aide beaucoup	1 «(Depuis quinze ans maintenant, Mathilde s'entraîne sérieusement quatre fois par semaine avec Nicolas, son entraîneur.) «Je suis sa nageuse préférée. Il est si fier de moi», dit-elle.» INV Elle doit son succès à sa précision et à sa technique
32	<u>CONCEPT is either:</u> <u>SHE CAN'T LIVE WITHOUT SWIMMING</u> elle ne peut pas vivre sans nager elle «ne peux pas vivre sans nager» nager c'est sa vie <u>or</u> <u>SWIMMING EASES HER PAINS</u> elle a «toujours de nombreux problèmes de santé mais l'eau réduit ses douleurs» nager aide Mathilde à réduire ses douleurs	1 «Je ne peux pas vivre sans nager. (J'ai toujours de nombreux problèmes de santé mais l'eau réduit mes douleurs)» «Même si la natation est un sport difficile et exigeant, Mathilde prend rarement des vacances dans l'année!» elle a «toujours de nombreux problèmes de santé mais l'eau réduit mes douleurs»

[Total : 10]

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Exercice 2 Questions 33–41

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

ACCEPT		REFUSE
33 II JOUAIT «<u>AVEC UN COUTEAU</u>» (le petit) Louis jouait avec un couteau	1	«À l'âge de trois ans, en jouant avec un couteau, Louis s'est gravement blessé à un œil» Louis s'est gravement blessé à un œil en jouant avec un couteau
34 (i) KEY CONCEPT is either: <u>DOCTORS DIDN'T UNDERSTAND INFECTION</u> «Les médecins (...) ne comprenaient pas bien les problèmes d'infection» «Les médecins (...) à cette époque ne comprenaient pas bien les problèmes d'infection» on ne comprenait pas les problèmes d'infection or <u>(HE HAD) AN INFECTION</u> (une) infection	1	«Les médecins, qui à cette époque ne comprenaient pas bien les problèmes d'infection, n'ont pas bien soigné le petit Louis» «(Alors, peu de temps après l'accident,) il a perdu la vue dans les deux yeux» «(à) cette époque ne comprenaient pas bien les problèmes d'infection» il s'est gravement blessé ils «(...) ne comprenaient pas bien les problèmes d'infection»
(ii) <u>POOR CARE</u> «Les médecins (...) n'ont pas bien soigné le petit Louis» les médecins ne lui/l'ont pas bien soigné les médecins n'ont pas bien soigné ses yeux / son œil ils n'ont pas bien soigné le petit Louis («ils» can be accepted for (ii) once «les médecins» has been mentioned in (i))	1	«Les médecins (...) n'ont pas bien soigné» tc
35 <u>PAS DÉCOURAGÉ</u> «Louis a refusé d'être découragé» «Louis a refusé d'être découragé: il est devenu un brillant élève à l'école du village» ha	1	« Cependant , Louis a refusé d'être découragé» il est devenu brillant élève
36 <u>SON PROFESSEUR</u> il a suivi «les conseils de son professeur»	1	«À l'âge de dix ans, suivant les conseils de son professeur, il a quitté l'école du village pour aller dans une école spécialisée à Paris» «suivant les conseils de son professeur» «les conseils de son professeur»

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ACCEPT

REFUSE

<p>37 KEY CONCEPT <u>is either:</u> 1</p> <p><u>TO RECEIVE A GOOD/BETTER EDUCATION</u> «Là, les enfants aveugles comme Louis pouvaient recevoir une excellente éducation» pour recevoir une meilleure éducation parce que les enfants aveugles (comme Louis) pouvaient recevoir une excellente éducation <u>or</u></p> <p><u>THE QUALITY OF THE EDUCATION</u> la qualité de l'éducation</p>	<p>«Là, les enfants aveugles comme Louis pouvaient recevoir une excellente éducation. Élève travailleur et déterminé, Louis a réussi dans toutes les matières»</p>
<p>38 <u>IL/«LOUIS A RÉUSSI DANS TOUTES LES MATIÈRES»</u> 1</p> <p>Louis/il a réussi dans toutes les matières: il était élève travailleur et déterminé</p>	<p>«Élève travailleur et déterminé, Louis a réussi dans toutes les matières»</p> <p>Louis/il était élève travailleur et déterminé. Louis a réussi dans toutes les matières («<i>Il était élève travailleur et déterminé</i>» can be tolerated as an ha if it appears at the end of the answer but not as the first answer)</p>
<p>39 KEY CONCEPT <u>is either:</u> 1</p> <p><u>HE BECOMES A TEACHER</u> il devient enseignant/professeur il est revenu comme professeur <u>or</u></p> <p><u>FIRST HE IS A STUDENT, THEN A TEACHER</u> d'abord il est élève, puis il est professeur d'abord il est là comme élève, puis comme professeur</p>	<p>«Louis va passer 24 ans dans cet établissement, d'abord comme élève, puis comme enseignant» «C'est là qu'il va développer son célèbre système d'écriture qui va permettre aux enfants aveugles de lire et apprendre»</p> <p>il était professeur (<i>does not imply transition from student to teacher</i>)</p> <p>il développe son système d'écriture INV</p>
<p>40 <u>(TROP/TRES) COMPLIQUÉS</u> 1 «pour Louis ces systèmes étaient trop compliqués»</p>	<p>«(D'autres systèmes existaient déjà,) mais pour Louis ces systèmes étaient trop compliqués» qui sont trop compliqués</p>
<p>41 KEY CONCEPT <u>is either:</u> 1</p> <p><u>SYSTÈME SIMPLE ET EFFICACE</u> «Ce système est à la fois simple et efficace» <u>or</u></p> <p><u>SYSTÈME QUI LES PERMET D'APPRENDRE</u> «Ce système (...) a permis à des générations d'enfants de découvrir le monde de la connaissance»</p>	<p>«Ce système est à la fois simple et efficace: je suis sûr qu'il a permis à des générations d'enfants de découvrir le monde de la connaissance»</p>

[Total : 10]