

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0520 FRENCH (FOREIGN LANGUAGE)

0520/12

Paper 1 (Listening), maximum raw mark 45

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 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O 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.**

Often the general principles will have to be weighed up against each other, e.g. 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, eg 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 'extras'). Therefore the candidate is awarded a mark of 3

$$\begin{array}{r}
 5 \quad \text{number of correct ticks} \\
 -2 \quad \text{minus number of extra ticks} \\
 = 3
 \end{array}$$

- (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.

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2.4 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)

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 specifies otherwise.
- (g) Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.
- (h) Accept plural for singular and vice versa 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 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.

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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).

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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2.10 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

Section 1

Exercise 1 Questions 1–8

ACCEPT			REFUSE
1	B	[1]	
2	B	[1]	
3	A	[1]	
4	D	[1]	
5	C	[1]	
6	A	[1]	
7	C	[1]	
8	D	[1]	[Total : 8]

Exercise 2 Questions 9–15

ACCEPT			REFUSE
9	mar(s) / marz	[1]	any other month = inv march
10	B	[1]	
11	B	[1]	
12	A	[1]	
13	C	[1]	
14	A	[1]	
15	C	[1]	[Total : 7]

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Section 2**Exercise 1 Question 16**

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).

Anne

(a)

(b)

(c)

Frédéric

(d)

(e)

(f)

Christelle

(g)

(h)

(i)

Etienne

(j)

(k)

(l)

[Total : 6]

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Exercice 2 Questions 17–24

Part 1

ACCEPT	REFUSE
<p>17 2008 [1]</p> <p>If candidates choose to write it, look for correct spelling: deux mil(le)/mile huit</p>	<p>deux mi huit de mil huit demi huit</p>
<p>18 Either [1]</p> <ul style="list-style-type: none"> malade <p>Must start «mal(l)…»</p> <p>Must end «...ad(e)» «...ard(e)»</p> <p>Or</p> <ul style="list-style-type: none"> ici / là 	
<p>19 difficile [1]</p> <p>Must start «dif(f)…»</p> <p>Must end «...icil(e)» / «...isil(e)» «...icle» «...icil(e)» «...icill(e)» / «icill(e)»</p>	<p>difficult dif(f)icl</p>
<p>20 organisée [1]</p> <p>Must start «org(a)…»</p> <p>Must end «...nis(e)» / «...nisé» «...iiz(e)» / «...iizé»</p> <p>Accept any part any part/tense of «organiser»</p>	<p>organisation</p>
<p>21 (de la) natur(e) [1]</p> <p>Must start «natur...»</p> <p>Must end «e» «el» / «ell» / «elle» «a» / «al(l)» / «alle»</p>	<p>lecture</p>

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Part 2

ACCEPT	REFUSE
<p>22 (a) (la) cathédrale [1]</p> <p>Must start «cat(h)...»</p> <p>Must end «...dral(e)» / «...drall(e)» «...edral(e)» / «...edrall(e)» «...ederal(e)» / «...ederall(e)» «...erdal(e)» / «...erdall(e)» «...erderal(e)» / «...erderall(e)»</p> <p>IGNORE attempts at «souterrain»</p>	<p>catdrale cathedrail</p>
<p>(b) toi(t) / toie(s) / toix / tois / toid [1]</p> <p>IGNORE attempts at «souterrain», «est la seule chose qu'on voit de l'extérieur»</p>	<p>toite toir(e) trois thoit toip / toin droit / étoile / tour</p>
<p>23 loin(s/e) (de la) mer(s) / océan(s) [1]</p> <p>lion (de la) mer / océan</p> <p>la distance à la mer est grand(e) / la distance est très long de la mer</p>	<p>louin de la mer moins de la mer</p> <p>loin de la mère / mere / ma(re) INV</p> <p>long de la mer tc (incomplete)</p> <p>(il est inconvéniént) de voyager INV les distances sont grandes tc but HA pour aller dans certaines villes il faut faire 5 heures d'avion INV</p>
<p>24 voyageais (plus) facile(ment) [1]</p> <p>Spelling of «facile»: «facil(e)» «faccil(e)» «facill(e)» / «faccill(e)»</p> <p>Accept any part/tense of «voyager» Accept noun: «voyage(s)»</p> <p>Also accept: voyagais / voyagait / voyagons / voyagaient</p> <p>Look for attempts at «facile»; ignore attempts at «...ment» (e.g. accept «facilmons» <i>facilmons</i>)</p> <p>IGNORE attempts at «c'était bien»</p>	<p>voyage tc (incomplete)</p> <p>voyager facilement et vite («vite» = INV) voyager facilement dans certain villes («dans certaines villes» = INV)</p> <p>très grand INV</p> <p>les distances sont grandes (à Brasilia) INV les distances sont grandes au Brésil tc but HA</p> <p>tout est près / les distances étaient petites tc but HA</p> <p style="text-align: right;">[Total: 9]</p>

