



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

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**FRENCH**

**0520/13**

Paper 1 Listening

**October/November 2017**

MARK SCHEME

Maximum Mark: 45

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**Published**

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.

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This document consists of **13** printed pages.

**1 General Marking Principles**

- 1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 2 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 (1.5(c)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

**1.2 Crossing out:**

<b>(a)</b>	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>(b)</b>	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

**1.3 More than the stipulated number of boxes ticked/crossed by the candidate:**

<b>(a)</b>	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>(b)</b>	If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
<b>(c)</b>	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
<b>(d)</b>	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

**1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:**

<b>(a)</b>	Both correct answers on line 1 and line 2 blank = 2
<b>(b)</b>	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

**1.5** Answers requiring the use of French (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

<b>(a)</b>	Spellings recognised by the Académie Française will be accepted.
<b>(b)</b>	'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
<b>(c)</b>	Look-alike test: does what the candidate has written look like the correct answer?
<b>(d)</b>	Accept incorrect gender or person unless Mark Scheme specifies otherwise.
<b>(e)</b>	Accept incorrect possessive adjectives, e.g. mon, ton, son etc., unless Mark Scheme specifies otherwise.
<b>(f)</b>	Accept incorrect tense unless Mark Scheme specifies otherwise.
<b>(g)</b>	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
<b>(h)</b>	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

**1.6** 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 1.5 above).**1.7** **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).

**1.8** Annotation used in the Mark Scheme:

<b>(a)</b>	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>(b)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(c)</b>	HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
<b>(d)</b>	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.

**1.9** No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

**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.

**1.10 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:

<b>(a)</b>	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>(b)</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 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
<b>(c)</b>	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
<b>(d)</b>	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
<b>(e)</b>	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

**2 Detailed Mark Scheme****Section 1 Exercise 1**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
1	D onze heures	1	
2	D château	1	
3	B à pied	1	
4	A DVD	1	
5	D pâtes	1	
6	A ville	1	
7	C chocolat	1	
8	B lapin	1	

**Section 1 Exercise 2**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
9	23 / vingt-trois heures vin(g)t - t(r)oi(s)	<b>1</b>	
10	A taxi	<b>1</b>	
11	C machine à café	<b>1</b>	
12	C téléphone	<b>1</b>	
13	C consigne automatique	<b>1</b>	
14	B pique-nique	<b>1</b>	
15	C stylo	<b>1</b>	

## Section 2 Exercise 1

Question	Answer	Marks	Guidance
	<p>(a) <input checked="" type="checkbox"/> En semaine, Anne prend rapidement son petit déjeuner.</p> <p>(b) <input checked="" type="checkbox"/> Anne prend une boisson chaude le matin.</p> <p>(c) <input type="checkbox"/></p> <p>(d) <input checked="" type="checkbox"/> Pour Marc, ses meilleurs repas sont à l'école.</p> <p>(e) <input type="checkbox"/></p> <p>(f) <input type="checkbox"/></p> <p>(g) <input type="checkbox"/></p> <p>(h) <input type="checkbox"/></p> <p>(i) <input checked="" type="checkbox"/> Justine n'aime pas les tâches ménagères.</p> <p>(j) <input type="checkbox"/></p> <p>(k) <input checked="" type="checkbox"/> Bruno adore l'ambiance des repas d'anniversaire.</p> <p>(l) <input checked="" type="checkbox"/> Pour Bruno, les amis sont plus importants que les repas.</p>		
16	Type in the letter for each correct option:	6	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).

