CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

# MARK SCHEME for the October/November 2012 series

# 0520 FRENCH (FOREIGN LANGUAGE)

0520/11

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 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 October/November 2012 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.

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, 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
  - 5 number of correct ticks
  - -2 minus number of extra ticks
  - = 3
- (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.
- 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.

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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.

#### 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, <b>but which is not</b> <b>explicitly mentioned in the</b> <b>Mark Scheme:</b>	<ul> <li>the Examiner needs to decide, by consulting the transcript and the Team Leader if necessary, whether the alternative answer constitutes:</li> <li>(i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded</li> <li>(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</li> </ul>
(c)	Extra material which constitutes an alternative answer <b>specifically refused</b> <b>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 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

#### Exercice 1 Questions 1-8

	ACCEP	т	REFUSE
1	D	1	
2	В	1	
3	A	1	
4	В	1	
5	A	1	
6	С	1	
7	D	1	
8	С	1	[Total : 8]

### Exercice 2 Questions 9–16

# ACCEPT REFUSE 9 13 / treze / trese / treiz / tri(e)ze 1 trois / tres

10 B	1	
11 C	1	
<b>12</b> A	1	
<b>13</b> B	1	
14 C	1	
<b>15</b> A	1	
<b>16</b> B	1	[Total : 8]

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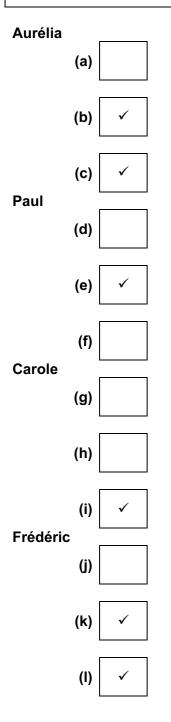
#### Section 2

### **Exercice 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).



[Total : 6]

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#### Exercice 2 Questions 18–27

ACCEPT	REFUSE
Part 1	
<b>18 quarante /40</b> 1	14
Examples of acceptable spellings of «quarante»: carant(e) / quarant	
19       1 <u>EITHER</u> • agriculteur(s) / agriculture(s) / agricole	
MUST start <b>«ag(g)ri…»</b>	
OR • fermier(s) / ferme(r) / ferme(s)	fermice
MUST start « <b>ferm…»</b>	
20 chère1trop cher1	tropcher (Marking Principle 2.7)
Examples of acceptable spellings of «cher»: cher / cheir	chair / chaire / cheur
21 1 <u>EITHER</u> • nature	pays
Examples of acceptable spellings of «nature»: natur / natura	animaux tc but ha
OR • (la) forêt	
Examples of acceptable spellings of «forêt»: forest	
22 1 <u>EITHER</u> • cousins	
MUST start «cou…» Examples of acceptable spellings of «cousins»: coussins	ceusin
OR • famille	
Examples of acceptable spellings of «famille»: family / familie / famile	