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Section 3**Exercice 1 Questions 25–30**

ACCEPT			REFUSE
25	B	[1]	
26	A	[1]	
27	D	[1]	
28	A	[1]	
29	C	[1]	
30	D	[1]	
			[Total : 6]

Exercice 2 Questions 31–39

ACCEPT		REFUSE
31	(le) commerce [1]	commerze économie
Must start	«com(m)...»	
Must end	«...erc(e)» «...ers(e)» «...ercial(e)» / «...ersial(e)»	
IGNORE	attempts at «examen d'entrée», «école»	

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ACCEPT	REFUSE
<p>32 Either [1]</p> <ul style="list-style-type: none"> Look for parent(s)/plural subject pronoun + faire + ménage <p>ils/elles/(ses/son) parent(s) faisaient (le) ménage ils peuvent faire (le) ménage ils fait (le) ménage</p> <p>Spelling of «ménage»</p> <p>Must start «men(n)a...»</p> <p>Must end «...g(s)» / «...ge(s)» / «...gé(s)» «...j(s)» / «...je(s)» / «...jé(s)»</p> <p>Accept any part/tense of «faire» Also accept: fais(s)ez / faisaient / fai(s)sai / fais(s)é</p> <p>Or</p> <ul style="list-style-type: none"> il n'a pas fait le ménage 	<p>manage menagerie melange menager ménagère</p> <p>j'aurais aimé vivre seul INV</p> <p>fersait fasent / faisaient / faisent</p>
<p>33 (elle a) pleuré [1]</p> <p>Accept any part/tense of «pleurer» / «pluerer» / «plurer» / «plourer»</p> <p>elle a pleurait elle a pleur ait</p> <p>Accept the noun: «pleur(s)»</p> <p>Also accept: «sa mer a pleuré»</p>	<p>Refuse any part of the verb «pleuvoir» / «plouvoir»</p> <p>elle pleut elle n'était pas content(e) INV elle était triste INV</p>
<p>34 (un) ap(p)art(e/a)ment (pour Robin) [1]</p> <p>IGNORE attempts at «à louer à Paris», e.g. «loin de Paris»</p> <p>chercher un appartement / aller à un appartement</p>	<p>appartement, cuisine («cuisine» = INV)</p> <p>acheter un appartement («acheter» is the wrong concept)</p>
<p>35 tro(p) / tros (de) pâtes [1]</p> <p>Spelling of «pâtes»: pâte(s) – IGNORE ACCENTS (so accept «trop paté(s)»)</p> <p>Alternatives for «trop»: «beaucoup (de)...» / «très (de)...»</p>	<p>trop de pasta / part / plat / patte(s) frites</p> <p>de pâtes tc (incomplete)</p> <p>tous les pâtes</p>

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ACCEPT		REFUSE
<p>36 pas / ne (de) meubles [1]</p> <p>Must start «meu...» «mue...»</p> <p>Must end «...ble(s)» «...blé(s)» «...bl» «...bls»</p> <p>il n'était pas meublé / il n'était pas meuble</p>		<p>meuble tc (<i>incomplete</i>) moble mauble meubleux</p>
<p>37 dynamique [1]</p> <p>Must start «dynam...» «dynam...»</p> <p>Must end «...iqu(e)» «...iq» / «...iqe» «...ik» «...ic» / «...ck(e)» / «...cq(e)»</p>		<p>timide</p>
<p>38 sortir (en/un/à (un)/au...) groupe [1]</p> <p>Spelling of sortir: Accept any part/tense of «sortir» Accept the noun: sortie Also accept: sortire</p> <p>Spelling of groupe: group(e) grup(e) / grop(e)</p> <p>IGNORE attempts at «en semaine»</p>		<p>sortir tc</p> <p>sortir avec ses amis</p> <p>sortir en groupe avec le garçon INV</p>
<p>39 (elle/il s')inquièt(e) (facilement) [1]</p> <p>Must start «inq...»</p> <p>Must end «...iet(t)» / «iett(e)» «iet(e)» «...uiet(t)» / «uiett(e)» / «...uiet(e)» «...uet(t)» / «uett(e)» / «uet(e)»</p> <p>Accept any part/any tense of «(s')inquiéter»</p>		<p>«enq...» «anq...» inquite / inqieut</p> <p>peur nerveuse pas content</p> <p>facilement tc</p> <p>ma mère m'inquiète / ma mère est inquietant (<i>wrong concept = INV</i>)</p> <p style="text-align: right;">[Total : 9]</p>