

MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers

0520 FRENCH (FOREIGN LANGUAGE)

0520/22

Paper 22 (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.

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

CIE is publishing the mark schemes for the May/June 2010 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

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

(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 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:

- (a) INVL = 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 this would cause the message to be seriously distorted (in general, incorrect possessives should not be judged to cause distortion: see 2.5(d)) – in which case a lift will be specifically rejected in the Mark Scheme.

Ignore extra material given in an answer providing that it does not invalidate 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		
1	A	1
2	D	1
3	C	1
4	A	1
5	B	1
		[Total : 5]
Exercise 2 Questions 6–10		
6	E	1
7	D	1
8	F	1
9	A	1
10	B	1
		[Total : 5]
Exercise 3 Questions 11–15		
11	A	1
12	C	1
13	B	1
14	A	1
15	C	1
		[Total : 5]

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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) cinema/le film (b) une amie (c) 2 heures = 1 for COMMUNICATION and 0 for APPROPRIATENESS

Mark answers not written in the space provided exactly as those written in the correct space.

Communication		ACCEPT	REFUSE
		For Communication accept any tense	
(a) Où allez-vous		je vais / nous allons (au) ciné(ma) je suis au cinéma on va/peut aller au cinéma j'alle cinéma / je suis regarde cinéma je vais regarder un film veux-tu venir au cinéma vous allez au cinéma	je suis cinéma : <u>tc but HA</u> , e.g. Je suis cinéma pour voir un film = 1 for Communication kinema
(b) Avec qui		avec une amie / mes amies Accept any name / any person / any gender / any number, e.g. avec Paul / avec mes cousins / avec ma mère / avec mon frère	avec qui avec qui une amie (etc)
(c) A quelle heure commence le film	1	le film commence à 14:00 / 14 h / 2h / deux / quatorze / quatorze / catorze le film commence à 14 h de l'après-midi	catorce je rentre à deux heures douze / wrong number le film commence à 14 <u>de midi</u> je vais au cinéma à quatorze heures
Appropriateness of language		For LANGUAGE, consider only the parts of the candidate's work for which you award a communication mark.	
2	For the award of 2 marks, 2 verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions etc) are tolerated.	Maximum of 1 language mark per communication point	
1	There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.	<i>Je vais au cinema avec mon amie. Elle s'appelle Lucy. Le film a commencé à 2h = 3 for comm. and 2 for lang. (vais and s'appelle)</i>	
0	There are no examples of appropriate usage to reward. Where 0 awarded for Communication, 0 marks awarded for language.	<i>Je vais au cinema. Je vais avec mon amie. Le film a commencé à 2h = 3 for comm. and 2 for lang. (vais and vais)</i>	
		<u>For LANGUAGE accept any verb tense/ form as long as it is used in a logical fashion, e.g. past not logical for (c)</u>	
		NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark 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.
 - Ignore extra material** (whether French is accurate or inaccurate) in an answer providing that it does not invalidate an answer, e.g. for Q17 *parce que d'écrire si tard mais on fait tant d'activités* = 1
 - Wherever lifting is unacceptable it will be specifically rejected 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, 2.10**
- Accept mes, tes, mon, ton etc, and // throughout for Hélène**

ACCEPT		REFUSE
17	on fait (tant d')activités (beaucoup d')activités activités 1	pas de temps / «je n'ai pas eu le temps» <u>tc but HA</u> elle fait beaucoup / tant : tc elle est en (colonie de) vacances : <u>tc but HA</u>
18	ça ressemblait (trop) à l'école 1 je croyais que ça ressemblait trop à l'école	«je ne voulais vraiment pas y aller» <u>tc but HA</u>
19	(une) semaine / 7/8 jours 1 pendant/pour/après/depuis (une) semaine «Après une semaine ici je commence à changer d'opinion»	semaines any other number of days
20	on/elle(s) passe <u>tout le temps ensemble</u> 1 «quand on passe <u>tout le temps ensemble</u> on se fait vite des amis» elle(s) / il(s) passe(nt) <u>tout le temps avec ses amis</u>	pour passer le temps j'ai maintenant 3 nouveaux amis : <u>tc but HA</u> elles font <u>toutes les activités ensemble</u>
21 (i)	sympathiques 1 «(et puis je dois dire que) les organisateurs sont très sympathiques»	
(ii)	requires verb OR ownership 1 ils font / trouvent / organisent des activités intéressantes «ils trouvent toujours des activités vraiment intéressantes » leurs/son/ils activités sont intéressantes	trouvent des activités <u>tc</u> des activités intéressantes <u>tc</u> les activités sont intéressantes <u>tc</u> il(s) joue(nt) de la guitare
NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)		
22	(pour faire un) pique-nique (sur une petite plage où personne ne va parce qu'il faut prendre un bateau pour y arriver) 1	Personne ne va (parce qu'il faut prendre un bateau pour y arriver)

