

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2012 question paper**  
**for the guidance of teachers**

**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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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 precedent 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>1</b>	<b>C</b>	<b>1</b>	
<b>2</b>	<b>A</b>	<b>1</b>	
<b>3</b>	<b>A</b>	<b>1</b>	
<b>4</b>	<b>B</b>	<b>1</b>	
<b>5</b>	<b>D</b>	<b>1</b>	
			<b>[Total: 5]</b>

##### Exercise 2 Questions 6–10

<b>6</b>	<b>B</b>	<b>1</b>	
<b>7</b>	<b>C</b>	<b>1</b>	
<b>8</b>	<b>D</b>	<b>1</b>	
<b>9</b>	<b>E</b>	<b>1</b>	
<b>10</b>	<b>A</b>	<b>1</b>	
			<b>[Total: 5]</b>

##### Exercise 3 Questions 11–15

<b>11</b>	<b>C</b>	<b>1</b>	
<b>12</b>	<b>A</b>	<b>1</b>	
<b>13</b>	<b>A</b>	<b>1</b>	
<b>14</b>	<b>B</b>	<b>1</b>	
<b>15</b>	<b>C</b>	<b>1</b>	
			<b>[Total: 5]</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) *gare routière* (b) *magazine* (c) *concert* = 1 for communication and 0 for language
- Mark answers not written in the space provided exactly as those written in the correct space
- Vous êtes à la gare routière; (ce que) vous achetez une magazine; (ce que) vous allez voir un concert = 2 for communication (candidate loses mark for first «vous» but not for repeated error) and 0 for language

#### Communication

ACCEPT FOR COMMUNICATION ACCEPT ANY TENSE Spelling: use rules in 2.5, look alike, sound alike, etc	REFUSE
<p>(a) <b>OÙ VOUS ÊTES</b> 1  <b>Accept on/je/nous/moi + any recognisable <u>attempt</u> at an appropriate verb (any tense) + gare routière / bus / (auto)car / arrêt(e) d'autobus / arrêt(e) (de) bus / station d'autobus / station (de) bus</b></p> <p>je suis / je serai / j'êtes / j'être / je voudrais être / j'ai été / j'était...</p> <p>je suis à la gare et je vais prendre un bus (scores for mention of «bus»)</p> <p>je suis en autobus / en (auto)car je suis arrivé à l'arrêt d'autobus</p> <p><b>IGNORE:</b> mention of a specific place, e.g. je suis à Paris à la gare routière (<i>ignore</i> «Paris»; scores for «gare routière»)</p> <p><b>IGNORE:</b> preposition or lack of before «gare routière»/«bus», e.g. je suis gare routière = 1</p>	<p>je suis à la gare <b>tc</b>  je suis à l'autogare <b>tc</b>  je suis à la gare SNCF <b>tc</b>  je suis à la bus station / stop <b>tc</b></p> <p>je travaille dans le bus (<i>wrong message</i>)</p> <p><b>IGNORE</b> mention of a specific place, e.g. <b>refuse</b> je suis à Paris <b>tc</b> (<i>no mention of</i> «gare routière» etc)</p>
<p>(b) <b>CE QUE VOUS ACHETEZ</b> 1  <b>Accept on/je/nous/moi + any recognisable <u>attempt</u> at an appropriate verb (any tense) + magazine / livre / journal / programme etc</b></p> <p>j'achète un magazine  <b>Spelling of magazine:</b> magazin / magazine  <b>IGNORE:</b> gender of «livre»</p>	<p>j'achète un <b>magasin(s)</b> (<i>another word in French</i>)  j'achète un <b>libre</b> (<i>another word in French</i>)  j'achète un <b>cahier</b> (<i>not reading material</i>)</p> <p>specific names of reading material, e.g. Marie Claire, Paris Match <b>tc BUT HA</b></p>