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IGCSE – October/November 2012       0520       11         ACCEPT       REFUSE         Part 2       Colspan="2">Colspan="2">REFUSE         23       informaticien / informatique       1       travaille au centre de sciences to but ha         MUST start «informati»       travaille au centre de sciences to but ha       informative (wrong concept)         Examples of acceptable endings for «informaticiens:       «sparfaits is likely to invalidate         ets, «G», «S» +       1       «parfaits is likely to invalidate         ion / ian / ien / ior / iar / ier / oir / air / eir       1       «parfaits is likely to invalidate         24       1       «parfaits is likely to invalidate       addition of «destruction» is likely to invalidate         addition of «destruction» is likely to invalidate       addition of «destruction» is likely to invalidate         BEXamples of acceptable spellings of «nul»: null(e) / nule(s) / noule(s)       neule       neule         OR       1       faire partie d'un groupe to but ha       1         MUST start «guit(t)» / «git(t)»       2       1       faire partie d'un groupe to but ha         MUST start «guit(t)» / «git(t)»       2       1       faire partie d'un groupe to but ha         MUST start «guit(t)» / «git(t)»       2       1       gens / be	Page 8	Mark Scheme	•	Syllabus	Paper
Part 2         23 informaticien / informatique       1         MUST start «informati»         Examples of acceptable endings for «informaticiens: «t», «c», «s» + ion / ian / ien / ior / iar / ier / oir / air / eir       information(s) / informative (wrong concept)         24       •         ETHER • nul iil y a nul       1       «parfait» is likely to invalidate addition of «destruction» is likely to invalidate addition of «destruction» is likely to invalidate         25 guitare       1       neule         MUST start «guit(t)» / «git(t)»       1         Examples of acceptable spellings of «nul»: null(e) / nule(s) / noule(s)       neule         QR • déteste / (ii) n'aime pas       1         25 guitare       1         MUST start «guit(t)» / «git(t)»       1         Examples of acceptable endings for «guitare»: air(r)e / ar(r)e       1         MUST start «guit(t)» / «git(t)»       1         Examples of acceptable spellings of «Etats-Unis / Amérique       1         Examples of acceptable spellings of «Etats-Unis / arceptable spellings of avariété de gens la variété de gens la variété de gens sont différents les gens sont différents les gens sont différents       1         Partieures for segues sont différents       1       1         Examples of acceptable spellings of segues / beaucoup des gens différents les gens sont différents       1		IGCSE – October/Nove	mber 2012	0520	11
23 informaticien / informatique       1       travaille au centre de sciences tc but ha         MUST start «informati»       information(s) / informative (wrong concept)         Examples of acceptable endings for «informaticiens:       information(s) / informative (wrong concept)         istreamples of acceptable endings for «informaticiens:       information(s) / informative (wrong concept)         24       istreamples at rendering of «au centre de sciences»         24       1       «parfait» is likely to invalidate addition of «destruction» is likely to invalidate addition of «destruction» is likely to invalidate         il y a nul       indicestruction» is likely to invalidate       addition of «destruction» is likely to invalidate         il y a nul       is addition of «destruction» is likely to invalidate       addition of «destruction» is likely to invalidate         il y a nul       is addition of «destruction» is likely to invalidate       neule         0R       • déteste / (il) n'aime pas       ineule         25 guitare       1       faire partie d'un groupe tc but ha         MUST start «guit(t)» / «git(t)»       tetsuni       etesuni         26 Etats-Unis / Amérique       1       faire partie d'un groupe tc but ha         27       ETHER       1       etesuni         • variété des gens       1       gens / beaucoup de gens (incomplete) variété de genres (differents </th <th></th> <th>ACCEPT</th> <th></th> <th>REFUSE</th> <th></th>		ACCEPT		REFUSE	
