

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 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 October/November 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 (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (e.g. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3

$$5 \text{ number of correct ticks}$$

$$-2 \text{ minus number of extra ticks}$$

$$= 3$$
- (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.

2.4 Reading tasks: for questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1 and line 2 blank = 2
 Both correct answers on line 1 and line 2 wrong = 1
 (or vice-versa)

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2.5 Reading tasks: answers requiring the use of French (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives e.g. mon, ton, son etc., unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).
- (e) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (f) Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

2.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect French if the word given means something else in French.** (Incorrect French which constitutes a word in any language other than French is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 2.5 above).

2.7 Annotation used in 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 (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

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2.9 Extra material: Section 2, Exercise 1

In **Section 2, Exercise 1**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme.

Unless the Mark Scheme states otherwise, ignore extra material given in an answer.

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

[Total : 5]

Exercise 2 Questions 6–10

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

[Total : 5]

Exercise 3 Questions 11–15

ACCEPT			REFUSE		
11	A	1			
12	B	1			
13	C	1			
14	B	1			
15	A	1			

[Total : 5]

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Exercise 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 (e.g. where candidates answer ALL the questions but ignore the instruction to frame their answer as a message) as follows:
- (a) 16 (b) sciences 10 (c) pied = 1 for COMMUNICATION and 0 for APPROPRIATENESS
- Mark answers not written in the space provided exactly as those written in the correct space
- Vous avez 16 ans; (ce que) vous aimez sciences; (comment) vous allez pied = 2 for COMMUNICATION (candidate loses mark for first «vous» but not for repeated error) and 0 for APPROPRIATENESS

Communication

ACCEPT	REFUSE
FOR COMMUNICATION ACCEPT ANY TENSE Spelling: use rules in 2.5, look alike, sound alike, etc.	
<p>(a) QUEL AGE VOUS AVEZ 1</p> <p style="text-align: center;">Accept je/j' + any recognisable <u>attempt</u> at an appropriate verb (any tense) + number</p> <p>j'ai / j'aurais / avez / avoir / voudrais avoir / ai eu / avais j'ai 16 ans je suis 16 ans</p> <p>Alternative spellings of seize: sieze</p>	<p>six soixante sixante</p> <p>il y a seize ans j'ai seize je suis seize je vais seize ans</p>
<p>(b) CE QUE VOUS AIMEZ A L'ÉCOLE 1</p> <p style="text-align: center;">Accept je/j' + any recognisable <u>attempt</u> at an appropriate verb (any tense) + sciences / chimie / physique / biologie / expériences / laboratoire</p> <p>(A l'école) j'aime les sciences mon sujet préféré est la chimie (<i>accept «sujet» for communication but does not constitute a correct subject so no mark possible for language</i>) j'aime le sujet chimie / j'aime le métier chimie (<i>«sujet»/«matière» are not part of subject so «j'aime» can be rewarded for language</i>)</p> <p>SOME ALTERNATIVES FOR SCIENCES: scienses / chemie / chemi</p> <p>SOME EXAMPLES OF APPROPRIATE VERBS: aimer / adorer / préférer</p>	<p>chimique chimistrie chemiese</p> <p>mon metier préféré est la chimie</p>

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<p>(c) COMMENT VOUS ALLEZ A L'ÉCOLE 1</p> <p>Accept je/j' + any recognisable <u>attempt</u> at an appropriate verb (any tense) + pied je vais à l'école à pie(d)</p> <p style="text-align: center;">or</p> <p>Accept je/j' + any recognisable <u>attempt</u> at an appropriate verb (any tense) that conveys idea of walking je (me) promène à l'école je marche à l'école</p> <p>IGNORE: preposition or lack of with «pied» (so accept «je vais à l'école pied»)</p> <p>SPELLINGS OF À PIED: à pie</p>	<p>je (fais) pied à l'école</p> <p>je promenade à l'école</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: Je suis 16. J'aime l'anglais. J'allez à l'école à pied = 2 for comm. + 0 for lang.</p> <p><u>For LANGUAGE accept any verb tense/ form as long as it is used in a logical fashion, eg</u> «Je vais avoir 16 ans. J'aime les sciences. Je suis allé à l'école à pied» = 2 for Language</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 <i>-er</i> verbs and <i>être (été)</i>. 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 17–23