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23	(en) bateau «il faut un bateau pour y arriver» «On est allé faire un pique-nique sur une petite plage où personne ne va parce qu'il faut prendre un bateau pour y arriver»	1	
24 (i)	manger les poissons «le soir on a mangé nos poissons» Accept any possessive adjective	1	manger <u>tc</u> on a pêché poison = <u>INVL</u>
(ii)	chanter OR jouer de la guitare «le soir un organisateur a pris sa guitare et on a commencé à chanter» (un) organisateur a pris sa guitare	1	chantiant
NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)			

[Total : 10]

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Exercice 2 Question 25: Un professeur que vous admirez

- **COMMUNICATION:** 1 mark per item up to a maximum of 10
- **ACCURACY:** up to 5 marks according to mark scheme

IGNORE LETTER HEADINGS & ENDINGS FOR COMMUNICATION AND ACCURACY

Communication

NB: Each of the 4 tasks, (a)–(d) must be completed to get the 10 communication marks.
If 1 of (a) or (b) or (c) or (d) is missing, the maximum communication mark is 9.
If 2 of (a) or (b) or (c) or (d) 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

Il est grand, intelligent et amusant = 1 ; Il est grand. Il est intelligent. Il est amusant = 3 ; Il est moyen de taille avec les cheveux courts = 2

ACCEPT	REFUSE
<p>(a) <u>Dites depuis quand vous le/la connaissez et quel(s) matière(s) il/elle enseigne.</u></p> <ul style="list-style-type: none"> • Only one element required for this task to be covered. 	
<p>(b) <u>Décrivez ce professeur.</u></p> <ul style="list-style-type: none"> • Award mark for name of teacher. 	
<p>(c) <u>Dites pourquoi vous pensez qu'il/elle est un bon prof.</u></p> <ul style="list-style-type: none"> • Accept : <i>elle est active, c'est pourquoi elle est bonne</i> • Accept answers which imply quality of teaching : <i>je déteste les maths, avec M. David j'adore les maths / j'adore les maths parce qu'il est mon prof / il m'aide avec mes devoirs</i> 	
<p>(d) <u>A l'avenir, aimeriez-vous être professeur? Pourquoi?/Pourquoi pas?</u></p> <ul style="list-style-type: none"> • Award mark for answering 'yes' or 'no' as well as for justification(s) • Accept as justification : <i>job candidate would like to do / candidate would not be as good as own teacher</i> 	j'aime un professeur

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Accuracy :

- consider only the parts of the essay for which you will award a communication mark ;
- where relevant content is limited this will affect mark for accuracy ;
- full marks can be awarded for accuracy even if all tasks are not covered.

5	<ul style="list-style-type: none"> • Limited range of vocabulary, idiom and structures (e.g. <i>parce que, quand, ne ... pas</i>). • The style of writing is basic but reasonably coherent. • Use of a limited range of verbs, often successful. • More accuracy than inaccuracy.
4	<ul style="list-style-type: none"> • Basic range of vocabulary, idiom and structures (e.g. <i>parce que, ne ... pas</i>). • Sentences may be repetitive (e.g. all beginning with <i>je</i>), but are often successful. • Use of a basic range of verbs, with some success. • The writing is sufficiently accurate for meaning to be conveyed.
3	<ul style="list-style-type: none"> • Basic range of vocabulary and structures (e.g. incorrect use of infinitive constructions) • Sentences are repetitive (e.g. all beginning with <i>je</i>). • Some awareness of verb usage. • Despite regular errors, the writing conveys some meaning.
2	<ul style="list-style-type: none"> • Basic vocabulary and structures. • Effective for a variety of straightforward messages. • Little awareness of verb usage. • The degree of inaccuracy often obscures the meaning.
1	<ul style="list-style-type: none"> • Minimal vocabulary. • Effective for some messages (more than one), usually unconnected. • Insufficient accuracy to convey the meaning.
0	Insufficient accuracy to be awarded a mark of 1.