MUST start «informati»       information(s) / informative (wrong concept)         Examples of acceptable endings for «informaticiens: «b, «c», «s» + ion / ian / ien / ior / iar / ier / oir / air / eir Ignore attempts at rendering of «au centre de sciences»       1         24       1       «parfait» is likely to invalidate addition of «destruction» is likely to invalidate addition of «destruction» is likely to invalidate         24       1       «parfait» is likely to invalidate addition of «destruction» is likely to invalidate         24       1       «parfait» is likely to invalidate addition of «destruction» is likely to invalidate         24       1       multiple         24       1       addition of «destruction» is likely to invalidate         25       guitare       1         MUST start «guit(t)» / «git(t)»       faire partie d'un groupe to but ha         MUST start «guit(t)» / «git(t)»       tesuni         25       guitare»: air(r)e / ar(r)e / ar(r)a       tesuni         26       Etats-Unis / Amérique       1         1       Examples of acceptable spellings of «États-Unis»: estats-unis / etais uni(t)s / etas unis       gens / beaucoup de gens (incomplete) variété de genres (different word which gives the worg message) jeunes INV         27       1       gente(s)       gente(s)	Part 2				
Examples of acceptable endings for	23 informaticie	en / informatique	1 travaille au ce	ntre de sciences <b>t</b> e	<b>c</b> but <b>ha</b>
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ion / ian / ien / ior / iar / ier / oir / air / eir       Ignore attempts at rendering of «au centre de sciences»         24       1       «parfait» is likely to invalidate addition of «destruction» is likely to invalidate addition of «destruction» is likely to invalidate         24       1       «parfait» is likely to invalidate addition of «destruction» is likely to invalidate         24       1       addition of «destruction» is likely to invalidate         24       1       addition of «destruction» is likely to invalidate         24       nulle) / nule(s) / noule(s)       neule         0R       •       déteste / (il) n'aime pas         25 guitare       1       faire partie d'un groupe tc but ha         MUST start «guit()» / «git(t)»       Examples of acceptable endings for «guitare»: air(r)e / ar(r)a       etesuni         26 Etats-Unis / Amérique       1       etesuni         27       1       gens / beaucoup de gens (incomplete) variété des gens         1a variété des gens       1       ariété de genres (different word which gives the wrong message) jeunes INV         27       1       gens / beaucoup de gens (different word which gives the wrong message) jeunes INV         28       egens sont différents       gente(s)	«informatio	cien»:			
de sciences»         24       1         EITHER       1         • nul       addition of «destruction» is likely to invalidate         off       addition of «destruction» is likely to invalidate         MUST start «guit(t)» / «git(t)»       return         Examples of acceptable endings for       etesuni         etas unis       etesuni         27       1         etas unis       gens / beaucoup de gens (incomplete)         variété de genes (differents         les ge					
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• nul       il y a nul         Examples of acceptable spellings of «nul»:       neule         null(e) / nule(s) / noule(s)       neule         OR       • déteste / (il) n'aime pas         25 guitare       1         faire partie d'un groupe tc but ha         MUST start «guit(t)» / «git(t)»         Examples of acceptable endings for «guitare»: air(r)e / ar(r)a         26 Etats-Unis / Amérique       1         Examples of acceptable spellings of «ftats-Unis»: estats-unis / etais uni(t)s / etas unis       etesuni         27       1 <u>EITHER</u> • variété gens la variété des gens         la variété des gens       1         orgens différents       gens / beaucoup de gens (incomplete) variété de genres (different word which gives the wrong message) jeunes INV         OR       • gens différents         les gens sont différents       gente(s)	24				
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Examples of acceptable spellings of «nul»: null(e) / nule(s) / noule(s)       neule         OR • déteste / (ii) n'aime pas       neule         25 guitare       1         MUST start «guit(t)» / «git(t)»       faire partie d'un groupe tc but ha         MUST start «guit(t)» / «git(t)»       faire partie d'un groupe tc but ha         MUST start «guit(t)» / «git(t)»       etasumples of acceptable endings for «guitare»: air(r)e / ar(r)e / ar(r)a         26 Etats-Unis / Amérique       1         Examples of acceptable spellings of «États-Unis»: estats-unis / etais uni(t)s / etas unis       etesuni         27       1         EITHER • variété gens la variété des gens       1         OR • gens différents les gens sont différents       gens / beaucoup de gens (incomplete) variété de genres (different word which gives the wrong message) jeunes INV         gente(s)       gente(s)					