- 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 Caroline**

ACCEPT

REFUSE

17	KEY CONCEPT: pas d'électricité «Hier, dimanche, on n'a pas eu d'électricité à la maison pendant toute la journée» panne d'électricité	1	parce qu'elle n'a pas eu l'Internet d'électricité tc (<i>incomplete</i>)
18	(i) and (ii) <i>Any 2 of:</i> • devoirs «J'ai donc fait mes devoirs» • lire «et, après, j'ai passé mon temps à lire dans ma chambre»	1+1	elle a passé du temps dans sa chambre (<i>incomplete</i>)
NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)			
19	(a) <u>KEY CONCEPT is either:</u> • (sa petite) sœur <u>or</u> • Sophie «En ce moment, je ne suis pas heureuse car je me dispute avec ma petite sœur, Sophie»	1	
19	(b) <u>KEY CONCEPT is either:</u> • toujours dans sa chambre «J'ai écrit sur la porte de ma chambre: «Défense d'entrer», mais elle est toujours dans ma chambre» Sophie est toujours dans sa chambre <u>or</u> • prend affaires «Et elle prend mes affaires sans me demander» Sophie prend ses affaires	1	

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<p>20 (i) and (ii) Any 2 of: 1+1</p> <ul style="list-style-type: none"> • rester calme «Reste calme...» • être gentille «C'est toi la plus grande et tu dois être gentille avec ta sœur» 	<p>«C'est toi la plus grande» (<i>incomplete</i>) calme tc (<i>incomplete</i>) gentille tc (<i>incomplete</i>)</p>
<p>N.B. 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</p>	
<p>21 KEY CONCEPT: mars 1 «Et, en plus, aujourd'hui, maman a annoncé qu'elle va avoir un bébé au mois de mars prochain»</p>	
<p>22 <u>KEY CONCEPT is either:</u> 1</p> <ul style="list-style-type: none"> • chambre de Caroline «(Le problème, c'est que le nouveau bébé va dormir dans la chambre de Sophie.) Et comme ma chambre est assez grande, Sophie va la partager avec moi» or • avec Caroline Sophie va (la) partager avec Caroline 	<p>«(Le problème, c'est que) le nouveau bébé va dormir dans la chambre de Sophie.» tc but HA Caroline tc (<i>incomplete</i>) dans sa chambre (<i>incomplete</i>)</p>
<p>23 KEY CONCEPT: chez/avec Angélique 1 «Est-ce que je peux venir vivre chez toi, Angélique?»</p>	

[Total : 10]

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Exercice 2 Question 24: Une personne que vous admirez

- **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**
 X a les yeux bruns, les cheveux bruns et des lunettes (1 verb = a list of 3)
 X a les yeux bruns, il a les cheveux bruns et il porte des lunettes (3 verbs = 3 marks)
- **ONLY REWARD EACH PIECE OF INFORMATION ONCE**
 - *La personne que j'admire s'appelle X (✓1). Il est très drôle et intelligent (✓1). Il est drôle (no tick – «il est drôle» already rewarded as part of list) et il me fait rire (✓1 – can be rewarded as not previously mentioned)*
- **FOR (b) and (c), REWARD REASON EVEN IF THE 'WHAT' IS NOT CLEAR**

ACCEPT (USE NUMBERED TICKS)

REFUSE

<p>(a) Tick 1 <u>Décrivez une personne que vous admirez</u></p> <ul style="list-style-type: none"> • Max 1 tick for name of person / who they are «J'admire ma mere qui s'appelle Carole» (✓1) • Description of likes / dislikes • Physical description (including age) • Character description 	
<p>(b) Tick 2 <u>Dites pourquoi vous l'admirez</u></p> <p>FOR REASON REWARD:</p> <ul style="list-style-type: none"> • Any reason • Description of what they do together • If candidate does not say explicitly «je l'admire parce que...» reward a positive comment, e.g. «il est très drôle» 	

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<p>(c) Tick 3 <u>Quelle activité aimeriez-vous faire avec cette personne le week-end prochain? Pourquoi?</u></p> <p>FOR ACTIVITY REWARD:</p> <ul style="list-style-type: none"> • Any activity <p>FOR REASON REWARD:</p> <ul style="list-style-type: none"> • Any reason 	
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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]

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Section 3

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section (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.