## Section 2 Exercise 2: Part 1

Question	Answer	Marks	Guidance
17	copier cop(p)ier / copiyer	1	<b>Refuse</b> coupier / participer (common incorrect answer) <b>Accept</b> any part, any tense of the verb
18	devoirs devoir(s)	1	
19	droit droits / drois <b>Must start</b> droi	1	<b>Refuse</b> doit / dois / droite
20	passionnant pas(s)ion(n)ant(t)(e)(s) / pas(s)ion(n)ent(t)(e)(s) <b>Also accept</b> pas(s)ion(n)er <b>Also accept</b> pas(s)ion	1	<b>Refuse</b> passionate  <b>Accept</b> any part, any tense of the verb
21	gagner <b>Must start</b> gag <b>Also accept</b> ganier <b>OR</b> Concept of faire (de son) mieux / meilleur <b>Accept</b> mieu(x)(s) <b>Must start</b> meil(l) / mail(l) <b>Must end</b> eur(r)(e) / or(e)(s)	1	<b>Accept</b> any part, any tense of the verb <b>Refuse</b> ganger <b>Refuse</b> ganer  <b>Accept</b> any part, any tense of the verb

**Section 2 Exercise 2: Part 2**

Question	Answer	Marks	Guidance
22	tennis ten(n)is(s)(e)	1	
23	(très) fort for(r)(t)(e)(s)	1	<b>Refuse</b> meilleur
24	cinq / 5 ans  cinq  <b>Tolerate</b> canq  an(s) / an(n)e(e)(s)	1	<b>Refuse</b> sanq <b>Refuse</b> 5 un <b>Refuse</b> 5 fois Plus cinq ans = <b>INV</b>
25	changer (de) club cleub  chan(n)ger	1	<b>Refuse</b> exchange(r) / echange(r)  <b>Accept</b> any part, any tense of the verb

**Section 3 Exercise 1**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
26	B Elle aime faire de longs voyages.	<b>1</b>	
27	D a communiqué avec des habitants du pays.	<b>1</b>	
28	C Quelques habitants étaient très pauvres.	<b>1</b>	
29	A Elle ne savait plus où elle était.	<b>1</b>	
30	B Maria l'a accompagnée à son hôtel.	<b>1</b>	
31	C Elle se connaît mieux maintenant.	<b>1</b>	

**Section 3 Exercise 2**

Question	Answer	Marks	Guidance
32	(en) hiver  (h)iver(e)	1	<b>Refuse</b> hivier
33	(il a) neigé  neger naiger nieger  <b>Also accept</b> (il fait) neige / nege / naige / niege	1	<b>Refuse</b> nager  <b>Accept</b> any part, any tense of the verb  glace <b>tc</b> but <b>HA</b> froid = <b>INV</b>
34	(les) cris  cri(e)(e)(s) crier  <b>Must start</b> cri	1	tomber à l'eau <b>tc</b> but <b>HA</b>  les cris de jeune <b>fil</b> s = <b>INV</b> <b>Accept</b> any part, any tense of the verb
35	(on) glissait  glis(s)ait  <b>Also accept</b> glicer	1	<b>Accept</b> any part, any tense of the verb
36	(un) blouson + rouge  bl(o)us(s)on(n)(e)(s) rouge(s)	1	<b>Refuse</b> blouse en rouge (common incorrect answer)  <b>Refuse</b> blousant

Question	Answer	Marks	Guidance
37	ne sait pas nager / ne nage pas  Concept of not being able / not knowing how to swim nager <b>OR</b> savoir / pouvoir / connaître + nager	1	answer needs some notion of negative – either ‘ne’ or ‘pas’ must be present  <b>Accept</b> any part, any tense of verbs  il nage mal / plus = <b>INV</b>
38	tirer (la jeune) + fille  tir(r)er  <b>Also accept</b> tir	1	vers le bord <b>tc</b> but <b>HA</b> tirer la jeune <b>films</b> = <b>INV</b> <b>Accept</b> any part, any tense of verb
39	lentement  <b>Must start</b> lent / lant <b>Must end</b> (e)m(m)en(t) / (a)m(m)en(t) / (i)m(m)en(t) or (e)m(m)an(t) / (a)m(m)an(t) / (i)m(m)an(t)	1	<b>Refuse</b> il nageait lentement
40	(qu’il était très) courageux  <b>Must start</b> co(u)r(r)ag <b>Must end</b> e(a)u(x)(r)(s)(t)  <b>Also accept</b> (il a du) courage	1	<b>Refuse</b> bon courage <b>Refuse</b> courageous / couragoux si fier = <b>INV</b>