OR       • déteste / (il) n'aime pas         25 guitare       1         MUST start «guit(t)» / «git(t)»       faire partie d'un groupe tc but ha         MUST start «guit(t)» / «git(t)»       faire partie d'un groupe tc but ha         MUST start «guit(t)» / «git(t)»       faire partie d'un groupe tc but ha         MUST start «guit(t)» / «git(t)»       faire partie d'un groupe tc but ha         Examples of acceptable endings for «guitare»: air(r)e / ar(r)e / ar(r)a       tetsunis         26 Etats-Unis / Amérique       1         Examples of acceptable spellings of «États-Unis»: estats-unis / etais uni(t)s / etas unis       tetesuni         27       1         EITHER       • variété gens         la variété des gens       1         GR       • gens différents         beaucoup des gens différents       gente(s)         gente(s)       gente(s)	Examples of		: neule		
MUST start «guit(t)» / «git(t)»         Examples of acceptable endings for «guitare»: air(r)e / ar(r)e / ar(r)a         26 Etats-Unis / Amérique       1         Examples of acceptable spellings of «États-Unis»: estats-unis / etais uni(t)s / etas unis       etesuni         27       1 <u>EITHER</u> 1         • variété gens la variété des gens       1         gens / beaucoup de gens (incomplete) variété de genres (different word which gives the wrong message) jeunes INV       gente(s)		/ (il) n'aime pas			
Examples of acceptable endings for «guitare»: air(r)e / ar(r)e / ar(r)a         26 Etats-Unis / Amérique       1         Examples of acceptable spellings of «États-Unis»: estats-unis / etais uni(t)s / etas unis       1         27       1         EITHER • variété gens la variété des gens       1         QR • gens différents beaucoup des gens différents les gens sont différents       1         Examples of acceptable spellings of       1	25 guitare		1 faire partie d'u	n groupe <b>tc</b> but <b>h</b> a	a
«guitare»: air(r)e / ar(r)e / ar(r)a         26 Etats-Unis / Amérique       1         Examples of acceptable spellings of «États-Unis»: estats-unis / etais uni(t)s / etas unis       etesuni         27       1         EITHER • variété gens la variété des gens       1         orgens différents beaucoup des gens différents les gens sont différents       1         gente(s)       gente(s)	MUST start «	guit(t)…» / «git(t)…»			
Examples of acceptable spellings of «États-Unis»: estats-unis / etais uni(t)s / etas unis       etesuni         27       1         EITHER       1         • variété gens       1         la variété des gens       1         la variété des gens       1         • gens différents       9         beaucoup des gens différents       1         les gens sont différents       9         Examples of acceptable spellings of       9	-				
«États-Unis»: estats-unis / etais uni(t)s / etas unis       etesuni         27       1         EITHER • variété gens la variété des gens       1         gens / beaucoup de gens (incomplete) variété de genres (different word which gives the wrong message) jeunes INV         OR • gens différents beaucoup des gens différents les gens sont différents         Examples of acceptable spellings of       gente(s)	26 Etats-Unis /	Amérique	1		
EITHER       • variété gens       gens / beaucoup de gens (incomplete)         la variété des gens       gens / beaucoup de gens (different word which gives the wrong message)         OR       • gens différents         beaucoup des gens différents       jeunes INV         Examples of acceptable spellings of       gente(s)	«États-Unis		etesuni		
<ul> <li>variété gens la variété des gens</li> <li>gens / beaucoup de gens (incomplete) variété de genres (different word which gives the wrong message) jeunes INV</li> <li>gens différents les gens sont différents</li> <li>Examples of acceptable spellings of</li> <li>gente(s)</li> </ul>			1		
la variété des gens       variété de genres (different word which gives the wrong message)         OR       jeunes INV         • gens différents       jeunes INV         beaucoup des gens différents       gente(s)         Examples of acceptable spellings of       gente(s)		iens	gens / beauco	up de gens (incom	nnlete)
OR       jeunes INV         • gens différents       jeunes INV         beaucoup des gens différents       gente(s)         Examples of acceptable spellings of       gente(s)			variété de gen	res (different word	
beaucoup des gens différents         les gens sont différents         Examples of acceptable spellings of         gente(s)	<u>OR</u>				
les gens sont différents       Examples of acceptable spellings of       gente(s)					
	•		gente(s)		
«gens»: gent(s)	<b>«gens»:</b> ge	nt(s)			[Total : 10]