Exercise 1 Questions 25–30

1 Mark per question for True or False

1 Mark for correcting False statement (26, 28, 29, 30)

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

(a) **True/False element:** all 6 statements appear on screen. Enter marks as appropriate for correct identification of each statement as True or False.

- If neither True nor False is 'ticked' for a question, enter N/R (no response).
- If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.

(b) **Justification for False statements:** only the 4 False statements appear on screen.

- If candidate has 'ticked' False, mark justification and enter mark
- If True is 'ticked', award N/R (or 0 if justification IS provided – do NOT reward justification if candidate has 'ticked' True)
- If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer), award 0 (ignore any justification) (if no justification provided, award N/R)
- If neither True nor False is 'ticked', mark justification and enter mark (no mark awarded for True/False element)

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10

	VRAI	FAUX	
25	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
26	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
27	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
28	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
29	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

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

ACCEPT: CHECK FAUX IS TICKED

REFUSE MERE ADDITION OF NEGATIVE

<p>26 POUR ALLER À L'ÉCOLE: l'argent était «pour (pouvoir) aller à l'école» l'argent était pour l'éducation d'Amisam</p>	1	<p>«À la fin de sa visite quand Marc était sur le point de rentrer à son hôtel, Amisam lui a demandé 15 euros. «<i>Pourquoi 15 euros?</i>» a dit Marc. «<i>Pour pouvoir aller à l'école</i>» a répondu Amisam» il y a pour aller à l'école (l'argent était) pour l'école (<i>incomplete</i>)</p>
<p>28 CONCEPT is either: HE RETURNED TO HIS VILLAGE Il était retourné dans son village or HE LOOKED AFTER VILLAGE PEOPLE il a soigné les gens de son village «(...) Amisam était retourné dans son village soigner les gens, (comme il avait toujours voulu le faire)»</p>	1	<p>«Marc était vraiment très fier parce qu'Amisam était retourné dans son village soigner les gens, comme il avait toujours voulu le faire.» Amisam s'est installé dans le village construire une nouvelle école</p>
<p>29 CONCEPT is either: HE HAD NO SALARY (BECAUSE HE STOPPED WORKING) Marc n'avait plus de salaire or HE GOT THE MONEY FROM SPONSORS il a trouvé des sponsors pour obtenir l'argent il a payé la construction avec l'argent des sponsors Marc a trouvé des sponsors et de l'argent</p>	1	<p>«Marc a alors décidé d'abandonner son emploi et de mettre toute son énergie à trouver des sponsors et de l'argent» Marc a décidé d'abandonner son emploi (pour trouver des sponsors et de l'argent) il a mis «toute son énergie à trouver des sponsors et de l'argent» il a payé la construction avec des sponsors (<i>wrong concept</i>)</p>
<p>30 C'EST GRATUIT l'école est gratuite «Tous les enfants du village vont pouvoir aller gratuitement à l'école»</p>	1	<p>«Un an plus tard, «<i>École Amisam</i>» a ouvert ses portes. «<i>Nous sommes si heureux! Tous les enfants du village vont pouvoir aller gratuitement à l'école, dit Amisam, ...et avoir la même chance que moi</i>»</p>

[Total : 10]