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<p>(c) <b>CE QUE VOUS ALLEZ VOIR</b> 1</p> <p>Accept on/je/nous/moi + any recognisable <u>attempt</u> at an appropriate verb (any tense) + concert / spectacle / festival de musique / fête de musique / orchestre / groupe etc</p> <p>je vais (voir)/ j'irai (voir) / j'allez (voir) / j'aller (voir) / je voudrais (voir) / je suis allé/ j'ai vu etc</p> <p>je vais visiter un concert / je suis au concert / j'ai écouté un groupe / j'ai des billets pour un concert</p> <p><b>Spelling of concert:</b> concerte / concerto</p> <p><b>ACCEPT:</b> name of group</p>	<p>je vais à une discothèque / club <b>tc</b> (<i>but accept if candidate adds «pour voir un concert etc»</i>)</p> <p>je vais voir <u>une bande</u></p>
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**Appropriateness of language**

<p><b>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.</b></p>		<ul style="list-style-type: none"> <li>• For <b>LANGUAGE</b>, consider only the parts of the candidate's work for which you award a communication mark: J'êtes dans le bus. J'achète un cd. J'aller voir un concert = 2 for communication + 0 for language</li> <li>• For <b>LANGUAGE</b> accept any verb tense/ form as long as the sequence follows a logical fashion, e.g.: «Je suis venu dans le bus. J'ai acheté un magazine. Je suis allé à un concert» «Je vais à la gare routière. Je vais acheter un magazine. Je voudrais aller à un concert» «Je suis allé en bus. J'ai acheté des livres. Le soir je vais au concert.»</li> <li>• <b>NB.</b> «Je suis venu dans le bus (pour) voir un concert» can score 2 for language</li> </ul>
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 17–25

<ul style="list-style-type: none"> <li>• In this exercise, reward the candidate for being able to locate the answer in the passage.</li> <li>• <b>IGNORE EXTRA MATERIAL</b> (whether French is accurate or inaccurate)</li> <li>• <b>Accept lifting unless it is specifically refused in the Mark Scheme.</b></li> <li>• <b>READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9</b></li> <li>• <b><u>Accept mon, ma, mes, ton, ta, tes, son, sa ses etc, and il throughout for Nancy</u></b></li> </ul>	
ACCEPT	REFUSE
<p><b>17 KEY CONCEPTS:</b> 1</p> <p style="text-align: center;"><b>EITHER</b></p> <ul style="list-style-type: none"> <li>• <b>déménager</b> déménagement / déménagé «nous avons enfin déménagé (mes parents et moi nous sommes dans notre nouvelle maison depuis une semaine)» la famille a changé la / leur / de maison</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• <b>nouvelle maison</b> «nous sommes dans notre nouvelle maison depuis une semaine» notre nouvelle maison</li> </ul>	
<p><b>18 KEY CONCEPT: camion</b> 1 «toutes nos affaires sont arrivées dans un énorme camion (et Maman et moi avons passé la semaine à tout ranger)»</p>	
<p><b>19 KEY CONCEPT: (tout) ranger</b> 1 elles ont (tout) rangé «(toutes nos affaires sont arrivées dans un énorme camion) et Maman et moi avons passé la semaine à tout ranger»</p>	<p>quel travail <b>tc</b> «il y a encore beaucoup de boîtes par terre» <b>tc BUT HA</b></p>
<p><b>20 (i) KEY CONCEPT: appartement</b> 1 «notre nouvelle maison est plus belle et plus grande que l'appartement où on habitait à Paris»</p>	<p>«la nouvelle maison est plus belle et plus grande» <b>tc BUT HA</b></p>
<p><b>(ii) KEY CONCEPT: Paris</b> 1 «...où on habitait à Paris»</p>	
<p><b>NB 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>	





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**Exercice 2 Question 26: Votre anniversaire**

- **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**

- **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:**  
 Nous mangeons de la **nourriture** délicieuse, des **hamburgers** et des **gateaux** = 1 mark (1 verb = a list of 3)  
 Nous mangeons de la **nourriture** délicieuse. Nous mangeons des **hamburgers** et des **gateaux** = 2 marks
- **ONLY REWARD EACH ELEMENT ONCE:**  
 Le jour de mon anniversaire nous jouons au volley (1); quand je fête l'anniversaire de mes amis nous jouons au volley (no mark)  
**BUT:**  
 Le jour de mon anniversaire nous jouons au volley (1); quand je fête l'anniversaire de mes amis nous jouons au foot (1)  
 Je mange du riz et du poulet (1); je mange du gateau au chocolat (1)  
*(In the last two cases these are different things the candidate does and what we are rewarding are things the candidate does)*
- **HOWEVER:**  
 Je célèbre mon anniversaire avec mes amis (1); je célèbre mon anniversaire avec ma famille (no mark)  
*(What the candidate does is celebrate his/her birthday and that is rewarded the first time; the second occurrence is treated as repetition because there is no separate mark available for the person(s) with whom s/he celebrates)*