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## Section 3

## Exercice 1 Questions 28–33

	ACCEPT	REFUSE
<b>28</b> D	1	
28 D 29 C	1	
<b>30</b> B	1	
<b>31</b> B	1	
<b>32</b> A	1	
32 A 33 C	1	[Total : 6]

# Exercice 2 Questions 34–41

ACCEPT	REFUSE
34 anglais1	universitaires <b>tc</b> but <b>ha</b>
MUST start «ang…» Examples of acceptable spellings of	inglais / englais anglophone / Angleterre
«anglais»: anglaise(s) / anglese	
<b>35 traductrice</b> 1	
MUST either start <b>«traduct…»</b> OR BE <b>«tradutrice»</b> OR <b>accept any part of the verb «traduire»</b>	
Examples of acceptable spellings of «traductrice»: traducteuse / traductris(s)e / traductrais(e) / traductriste	
<b>36</b> 1	
<ul> <li><u>EITHER</u></li> <li>(grand) choix de matières</li> </ul>	métier(s) / matériel
OR • be(a)ucoup (de) matière(s)	matière <b>tc</b>
Examples of acceptable spellings of «choix»: choi(e) / choit(e) / chois(e) / choisir MUST start «choi»	choir(s) ( <i>despite rule that must start «choi»</i> <i>this is not accepted</i> ) chose / chosir de matières
Examples of acceptable spellings of «matières»: mattières / matière / mateiere MUST start «mat»	

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ACCEPT	REFUSE
37       1 <u>EITHER</u> • (très) curieux / curiosité	
MUST start <b>«cur(r)» or «cour(r)»</b> MUST end <b>«eux» or «eus(s)e</b> »	curioso / curious / curios(e) / curie / curius / curieut / curieur ( <i>see rule re endings</i> ) courieur
Examples of acceptable spellings of «curieux»: courieux / courieuse / curiosit(e)	
<ul> <li>OR</li> <li>(vraiment) soif d'apprendre veulent apprendre</li> </ul>	prendre INV
If both elements are attempted and one is right, IGNORE incorrect attempts of the other	
<b>38</b> (pleine de) <b>surprise(s)</b> 1	peu de surprises (wrong concept)
Acceptable endings for «surpris»: «is», «ise», «ice», «ix», «ize» Examples of acceptable spellings of «surprise»: surpris / supris(es) / surpises / surprix / surprice (NEEDS «r» before or after «p»)	unacceptable: supises
IGNORE renderings of «plein / beaucoup de»	
<b>39</b> (la nouvelle) culture1vouloir connaître la nouvelle culture1	bonne adaptation <b>tc</b> but <b>ha</b> culteure
MUST start <b>«cultu» or «coultu»</b> Examples of acceptable spellings of <b>«culture»:</b> cultur / culturre / cultures	BUT coultura / cultura
Treat renderings of «adapter / adaptation» as ha unless they introduce a distorting concept	
<b>40</b> 1	
<u>EITHER</u> • pas longs • court(s)	loin pas lon paslongs ( <i>incorrectly joined together</i> )
OR	il n'y a pas le temps pour voyager ( <i>wrong</i> concept – she hasn't time to go to France)

