

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2014 series**

**0520 FRENCH (FOREIGN LANGUAGE)**

**0520/21**

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.

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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
   
  

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

### 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 as a finite verb (e.g. il aller) unless Mark Scheme specifies otherwise (e.g. for questions where tense is important an infinitive may not be acceptable).

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

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

- (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, <b>but which is not explicitly mentioned in the Mark Scheme:</b>	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 <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
(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

<b>ACCEPT</b>		<b>REFUSE</b>	
<b>1</b>	<b>C</b>	<b>1</b>	
<b>2</b>	<b>A</b>	<b>1</b>	
<b>3</b>	<b>B</b>	<b>1</b>	
<b>4</b>	<b>D</b>	<b>1</b>	
<b>5</b>	<b>A</b>	<b>1</b>	

[Total: 5]

#### Exercise 2 Questions 6–10

<b>ACCEPT</b>		<b>REFUSE</b>	
<b>6</b>	<b>D</b>	<b>1</b>	
<b>7</b>	<b>F</b>	<b>1</b>	
<b>8</b>	<b>A</b>	<b>1</b>	
<b>9</b>	<b>C</b>	<b>1</b>	
<b>10</b>	<b>E</b>	<b>1</b>	

[Total: 5]

#### Exercise 3 Questions 11–15

<b>ACCEPT</b>		<b>REFUSE</b>	
<b>11</b>	<b>B</b>	<b>1</b>	
<b>12</b>	<b>C</b>	<b>1</b>	
<b>13</b>	<b>C</b>	<b>1</b>	
<b>14</b>	<b>A</b>	<b>1</b>	
<b>15</b>	<b>B</b>	<b>1</b>	

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## Exercice 4 Question 16

**COMMUNICATION: 1 mark per item up to a maximum of 3**

**APPROPRIATENESS OF LANGUAGE: 0, 1 or 2 marks according to grid**

- Mark answers written in note form (e.g. where candidates answer **ALL** the questions but ignore the instruction to frame their answer as a message) as follows:
- **(a) camping (b) nager (c) pluie/pleuvoir = 1** for COMMUNICATION and 0 for LANGUAGE
- Mark answers not written in the space provided exactly as those written in the correct space
- Où vous êtes camping; ce que vous faites nager; quel temps il fait pluie = 2 for COMMUNICATION (candidate loses mark for first inability to adapt rubric but not for repeated error) and 0 for LANGUAGE

**Communication**

**ACCEPT**

**REFUSE**

<p><b>For COMMUNICATION accept any tense</b>  <b>Spelling: use rules in 2.5, look-alike, sound-alike, etc.</b></p>	
<p><b>(a) OÙ VOUS ÊTES</b> 1  <b>Accept il/on/je/nous/moi + any recognisable attempt at an appropriate verb (any tense) + camping / campagne</b>  e.g. Je suis/vais / je serai/irai / j'êtes/allez / j'être/aller / je voudrais être/aller / j'ai été/suis allé / j'étais/j'allait</p> <p>je fais du camping  je reste au camping / à la campagne / sous la tent(e)  je suis dans un parc / dans un champ  je suis en vacances au camping  je suis près du camping  nous sommes au camping  je passe les vacances au camping  je campe</p> <p><b>ALTERNATIVES FOR CAMPING:</b> sous la tente / je suis dans la tente</p> <p><b>SPELLINGS OF CAMPING: should start camp...</b>  campin(e), campign(e), campaign(e)</p> <p><b>IGNORE:</b> (lack of) preposition...: je suis camping / je fais un camping / je suis un camping / je vais camping / je suis à la camping / je suis de camping</p>	<p>montagne  colline</p> <p>j'ai dans un camping</p> <p>je suis dans un camp <b>HA</b>  je suis en une campament <b>HA</b>  je suis à champagne  je suis à la ferme <b>HA</b>  je suis dans la montagne <b>tc</b></p> <p>j'acampe</p> <p>tant(e)</p> <p>caming, campain, campam, camp</p>
<p><b>Candidates may combine tasks: e.g.</b>  il pleut dans la campagne = 2 for communication (<i>for being in the countryside and for it raining</i>)  nous sommes allés au camping nager = 2 for communication (<i>for camping and swimming</i>)</p>	