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ACCEPT	REFUSE
<p><b><u>Allow 1 mark for a reaction across (a) and (b),</u></b> e.g. c'est super, c'est amusant, j'adore les cadeaux, c'est une bonne idée</p> <p><b><u>Allow maximum of 2 marks for 'messages' relating to presents across (a) and (b),</u></b> (including «je ne reçois pas de...»)</p> <p><b>(a) Décrivez ce que vous faites le jour de votre anniversaire</b> <b>REWARD: 1 mark for when candidate's birthday is:</b> e.g. aujourd'hui / en été / le 16 juin <b>REWARD: what the candidate does on their birthday,</b> e.g., je fais un fête, je danse, je mange, je sors avec mes amis, je m'amuse, je bavarde, je me lève, je prends le petit déjeuner (each = 1 mark) – LOOK FOR A VERB <b>ALSO ACCEPT: what the candidate did on past birthdays / what they will do / would like to do on future birthdays</b> <b>REWARD: general comments such as</b> je fais beaucoup de choses / je m'amuse bien / je ne fais pas grand-chose</p>	
<p><b>(b) Racontez comment vous fêtez les anniversaires de vos amis</b> <b>REWARD: what the candidate does on their friends' birthdays</b> <b>ACCEPT: je fais la même chose</b></p>	
<p><b>(c) Quel cadeau voudriez-vous recevoir à l'avenir, et pourquoi?</b> <b>REWARD: what they would like to receive</b> <b>REWARD: why</b> <b>ACCEPT: je n'aime pas les cadeaux / je ne veux pas de cadeaux</b> <b>ACCEPT: reason why whether or not it is clear what present they would like</b> <b>ACCEPT: more than one present, e.g. je voudrais recevoir un portable (1) parce que je voudrais parler avec mes amis (1) et une guitare (1) parce que j'adore la musique (1) etc</b></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.

**[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 provides specific guidance but in cases not covered, see General Marking Principles, Section 2.10

READ Section 2 of the Mark Scheme: General Marking Principles, IN PARTICULAR 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10

#### Exercise 1 Questions 27–32

**1 Mark per question for True or False**  
**1 Mark for correcting False statement (27, 28, 29, 31)**

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

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

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

ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p><b>27 ILS VEULENT / ESPÈRENT (QU')ELLE CONTINUE SES ÉTUDES</b> 1</p> <p>«ses parents <u>la</u> poussent à continuer ses études»  les parents le poussent à continuer ses études  ses parents poussent elle à continuer ses études</p>	<p>«<b>bien que</b> ses parents la poussent à continuer ses études (Mathilde elle est décidée à devenir cycliste professionnel)»  les parents espèrent que Mathilde à continuer ses études  parents le poussent à continuer ses études</p>

