| FRENCH (FOREIGN LANGUAGE) | **0520/21** |
|---|---|
| Paper 2  Reading | **May/June 2016** |
| MARK SCHEME | |
| Maximum Mark: 45 | |

**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.

Cambridge will not enter into discussions about these mark schemes.

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This document consists of **12** printed pages.

**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 <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

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

**(a)** If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.

**(b)** If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

**(c)** 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 some explicit indication from the candidate as to which is his/her final answer.

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

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

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

**(a)** 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?

**(b)** Look-alike test: does what the candidate has written look like the correct answer?

**(c)** Accept incorrect gender or person unless Mark Scheme specifies otherwise.

**(d)** Accept incorrect possessive adjectives e.g. mon, ton, son etc., unless Mark Scheme specifies otherwise (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/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.

**2.9 Extra material: Section 2, Exercise 2**

In **Section 2, Exercise 2**, 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 3) 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:<br><br>**(i)** an alternative correct answer, in which case this falls into category **(a)** and the answer should be rewarded<br><br>or<br><br>**(ii)** 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 |

## 3 Detailed Mark Scheme

### Section 1

**Exercise 1   Questions 1–5**

| ACCEPT | | | REFUSE |
|---|---|---|---|
| **1** | D | boucherie | [1] | |
| **2** | B | lycée | [1] | |
| **3** | D | onze heures et demie / 11:30 | [1] | |
| **4** | A | rollers | [1] | |
| **5** | C | coq au vin | [1] | |

[Total : 5]

**Exercise 2   Questions 6–10**

| ACCEPT | | | REFUSE |
|---|---|---|---|
| **6** | C | range / vêtements | [1] | |
| **7** | A | lapin | [1] | |
| **8** | F | match / stade | [1] | |
| **9** | B | lavabo | [1] | |
| **10** | E | trousse de secours | [1] | |

[Total : 5]

**Exercise 3   Questions 11–15**

| ACCEPT | | | REFUSE |
|---|---|---|---|
| **11** | C | heureuse | [1] | |
| **12** | A | invitation | [1] | |
| **13** | C | amies | [1] | |
| **14** | A | rester à la maison | [1] | |
| **15** | B | restaurant | [1] | |

[Total : 5]

**Section 2**

**Exercise 1   Questions 16–20**

Accept any reasonable attempt at the correct word from the grid provided that it is recognisable as the correct answer.

| ACCEPT | | REFUSE |
|---|---|---|
| **16**  enfants | [1] | |
| **17**  amuser | [1] | |
| **18**  gare | [1] | |
| **19**  hôtels | [1] | |
| **20**  séjour | [1] | |

[Total : 5]

**Exercise 2   Questions 21–29**

- **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) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- **READ SECTION 2: GENERAL MARKING PRINCIPLES.**
- **Accept *mon, ma, mes, ton, ta, tes, son, sa, ses* etc. and *il* throughout for Simone.**

| ACCEPT | REFUSE |
|---|---|
| **21 KEY CONCEPT: raconter** (un) **incident**  [1]<br><br>« Je t'écris pour te raconter un incident qui est arrivé le week-end dernier »<br><br>Versions of « raconter » **must start** « rac »<br><br>parler d'un incident / accident | raconter un incident **à Simone  INV** |
| **22 KEY CONCEPT: samedi**                 [1]<br><br> « Samedi matin, je suis partie avec deux copines, Sylvie et Louise » | le week-end dernier |
| **23 (i)  KEY CONCEPT:** (longue) **randonnée** [1]<br><br>« Nous avions l'intention de faire une longue randonnée en forêt et de passer la nuit près d'un joli lac » | |
| **(ii)  KEY CONCEPT: passer la nuit près d'un** (joli) **lac**                 [1]<br><br>« Nous avions l'intention de faire une longue randonnée en forêt et de passer la nuit près d'un joli lac »<br><br>See Marking Principles 2.4 | |
| **24 KEY CONCEPT:** (en) **voiture**           [1]<br><br>« Nous sommes parties en voiture avec la mère de Louise »<br><br>la mère de Louise nous a conduites | <u>elle</u> nous a conduites (jusqu'à une forêt) **tc** |
| **25 KEY CONCEPT:** (elles étaient) **loin du bruit** (de la ville)         [1]<br><br>« Nous étions très contentes d'être loin du bruit de la ville »<br><br>(il n'y avait) pas de bruit | il faisait assez beau<br>tout se passait bien |