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41       1       1         • the way she dresses / her way of dressing façon de (s') habille / son façon habit(/ ma façon habite / son habite / son façon habite / son habite / son façon habite / son façon habite / son façon habite / son habite / son façon habite / son façon habite / son façon habite / son habite / son son habite / son son habite / son son habite / son son son habite / son son son habite / son son son son habite / son	ACCEPT	REFUSE
EITHER       • the way she dresses / her way of dressing façon de (s') habiller       habiller tc         façon de (s') habiller       (elle) s'habille(r) tc / (elle) m'habille(r) tc         elle façon de (s') habiller       (son façon habile)         elle façon de (s') habiller       (elle) s'habille(r) tc / (elle) m'habille(r) tc         son façon habile       (son façon habile)         e dressing / dresses French       (s)'habiller a la française         (s)'habiller / a la française       abie         e (her) clothing       elle habille(r) (incomplete)         vétements / habiller       elle habille(r) (incomplete)         e (her) clothing       tétements / habiller         vétements / habiller       1         construire des écoles françaises (wrong concept)       ecoles françaises (wrong concept)         écoles françaises       1         (l'ouverture une) école français(e)       1         (i'ouverture une) école française       1         (bing) in a French school dans une école française       1         étudier <u>en</u> français       1         OR       • (being) in a French school dans une école française         étudier <u>en</u> français       1         OR       • (being) in a French school dans une école française         Award one mark in Q42 if correct answer is split across the two		
•         dressing / dresses French (s)'habille(r) à la française habille(r) en français / on habille(r) français(e) sa façon (s')habiller est très française           OR • (her) clothing vêtements / habiller (elle s')habille(r) vệtements français         elle habille(r) (incomplete)           All attempts at «habiller» must start with «h»         elle habille(r) (incomplete)           42 (i) EITHER • (opening) French school(s) écoles françaises (l'ouverture une) école français(e)         1 construire des écoles françaises (wrong concept – schools need to be opened not built)           OR • (opening) French school écoles français of «ouverture» unless they introduce a distorting concept         1 construire des écoles françaises (wrong concept – schools need to be opened not built)           OR • studying in French étudier <u>en</u> français         0 R • (being) in a French school dans une école française Award one mark in Q42 if correct answer is split across the two answer lines.         1 EITHER • français + vivre + ici / Canada français(es) (à venir) vivre ici / au Canada	EITHER • the way she dresses / her way of dressing façon de (s')habiller elle façon de (s') habille / son façon habi(t) / ma façon habille Examples of acceptable spellings of	(elle) s'habille(r) <b>tc</b> / (elle) m'habille(r) <b>tc</b> son façon habite ( <i>«habite» gives wrong</i> <i>message</i> )
• dressing / dresses French (s)*habille(r) à la française habille(r) en français / on habille(r) français(e) sa façon (s')habiller est très française       elle habille(r) (incomplete)         • (her) clothing vêtements / habilts) son habiller / wetements français       elle habille(r) (incomplete)         • (her) clothing vêtements / habiller       elle habille(r) (incomplete)         • (her) clothing vêtements / habiller       1         • (opening) French school(s) écoles françaises       1         • (opening) French school(s) écoles françaises of (l'ouverture une) école français(e)       1         IGNORE renderings of «ouverture» unless they introduce a distorting concept       1         OR • (studier <u>en</u> français       1         • (being) in a French étudier <u>en</u> français       1         OR • (being) in a French school dans une école française       1         242 (ii) • français + vivre + ici / Canada français(es) (à venir) vivre ici / au Canada       1	OR	abie
<ul> <li>(her) clothing vêtements / habiller (elle s')habiller / mon habiller (elle s')habille(r) vêtements français</li> <li>All attempts at «habiller» must start with «h»</li> <li>42 (i)         <ul> <li>(opening) French school(s)</li> <li>écoles françaises (l'ouverture une) école français(e)</li> <li>IGNORE renderings of «ouverture» unless they introduce a distorting concept</li> <li>OR                 <ul> <li>studying in French</li> <li>(being) in a French school dans une école française</li> <li>OR                       <ul> <li>(being) in a French school dans une école française</li></ul></li></ul></li></ul></li></ul>	<ul> <li>dressing / dresses French</li> <li>(s)'habille(r) à la française</li> <li>habille(r) en français / on habille(r) français(e)</li> </ul>	