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## ACCEPT

## REFUSE

<p><b>(b) CE QUE VOUS FAITES</b> 1</p> <p>Accept <b>il/on/je/nous/moi + any recognisable attempt at nager</b> or <b>at an appropriate verb (any tense) + natation</b> e.g. je fais / je ferai / je faire / je faites / je voudrais faire / j'ai fait / je faisais je nage / je nagerai / je nager / je faites nage / je voudrais nager / j'ai nage / je nageais</p> <p><b>ALTERNATIVES FOR NAGER / NATATION:</b> je prends mon maillot de bain je vais à la piscine je me baigne je suis dans l'eau</p> <p><b>SPELLINGS OF NAGER/NATATION:</b> natacion, naige(r)</p> <p>je fais une natation je suis nager / natation</p>	
<p><b>(c) QUEL TEMPS IL FAIT</b> 1</p> <p>Accept <b>il + any recognisable attempt at an appropriate verb (any tense) + any recognisable attempt at pluie/pleuvoir</b> e.g. il pleut / il pleuvoir / il fait pleuvoir / il voudrais pleuvoir / il a plu / il pleuvait / il pluie</p> <p>je déteste la pluie il a pleut il a plu il y a pleut / il y a pluie il fait pleut / il fait pluie le temps fait pleut / le temps est pleut / le temps est pluie</p> <p><b>ALTERNATIVES FOR PLUIE:</b> le ciel est gris / il est orageux / le ciel est couvert / il fait mauvais / il (ne) fait pas beau / il y a des nuages / il fait gris / le temps est terrible / le temps est pluvieux / il y a des orages</p> <p><b>SPELLINGS OF PLUIE / PLEUVOIR:</b> il pleu, il pleuve</p>	<p>pleurer: il pleure</p> <p>il fait froid il fait du vent</p> <p>il pluvient il (fait) pleau</p>

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**Appropriateness of language**

<b>N.B.: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language</b>		<p><b>For LANGUAGE, consider <u>only</u> the parts of the candidate's work for which you award a communication mark:</b> Je suis au lac. Je nager. C'est pleuvoir = 2 for comm. + 0 for lang.</p> <p><b><u>For LANGUAGE accept any verb tense/ form if it is used in a logical fashion, e.g. accept:</u></b> Je vais aller aux camping. Je nage. Il pleuvait (2 for comm, but only 1 verb as «il pleuvait» is not logical in this example)</p> <p><b>N.B.</b> «Je suis allé au camping (pour) nager» = 2 for Language.</p> <p><b>N.B. marking of verbs for Language</b></p> <p>Inaccuracies in the use of accents, are normally ignored:</p> <ul style="list-style-type: none"> <li>«J'achete» can count as 1 correct verb</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>«J'ai achete» cannot count as a correct verb</li> <li>«J'ai marche» cannot count as a correct verb</li> </ul> <p>However a grave accent can be allowed to count:</p> <ul style="list-style-type: none"> <li>«J'ai achetè» can count as 1 correct verb</li> </ul>
2	For the award of 2 marks, 2 verbs must be in appropriate tenses. 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 17–24

- In this exercise, reward the candidate for being able to locate the answer in the passage
- **IS KEY CONCEPT THERE? REWARD, AND 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 Monique**

ACCEPT	REFUSE
<b>17 KEY CONCEPT: travail / travailler</b> 1 «j'ai passé tout le mois de juillet à travailler dans un grand hôtel»	dans un hôtel
<b>18 KEY CONCEPT: fatiguée</b> 1 «chaque jour, quand je rentrais à la maison vers six heures du soir, je me sentais plus fatiguée qu'après une journée à l'école»	
<b>19 (i) KEY CONCEPT: seule</b> 1 «j'étais souvent seule»	
<b>(ii) KEY CONCEPT: ennuyeux</b> 1 «et le travail était ennuyeux»	
<i>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)</i>	
<b>20 KEY CONCEPT: mal au dos</b> 1 «j'ai passé une journée avec elles et j'ai eu très mal au dos après ça»	mal <b>tc</b> mauvais au dos
<b>21 KEY CONCEPT: 5 ans</b> 1 «j'étais aussi avec Sophie, qui est réceptionniste à l'hôtel depuis cinq ans»	
<b>22 (i) KEY CONCEPT: aider clients</b> 1 «je l'aidais avec les nouveaux clients et je répondais au téléphone»	(l')aidais
<b>(ii) KEY CONCEPT: répondre téléphone</b> 1 «je l'aidais avec les nouveaux clients et je répondais au téléphone» répondais téléphone	
<i>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)</i>	
<b>23 KEY CONCEPT: (elle) sourit</b> 1 sourire	elle sourit Monique
<b>24 KEY CONCEPT: gentils</b> 1 «tous les employés avec qui je travaillais étaient très gentils»	

[Total : 10]

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**Exercice 2 Question 25: votre ville**

- **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 AND 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**  
C'est très grande et belle. (1 verb = a list of up to 3)  
C'est très grande. C'est très belle. (2 verbs = 2 marks)
- **ONLY REWARD EACH PIECE OF INFORMATION ONCE UNDER EACH HEADING:**
  - J'aime ma ville (✓2) parce que j'aime ma ville – *this is a single idea (liking his/her town) and receives 1 mark*
- **HOWEVER:**
  - Ma ville est tranquille (✓1). J'aime ma ville (✓2) parce qu'elle est tranquille (✓2) (*this is now why the candidate likes their town and no longer a description of their town so the idea can score a separate mark*)
- **FOR (b) and (c), REWARD REASON EVEN IF THE 'WHAT' IS NOT CLEAR**
- **For communication, look for a verb before awarding a mark. Lists without a verb will usually not score, see detailed mark scheme.**