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ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>28 <b>CONCEPT is either:</b> 1</p> <p><b><u>ON LUI INTERDIT LE VELO</u></b> le vélo est interdit les médecins lui interdisent de refaire du vélo</p> <p style="text-align: center;"><b><u>or</u></b></p> <p><b><u>IL(S) (LUI) CONSEILLEN LES SPORTS D'EAU</u></b> les médecins / la médecine conseillent les sports d'eau on (lui) conseille les sports d'eau</p> <p><b>ACCEPT</b> «les médecins lui interdisent de refaire du vélo: (...) ils lui conseillent les sports d'eau»</p>	<p>les médecins lui <b>conseillent</b> de refaire du vélo</p> <p>«Mathilde est désolée quand les médecins lui interdisent de refaire du vélo: heureusement, ils lui conseillent les sports d'eau»</p> <p>elle(s) conseille(nt) les sports d'eau</p> <p>(quand) «les médecins lui interdisent de refaire du vélo: <b>heureusement</b>, ils lui conseillent les sports d'eau»</p>
<p>29 <b>CONCEPT is either:</b> 1</p> <p><b><u>(ELLE/) «MATHILDE NE SAIT PAS CE QUE C'EST»</u></b></p> <p style="text-align: center;"><b><u>or</u></b></p> <p><b><u>UN(E) AMI(E) PROPOSE LE BODYBOARD</u></b> une de ses amies le/lui propose (ce sport)</p> <p><b>ACCEPT:</b> «une de ses amies lui propose (...) de venir faire du bodyboard. (Mathilde ne sait pas ce que c'est)»</p>	<p>elle choisit le bodyboard parce que c'est un très bon exercice pour les genoux <b>tc but HA</b></p> <p>elle choisit le bodyboard parce que les médecins lui conseillent les sports d'eau <b>tc BUT HA</b></p> <p>elle ne sait pas ce (que) le bodyboard (<i>incomplete</i>)</p> <p>une amie propose venir faire du bodyboard (<i>implies friend will do bodyboard</i>)</p> <p><b>ses</b> amies lui proposent le bodyboard</p> <p><b>BUT</b> «une de ses amies lui propose <b>alors</b> de venir faire du bodyboard. (Mathilde ne sait pas ce que c'est)»</p>
<p>31 <b>«ELLE (N')EST PAS ENTHOUSIASMÉE»</b> 1</p> <p><b>ACCEPT COMPLETE LIFT:</b> «les premières fois qu'elle essaie le bodyboard il n'y a pas de vagues et Mathilde a froid dans l'eau. Elle n'est vraiment pas enthousiasmée»</p> <p>elle n'aime pas <b>beaucoup</b></p>	<p>n'est pas enthousiasmée (<i>no «elle/Mathilde</i>) elle/Mathilde ne vraiment pas enthousiasmée (<i>no «est»</i>)</p> <p>«il n'y a pas de vagues et Mathilde a froid dans l'eau» (<i>no mention of enthusiasm</i>)</p> <p>elle ne l'aime pas (<i>needs qualifier</i>)</p>

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Exercice 2 Questions 33–41

ACCEPT: wrong gender (accept il/elle throughout for Jean-Louis)

ACCEPT	REFUSE
<p>33 <b>EXPLORATION(S) POLAIRE(S)</b> 1            (il est célèbre pour) «ses explorations dans les régions polaires»            explorations dans les régions polaires            «Jean-Louis est très connu (...) pour ses explorations dans les régions polaires»            (c'est) «pour ses explorations dans les régions polaires»</p>	<p>(dans les) régions polaires (<i>incomplete</i>)            «Jean-Louis est très connu <b>du grand public français</b> pour ses explorations dans les régions polaires»</p>
<p>34 (dans le) <b>PACIFIQUE</b> / (l')<b>OCÉAN PACIFIQUE</b> 1            «en plein milieu de l'océan Pacifique»            (dans) une toute petite île située en plein milieu de l'océan Pacifique»</p>	<p>«(puisqu'il va s'installer avec son équipe) dans une toute petite île située en plein milieu de l'océan Pacifique»            «toute petite île située en plein milieu de l'océan Pacifique» (<i>needs «(dans) une»</i>)            «dans une toute petite île située en plein milieu de l'océan» (<i>incomplete: no mention of Pacific</i>)</p>
<p>35 «<b>ÉTUDIER (DE FAÇON PERMANENTE) LA VIE DANS L'OCÉAN</b>» 1            «son 'Observatoire de l'océan' (...) servira à étudier de façon permanente la vie dans l'océan»            à / de / pour étudier la vie dans l'océan            il servira à étudier la vie de l'océan</p>	<p>«<b>qui</b> servira à étudier de façon permanente la vie dans l'océan»            «(c'est là que) Jean-Louis va établir son 'Observatoire de l'océan' qui servira à étudier de façon permanente la vie dans l'océan»            servira à étudier la vie de l'océan (<i>no subject</i>)</p>
<p>36 <b>PAR LA MER</b> 1            (ils sont) «emportés par la mer»</p>	<p>mère = invalidation            «il y a toutes sortes de déchets emportés par la mer qui viennent polluer l'île»            «incroyable mais même au milieu de l'océan il y a toutes sortes de déchets emportés par la mer qui viennent polluer l'île»            «emportés par la mer qui viennent polluer l'île»            «il y a toutes sortes de déchets emportés par la mer»</p>
<p>37 <b>NETTOYER / NETTOYAGE</b> 1            «nettoyer l'île de toutes les matières plastiques (qui arrivent continuellement sur ses côtes)»            «les jeunes (...) seront responsables de la première partie du travail: nettoyer l'île de toutes les matières plastiques qui arrivent continuellement sur ses côtes»</p>	<p>«(et ce sont eux) les jeunes <b>qui</b> seront responsables de la première partie du travail: nettoyer l'île de toutes les matières plastiques qui arrivent continuellement sur ses côtes»            «de toutes les matières plastiques qui arrivent continuellement sur ses côtes»            nettoyer les matières plastiques</p>