<ul> <li>(her) clothing vêtements / habiller (elle s')habiller / mon habiller (elle s')habille(r) vêtements français</li> <li>All attempts at «habiller» must start with «h»</li> <li>42 (i)         <ul> <li>(opening) French school(s)</li> <li>écoles françaises (l'ouverture une) école français(e)</li> <li>IGNORE renderings of «ouverture» unless they introduce a distorting concept</li> <li>OR                 <ul> <li>studying in French</li> <li>(being) in a French school dans une école française</li> <li>OR                       <ul> <li>(being) in a French school dans une école française</li></ul></li></ul></li></ul></li></ul>	OR	elle habille(r) ( <i>incomplet</i> e)
42 (i)       1         EITHER       • (opening) French school(s)         écoles françaises       construire des écoles françaises (wrong concept – schools need to be opened not built)         écoles françaises       etudier (le) français (wrong concept)         IGNORE renderings of «ouverture» unless they introduce a distorting concept       etudier (le) français (suggests schools teaching just French are being opened = wrong concept)         OR       • studying in French         étudier en français       OR         • (being) in a French school dans une école française       1         Award one mark in Q42 if correct answer is split across the two answer lines.       1         EITHER       1         • français + vivre + ici / Canada français(es) (à venir) vivre ici / au Canada       1         OR       • français + appropriate verb & vie + ici / Canada	<ul> <li>(her) clothing</li> <li>vêtements / habi(ts)</li> <li>son habiller / mon habiller</li> </ul>	
EITHER       construire des écoles françaises (wrong concept – schools need to be opened not built)         (l'ouverture une) école français(e)       écoles françaises (wrong concept – schools need to be opened not built)         IGNORE renderings of «ouverture» unless they introduce a distorting concept       école de français (suggests schools teaching just French are being opened = wrong concept)         OR       • studying in French         étudier en français       OR         • (being) in a French school dans une école française       1         Award one mark in Q42 if correct answer is split across the two answer lines.       1         EITHER       • français + vivre + ici / Canada français(es) (à venir) vivre ici / au Canada         OR       • français + appropriate verb & vie + ici / Canada	All attempts at «habiller» must start with «h»	
<ul> <li>studying <u>in</u> French étudier <u>en</u> français</li> <li><u>OR</u> <ul> <li>(being) in a French school dans une école française</li> </ul> </li> <li>Award one mark in Q42 if correct answer is split across the two answer lines.</li> <li>42 (ii)</li></ul>	EITHER • (opening) French school(s) écoles françaises (l'ouverture une) école français(e) IGNORE renderings of «ouverture» unless	concept – schools need to be opened not built) étudier (le) français (wrong concept) école <b>de</b> français (suggests schools <b>teaching</b> just French are being opened =
<ul> <li>(being) in a French school dans une école française</li> <li>Award one mark in Q42 if correct answer is split across the two answer lines.</li> <li>42 (ii)         <ul> <li>42 (ii)</li></ul></li></ul>	<ul> <li>studying <u>in</u> French</li> </ul>	
Award one mark in Q42 if correct answer is split across the two answer lines. 42 (ii) 1 <u>EITHER</u> • français + vivre + ici / Canada français(es) (à venir) vivre ici / au Canada <u>OR</u> • français + appropriate verb & vie + ici / Canada	• (being) in a French school	
<ul> <li><u>EITHER</u> <ul> <li>français + vivre + ici / Canada</li> <li>français(es) (à venir) vivre ici / au Canada</li> </ul> </li> <li><u>OR</u> <ul> <li>français + appropriate verb &amp; vie + ici / Canada</li> </ul> </li> </ul>	Award one mark in Q42 if correct answer is split ac	ross the two answer lines.
<ul> <li>français + appropriate verb &amp; vie + ici / Canada</li> </ul>	<u>EITHER</u> <ul> <li>français + vivre + ici / Canada</li> </ul>	
	<ul> <li>français + appropriate verb &amp; vie + ici / Canada</li> </ul>	
Examples of appropriate verb: passer / venir / faire [Total: 1		[Total: 10]

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