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**ACCEPT (USE NUMBERED TICKS)****REFUSE**

<p><b>(a) Tick 1</b> <b><u>Décrivez votre ville</u></b></p> <p>If candidate lives in two places accept descriptions of both (but still maximum of 1 tick for name of town)</p> <p>1 'TICK 1' max for name of town</p> <p><b>Reward</b> the following descriptive details (which will often appear as part of a list – see instructions for marking lists)</p> <ul style="list-style-type: none"> <li>• size (e.g. big/small, number of people who live there)</li> <li>• appearance (e.g. beautiful, ugly, etc.)</li> <li>• atmosphere (e.g. peaceful, noisy, etc.)</li> <li>• location (whereabouts it is)</li> <li>• things to do (including «there is lots to do»)</li> <li>• buildings / geographical features and descriptions of these</li> <li>• social issues</li> <li>• description of inhabitants</li> <li>• how long lived there</li> <li>• weather</li> <li>• shopping possibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons (not asked for in (a))</li> </ul>
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<p><b>(b) Tick 2</b> <b><u>Est-ce que vous aimez votre ville?</u></b> <b><u>Pourquoi/pourquoi pas?</u></b></p> <ul style="list-style-type: none"> <li>• 1 'TICK 2' max for liking town / a particular town (e.g. j'aime ma ville..., j'aime la ville de Buenos Aires..., je suis content dans ma ville...)</li> <li>• 1 'TICK 2' max for not liking town / a particular town (e.g. je n'aime pas ma ville...)</li> <li>• 1 mark each for reasons given (which may appear as a list – see instructions for marking lists)</li> </ul> <p>Award mark for reason even if not clear whether or not candidate likes town</p>	
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**ACCEPT (USE NUMBERED TICKS)****REFUSE**

<p><b>(c) Tick 3</b>  <b><u>A l'avenir où voudriez-vous habiter?</u></b>  <b><u>Pourquoi?</u></b></p> <p><b>Reward</b></p> <ul style="list-style-type: none"> <li>• Any place (e.g. town, country, street)</li> <li>• Any location (e.g. by the sea, in the countryside, somewhere isolated, in the town centre)</li> <li>• I would like to carry on living here / in my town (or equivalent)</li> <li>• 1 mark each for reasons given (which may appear as a list – see instructions for marking lists)</li> </ul> <p>Award mark for reason even if not clear where candidate would like to live</p>	
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**Accuracy**

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
2	A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing accurate enough to be comprehensible.

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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 3) 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. We are still applying the sound-alike rule (e.g. *manger* = *mangé*).**

**REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.**

### Exercise 1 Questions 26–31

**1 Mark per question for True or False +  
1 Mark for correcting False statement (26, 29, 30, 31)**

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

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

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

ACCEPT: CHECK FAUX IS TICKED

REFUSE MERE ADDITION OF NEGATIVE

<p><b>26</b> <u>ILS PASSAIENT BEAUCOUP DE TEMPS AVEC MORGANE (ET SON FRÈRE)</u> 1</p> <p>ils passaient beaucoup de temps avec... + Morgane / Morgane et son frère / eux / les enfants / leurs enfants</p> <p>son père et sa mère passaient beaucoup de temps avec Morgane (et son frère)</p>	<p>«<u>Son père et sa mère travaillaient</u> mais ils passaient toujours beaucoup de temps avec Morgane et son frère»</p> <p>les parents de Morgane s'occupaient de leurs enfants</p> <p>ils passaient le temps avec Morgane (et son frère) (<i>wrong message</i>)</p> <p>ils passaient <u>de/le</u> temps avec Morgane (et son frère)</p>
<p><b>29</b> <u>CONCEPT is either:</u> 1</p> <ul style="list-style-type: none"> <li>• <u>ELLE L'A PAYÉ</u> elle l'a payé avec le salaire qu'elle recevait comme chef dans un restaurant «elle a pu s'acheter un restaurant» Morgane a acheté son restaurant elle a payé le restaurant avec l'argent qu'elle avait gagné</li> </ul> <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> <li>• <u>ELLE FAIT DES ÉCONOMIES</u> elle paie le restaurant avec ses économies</li> </ul>	<p>«(Elle pouvait donc enfin faire des économies et après quelques années,) <u>elle a pu s'acheter un restaurant au centre-ville</u>»</p>
<p><b>30</b> <u>CONCEPT is either:</u> 1</p> <ul style="list-style-type: none"> <li>• <u>MORGANE ACHÈTE LA MAISON</u> c'est Morgane qui achète la maison (pour ses parents)</li> </ul> <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> <li>• <u>MORGANE ACHÈTE UNE MAISON POUR SES PARENTS</u></li> </ul>	<p>«Alors, Morgane a acheté une maison à la campagne avec un grand jardin pour ses parents»</p> <p>Morgane achète <u>une</u> maison (...)</p>
<p><b>31</b> <u>ELLE UTILISE LES LÉGUMES DU JARDIN DE SES PARENTS</u> 1</p>	<p>«Morgane a alors eu l'idée d'utiliser les légumes du jardin de ses parents pour son restaurant» elle utilise les légumes de ses parents (<i>incomplete</i>)</p>