| 26 | **KEY CONCEPT: Sylvie a crié** [1] | Je me suis retournée et j'ai vu Sylvie par terre **tc** but **HA** |
|---|---|---|
| | les cris de Sylvie | |
| | « Moi, je marchais devant quand soudain j'ai entendu Sylvie crier très fort » | |
| | elle a entendu un cri | |
| 27 | **KEY CONCEPT:** (à la) **jambe** [1] | |
| | « Elle était tombée et s'était blessée à la jambe » | |
| 28 | **KEY CONCEPT: marcher** [1] | (elle ne peut / pouvait pas) marche / marché |
| | « Elle souffrait beaucoup et n'arrivait plus à marcher » | |
| | elle ne peut / pouvait pas marcher | |
| 29 | **KEY CONCEPT:** (avec son) **portable** [1] | elle a pu contacter les services de secours |
| | « Heureusement, Louise avait son portable. Alors elle a pu contacter les services de secours » | |
| | elle a téléphoné | |

**[Total : 10]**

## 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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 2 General Marking Principles.

In this section, take into account the whole of the candidate's answer.

**Exercise 1   Questions 30–34**

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**1 mark per question for True or False**
**1 mark for correcting False statement (31, 33, 34)**

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

(a)  **True/False element:** all 5 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 3 False statements appear on screen.
  • **If candidate has 'ticked' False, <u>mark justification and enter mark</u>**
  • **If True is 'ticked',** <u>award N/R (or 0 if justification IS provided – **do NOT reward justification if candidate has 'ticked' True)**</u>
  • **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (<u>ignore any justification</u>) (if no justification provided, award N/R)
  • **If <u>neither</u> True <u>nor</u> False is 'ticked',** <u>mark justification and enter mark (no mark awarded for True/False element)</u>

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**

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**VRAI     FAUX**

30   [✓]   [ ]   [1]

31   [ ]   [✓]   [1]

32   [✓]   [ ]   [1]

33   [ ]   [✓]   [1]

34   [ ]   [✓]   [1]

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**ACCEPT: wrong gender (accept il/elle for Florence / Alex etc. unless specified)**

| ACCEPT: CHECK FAUX IS TICKED | REFUSE MERE ADDITION OF NEGATIVE |
|---|---|
| **31  ALEX VIVAIT DANS LA RUE**          [1]<br><br>il habitait dans / à / sur la rue<br><br>il vivait sur le trottoir<br><br>**Insist** on imperfect tense | « En lui parlant, Florence a découvert qu'il s'appelait Alex et vivait dans la rue depuis qu'il avait perdu son emploi »<br><br>près du bureau de Florence / près de son bureau **HA**<br><br>près de chez Florence **INV**<br><br>depuis qu'il avait perdu son emploi **HA**<br><br>Alex **et** vivait dans la rue<br><br>Alex vivait dans **une** rue<br><br>elle vivait dans la rue (depuis qu'il avait perdu son emploi.) (The use of 'elle' here makes this answer ambiguous.) |
| **33  CONCEPT is either:**          [1]<br><br>• **HE / ALEX MADE RAPID PROGRESS**<br><br>il a fait / eu / faisait / avait des progrès rapides<br><br>il a progressé rapidement<br><br>Alex qui avait une mémoire extraordinaire a fait des progrès rapides<br><br>Must be a past tense<br><br>**or**<br><br>• **FLORENCE WAS ASTONISHED AT THE RAPID PROGRESS HE MADE**<br><br>Florence était étonnée par les progrès rapides d'Alex / de son élève | « Alex avait une mémoire extraordinaire » **tc** but **HA**<br><br>Florence était étonnée par les progrès rapides **tc**<br><br>Florence était étonnée par ses progrès rapides<br><br>Alex était devenu excellent en informatique |
| **34  CONCEPT is:**          [1]<br><br>(il (ont) créé / ils (ont) créer un programme) qui permet(trait) aux / les conducteurs **de** calculer la pollution de leur voiture<br><br>(le programme aide) à / pour calculer la pollution des / de chaque voiture(s)<br><br>le programme calculer la pollution des voitures (General Principle 2.5 (f)) | « (En discutant ensemble, Florence et Alex ont eu une idée géniale :) **ils allaient créer** un programme qui permettrait aux conducteurs de calculer la pollution de leur voiture »<br><br>**créer** un programme qui permettrait aux conducteurs de calculer la pollution de leur voiture (« créer » here invalidates what otherwise would have been a correct answer)<br><br>ils ont écrit un programme pour calculer la pollution de leur voiture (no mention of conducteurs) |