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<p><b>38 ILS UTILISENT LES / CES OBJETS</b> 1</p> <p>«ils (ont) trouvé un moyen de se servir de la plupart» <b>des</b> objets  «ils (ont) trouvé un moyen de se servir de la plupart de <b>ces</b> objets»  ils se servent / ont appris à se servir des objets qui arrivent</p>	<p>«les oiseaux, habitués à trouver sur les plages brosse à dents, morceaux de plastique, jambes de poupées ont trouvé un moyen de se servir de la plupart de ces objets»  «habitués à trouver sur les plages brosse à dents, morceaux de plastique, jambes de poupées»</p>
<p><b>39 (À) NE PAS DÉTRUIRE L'ÉQUILIBRE</b> 1</p> <p>(à / de / pour) ne pas détruire l'équilibre  <b>ACCEPT:</b> «en nettoyant il ne faut (...) pas détruire <b>le</b> (nouvel) équilibre»</p>	<p><b>BUT</b> «en nettoyant il ne faut <b>donc</b> pas détruire le (nouvel) équilibre»  «en nettoyant il ne faut pas détruire <b>ce</b> (nouvel) équilibre»</p>
<p><b>40</b> «étudier les conséquences de la pollution» 1</p> <p>pour «(commencer à) étudier les conséquences de la pollution sur cette île»</p> <p><b>ACCEPT: pour</b> «permettre aux scientifiques de commencer à étudier les conséquences de la pollution sur cette île»</p>	<p>(pour) <b>à</b> étudier les conséquences de la pollution</p> <p><b>BUT</b> «<b>cette liste va</b> permettre aux scientifiques de commencer à étudier les conséquences de la pollution sur cette île»  «permettre aux scientifiques de commencer à étudier les conséquences de la pollution sur cette île» (no «pour»)</p>
<p><b>41 (i) ILS VONT UTILISER L'ÉNERGIE SOLAIRE</b> 1</p> <p><b>INSIST ON FUTURE, OR PRESENT PARTICIPLE</b>  la station va utiliser l'énergie solaire  <b>ils vont</b> «créer une station qui fonctionne à l'énergie solaire»</p> <p>en utilisant l'énergie solaire  en créant une station qui fonctionne à l'énergie solaire</p>	<p><b>REFUSE PRESENT TENSE, INFINITIVE OR PAST TENSE</b></p> <p>«créer une station qui fonctionne à l'énergie solaire»</p> <p>ils/Jean-Louis «créer une station qui fonctionne à l'énergie solaire»  «(Nous allons créer) une station qui fonctionne à l'énergie solaire»  Jean-Louis dit: «Nous allons créer une station qui fonctionne à l'énergie solaire»</p>
<p><b>(ii) CONSTRUCTIONS EN BOIS</b> 1</p> <p>(les/des) bâtiments (seront) en bois (<i>if verb used, must be a future</i>)  toutes <b>les/ces/ses</b> constructions seront en bois  (et en plus) toutes les constructions seront en bois</p>	<p>constructions <b>tc</b> (<i>incomplete</i>)</p> <p>«(et en plus) toutes <b>nos/vos</b> constructions seront en bois»</p>
<p><b>NB 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>	

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