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## Exercice 2 Questions 32–39

ACCEPT: wrong genders throughout unless ms specifies otherwise

ACCEPT

REFUSE

32 (i)	1	«Pour commencer ce n'était pas trop dur, car il a demandé à ses amis s'il pouvait loger chez eux» maison de ses amis avec ses amis avec chez des amis chez un ami
<b>KEY CONCEPT: AT HOUSE OF FRIENDS</b> chez des amis il logeait chez amis		
(ii)	1	« <b>Mais ça ne pouvait pas continuer et</b> finalement, il a été obligé de dormir dehors, dans la rue»
<b>KEY CONCEPT: OUTSIDE / ON THE STREETS</b> dehors dans la rue il vivait seul dans la rue «(...) finalement, il a été obligé de dormir dehors, dans la rue»		
<i>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)</i>		
33 <b>KEY CONCEPT: IL DORMAIT</b> le chat dormait sur sa couverture / sur la couverture de Michel	1	«Un soir, alors qu'il voulait se coucher, Michel a trouvé un chat qui dormait sur sa couverture» il le regardait
34 <b>KEY CONCEPT: IL FAISAIT (TROP) FROID</b> il fait beaucoup trop froid (ce soir) il fait beaucoup froid à cause du froid	1	«Il fait beaucoup trop froid ici ce soir!» il fait trop froid <u>ici</u> pour le froid
35 <b>KEY CONCEPT: GRIS + YEUX VERTS</b> (both details required)	1	«le chat gris était toujours là et regardait Michel de ses grands yeux verts» il avait une infection à la patte de ses grands yeux verts il y a grands yeux verts
36 <b>ANY 1 OF</b>  • <b>IL EST ALLÉ CHERCHER DES MÉDICAMENTS</b> il trouve / a trouvé des médicaments il achète / a acheté des médicaments il a cherché des médicaments / il cherche des médicaments  • <b>IL (LUI) A DONNÉ DES MÉDICAMENTS</b> il (lui) donne des médicaments	1	«Michel est donc allé chercher des médicaments pour le soigner»  «Tom avait tout à fait confiance en moi, raconte Michel, et il prenait tous les médicaments que je lui donnais»

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## ACCEPT

## REFUSE

<p><b>37 <u>SE COUCHER AUX PIE(D)S DE MICHEL</u> 1</b></p> <p>il s'est couché <u>aux pie(d)s de Michel</u> Tom couchait à les pie(d)s de Michel</p>	<p>«<b>Tom l'avait suivi</b> dans l'autobus et s'était couché à ses pieds» il s'est couché <u>à ses pieds</u> Tom s'est couché au(x) Michel pieds il s'est couché aux pieds <u>des gens</u> «il a remarqué que les gens le regardaient et souriaient»</p>
<p><b>38 (INSTALLÉ) <u>SUR L'ÉPAULE DE MICHEL</u> 1</b> avec Michel, sur son épaule</p>	<p>«Tom l'accompagnait toujours, installé sur son épaule. <b>Michel et Tom sont devenus inséparables</b>» à Michel épaule «Tom l'accompagnait toujours, installé sur son épaule» Tom accompagnait Michel, sur son épaule</p>
<p><b>39 ANY 2 OF</b> 1+1</p> <ul style="list-style-type: none"> <li>• <b><u>IL A DE NOUVEAU CONFIANCE</u></b> (EN LUI) «Maintenant il a de nouveau confiance en lui grâce à l'amour de son chat, Tom» il a nouveau confiance</li> <li>• <b><u>IL EST DEVENU RESPONSABLE</u></b> (QUELQU'UN DE) il est (plus/très) responsable il est quelqu'un de responsable il a devenu responsable</li> </ul>	<p>Michel a trouvé un travail permanent <b>INV</b></p> <p>«Comme je devais m'occuper de Tom, je suis devenu quelqu'un de responsable» il a de responsable</p>
<p><b>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)</b></p>	

[Total : 10]