**[Total : 8]**

**Exercise 2   Questions 35–41**

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

| ACCEPT | REFUSE |
|---|---|
| **35**  (EN) **FRANCE** [1]<br><br>il est né en France | « Charles est le fils de deux Sénégalais, qui étaient venus s'installer en France un an avant la naissance de l'enfant »<br><br>au Sénégal |
| **36**  **QUAND UNE MUSIQUE LUI PLAISAIT** [1]<br><br>« il se mettait à danser (à) chaque fois qu'une musique lui plaisait »<br><br>quand il y avait de la musique qui lui plaisait / qu'il aimait | « (Alors que Charles était encore tout petit,) ses parents ont remarqué qu'il se mettait à danser chaque fois qu'une musique lui plaisait »<br><br>qu'une musique lui plaisait **tc** |
| **37**  **SES AMIS SE MOQUERAIENT DE LUI** [1]<br><br>ses amis vont (se) moquer (de) lui<br><br>ses amis allaient (se) moquer (de) lui<br><br>ses amis vont (se) moquer (de) lui / elle / Charles<br><br>Attempt at future / conditional required except in answers such as:<br><br>parce qu'il avait peur d'être moqué par ses amies<br><br>car il ne voulait pas que ses amis se moquent de lui | « *Si je vais dans une école de danse, tous mes amis vont se moquer de moi*, leur a-t-il dit »<br><br>REFUSE LIFT OF DIRECT SPEECH<br><br>ses amis vont il / lui moquer<br><br>ses amis vont (se) moquer (de) il / soi / sa / leur / le<br><br>ses amis aller se moquer de lui<br><br>**Refuse** « monquer » for « moquer » |
| **38**  **DANS SA CHAMBRE** [1]<br><br>sa chambre<br><br>seul dans sa chambre<br><br>« pour perfectionner sa technique de danse » il allait dans sa chambre<br><br>« pour perfectionner sa technique de danse il s'entraînait (…) seul dans sa chambre » | « Pour perfectionner sa technique de danse, il s'entraînait, sans le dire à personne, seul dans sa chambre »<br><br>il / lui / Charles chambre<br><br>chambre **tc**<br><br>sans le dire à personne **INV** |

| | | |
|---|---|---|
| **39** | **CONCEPT is either:** | « Un de ses amis, Didier, a filmé Charles avec son portable. Le lendemain, Didier a décidé de mettre la vidéo sur Internet » |
| | • **UNE VIDÉO DE CHARLES** (QUI DANSAIT) [1] | Charles (en) dansant = 0<br>Charles danser = 0<br>Charles (en) danse = 0 |
| | une / la vidéo de Charles qui (dansait / danse / a dansé) | dans une / la fête **HA** |
| | une / la vidéo de la danse de Charles | |
| | une vidéo de Charles où il danse | |
| | **or** | |
| | • **CHARLES EN TRAIN DE DANSER** | |
| | Charles qui dansait / danse / a dansé / danser | |
| | on peut voir Charles danser (à la fête) | |
| **40** | **DES DANSEURS** (POUR UN FILM) [1] | « C'est après avoir vu cette vidéo qu'un directeur de cinéma, qui avait besoin de danseurs pour un film, a téléphoné à Charles » |
| | il cherchait de(s) danseurs (pour un film) | de danseurs (pour un film)<br>un danseur (pour un film)<br>danseur(s) (pour un film) |
| | il avait besoin de(s) danseurs (pour un film) | qui avait besoin de danseurs |
| | | il cherchait danseurs (pour un film)<br>il avait besoin danseurs (pour un film)<br>il cherchait les danseurs (pour un film)<br>il cherche des danseurs (wrong tense) |
| **41** | **CONCEPT is either:** [1] | « **(Mais) il est heureux** aujourd'hui de pouvoir gagner sa vie en faisant ce qu'il aime » |
| | • **DE GAGNER SA VIE EN DANSANT** | il est heureux **INV** |
| | **or** | de faire / pouvoir faire ce qu'il aime |
| | • **DE GAGNER SA VIE EN FAISANT CE QU'IL AIME** | de pouvoir gagner sa vie **tc** |
| | « de pouvoir gagner sa vie en faisant ce qu'il aime » | pour gagner sa vie en dansant |
| | **or** | de gagne sa vie en dansant |
| | il peut / pouvait gagner sa vie en faisant ce qu'il aime / en dansant | |

**[Total : 7]**

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