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Exercice 2 Questions 31–38

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

ACCEPT

REFUSE

<p>31 CONCEPT is either: 1</p> <p>«APRÈS UNE TEMPÊTE» «(...) après une violente tempête son bateau a été retrouvé sans personne à bord» Yann a disparu sur un bateau pendant une tempête</p> <p style="text-align: center;"><u>or</u></p> <p>PERDU EN MER</p>	<p>«Yann était marin-pêcheur et après une violente tempête son bateau a été retrouvé sans personne à bord»</p> <p>«son bateau a été retrouvé» (<i>incomplete</i>) Yann a disparu sur un bateau tc il au eu un accident sur son bateau</p>
<p>32 CONCEPT is either: 1</p> <p>SHE DIDN'T HAVE THE/MUCH MONEY elle n'avait pas assez d'argent «Elle avait juste assez d'argent pour acheter de la nourriture, mais pas assez pour faire réparer le toit et les fenêtres de sa maison» elle n'avait pas d'argent pour réparer la maison elle n'avait pas beaucoup d'argent elle était pauvre</p> <p style="text-align: center;"><u>or</u></p> <p>SHE ONLY HAD MONEY FOR FOOD elle avait juste assez d'argent pour acheter de la nourriture</p>	<p>«Magalie était donc seule pour élever les <u>enfants</u>. Elle avait juste assez d'argent pour acheter de la nourriture, mais pas assez pour faire réparer le toit et les fenêtres de sa maison»</p> <p>elle n'avait pas d'argent</p>
<p>33 (a) CONCEPT is either: 1</p> <p>HE IS HER TEACHER / HE WORKS AT HER SCHOOL il est son professeur il travaille au collège où elle est élève</p> <p style="text-align: center;"><u>or</u></p> <p>SHE IS HIS PUPIL / SHE IS A PUPIL AT HIS SCHOOL elle est son élève elle est élève à son école</p>	<p>«Une des filles de Magalie, Nadège, était alors élève au collège mais elle était souvent absente. Un professeur, Monsieur Dumas, qui voulait aider Nadège, est allé chez elle lui apporter du travail scolaire» il voulait aider Nadège</p>
<p>(b) APPORTER DU TRAVAIL SCOLAIRE 1</p> <p>Monsieur Dumas est allé chez les Lemeneck apporter du travail scolaire (à/pour Nadège)</p>	<p>«Un professeur, Monsieur Dumas, qui voulait aider Nadège, est allé chez elle lui apporter du travail scolaire» Monsieur Dumas est allé chez les Lemeneck apporter du travail scolaire de Nadège elle lui apportait du travail scolaire</p>

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34	<u>(LANCER) UN APPEL À LA RADIO</u> «Monsieur Dumas a (...) décidé de lancer un appel à la radio locale»	1	«Monsieur Dumas a alors décidé de lancer un appel à la radio locale. « <i>Vous savez réparer une maison? On a besoin de votre aide</i> » a-t-il expliqué aux gens»
35	<u>(DES) PROPRIÉTAIRES DE MAGASINS</u> «des propriétaires de magasins ont téléphoné pour offrir des portes, des fenêtres, et des tapis»	1	« De plus , des propriétaires de magasins ont téléphoné pour offrir des portes, des fenêtres, et des tapis» Gaston a donné le matériel pour réparer la maison
36	<u>(DANS) UN CAMPING</u> «(...) ils ont logé gratuitement dans un camping»	1	«Impossible pour les Lemeneck de rester chez eux. Alors ils ont logé gratuitement dans un camping. Pour la première fois les enfants ont pu connaître de vraies vacances» dans un camping gratuit dans un camp
37	<u>L'AMBIANCE SYMPATHIQUE</u> il n'a jamais travaillé dans une ambiance aussi sympathique il voudrait travailler dans une ambiance sympathique à cause de l'ambiance sympathique	1	« <i>C'était dur mais je n'ai jamais travaillé dans une ambiance aussi sympathique</i> , a raconté Gaston, un des bénévoles. <i>D'ailleurs, nous voulons tous continuer ce genre de projet.</i> » car l'ambiance sympathique une ambiance aussi sympathique tc
38	(a) <u>ILS ONT CRIÉ (DE JOIE):</u> des enfants ont crié de joie cris (de joie)	1	« <i>Mes enfants ont crié de joie en retrouvant notre maison toute belle</i> , déclare Magalie. (<i>Quant à moi je pleurais d'émotion.</i>)»
	(b) <u>ELLE PLEURAIT (D'ÉMOTION)</u> pleurs (d'émotion)	1	(« <i>Mes enfants ont crié de joie en retrouvant notre maison toute belle</i> , déclare Magalie.) <i>Quant à moi je pleurais d'émotion.</i> » elle était heureuse

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