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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

Exercice 1 Questions 26–31

1 Mark per question for True or False + 1 Mark for correcting False statement (26, 27, 29, 30)
READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10

	ACCEPT			REFUSE
	VRAI	FAUX		
26	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	
27	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	1	

CHECK FAUX IS TICKED		REFUSE MERE ADDITION OF NEGATIVE
26	<p>elle fait / a fait l'école d'infirmière 1</p> <p>«elle faisait l'école d'infirmière»</p> <p>elle va à l'école d'infirmière</p> <p>«une journaliste propose à Fabienne de poser pour des photos (de mode)»</p> <p>Fabienne accepte de poser pour des photos</p>	<p>«...<u>alors qu'</u>elle faisait l'école d'infirmière...»</p> <p>elle devient mannequin : <u>INVL</u></p> <p>elle quitte son école après trois ans : <u>INVL</u></p> <p>elle ne devient pas journaliste : <u>tc but HA</u></p>
27	<p>«Fabienne ne veut (absolument) pas abandonner ses études d'infirmière» 1</p> <p>elle n'abandonne pas ses études d'infirmière</p> <p>elle <u>n'abandonne</u> ses études d'infirmière</p> <p>elle <u>abandonne pas</u> ses études d'infirmière</p> <p>elle ne veut / voulait pas abandonner</p> <p>elle continue / finit ses études</p> <p>elle / Fabienne étudie à l'école pendant 3 ans</p> <p>elle quitte son école après 3 ans</p>	<p>«Mais Fabienne ne veut (absolument) pas abandonner ses études d'infirmière»</p> <p>elle faisait l'école d'infirmière</p> <p>«Trois ans plus tard elle obtient son diplôme d'infirmière» <u>tc but HA</u></p> <p>elle obtient son diplôme (après 3 ans) : <u>tc but HA</u></p>

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<p>29 c'est / c'était un choc («de découvrir les conditions de vie misérables des réfugiés») 1 elle est / était / a été choquée elle a le choc (quand elle arrive dans le camp) elle découvre les conditions de vie</p>	<p>«Quel choc pour elle qui avait alors une vie facile et l'habitude du luxe de découvrir les conditions de vie misérables des réfugiés» elle ne savait pas comment vivaient les réfugiés</p>
<p>30 elle reste (plus de) quatre ans dans le camp 1 «(En fait) elle reste plus de quatre ans dans le camp pour soigner et s'occuper des personnes âgées» elle n'avait pas envie de partir donc elle est restée 4 ans elle reste / est resté(e) / a resté 4 ans dans le camp</p>	<p>«Venue pour quelques semaines seulement, Fabienne n'a pas envie de partir. (En fait, elle reste plus de quatre ans dans le camp pour soigner et s'occuper des personnes âgées)» elle n'avait pas envie de partir / elle ne voulait pas rentrer : <u>tc but HA</u> elle soigne / s'occupe des personnes âgées : <u>tc but HA</u> 4 ans <u>tc</u></p>

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Exercice 2 Questions 32–40

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

ACCEPT		REFUSE	
32	(il est) cuisinier / chef / (la) cu(i)siner il a un restaurant / (il est) restaurateur il ouvre un restaurant / la Petite Auberge il travaille dans un restaurant <u>il fait</u> la cuisine	1	« <u>là</u> il ouvre un restaurant...» Italie/italien il <u>a</u> cuisinière (la) cuisine
33	se faire accepter (par les gens du village) les gens du village n'acceptent pas lui / il «les premières années il n'a pas été facile pour lui de se faire accepter (par les gens du village)»	1	BUT n'acceptent pas lui : <u>tc</u> BUT les gens du village n'acceptent pas : <u>tc</u> ils n'acceptent pas <u>son restaurant</u> : INVL
34 (i)	Marcello est (si) sympathique / très aimé **il est sympathique**	1	«Mais Marcello est si sympathique (et sa cuisine est si bonne que peu à peu les gens du village prennent l'habitude de venir à La Petite Auberge)» **il est sympathique** «Marcello devient donc une personne très aimé dans le village»
(ii)	la / sa cu(i)sine est (si) bonne cuisine la cuisine de Marcello	1	«sa cuisine est si bonne <u>que</u> (peu à peu les gens du village prennent l'habitude de venir à La Petite Auberge)» cousine
**For « il est sympathique » to score, Marcello needs to be mentioned in first answer			
(i) il est sympathique (ii) la cuisine (de Marcello est bonne) = 0 + 1			
(i) la cuisine <u>de Marcello</u> est bonne (ii) il est sympathique = 1 + 1			
(i) <u>Marcello</u> est sympathique (ii) cuisine = 1 + 1			
NB2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)			
35	(du) vélo «A part la cuisine Marcello se passionne pour le vélo» (il organise des) promenades à vélo	1	(Il fait des) vélos
36	(un) pique-nique «(tout le monde partage en plein air l'excellent) pique-nique préparé par Marcello» il montre (aux villageois) comment faire un plat il les montre comment faire un plat il montre villageois comment faire un plat	1	« <u>et puis</u> , tout le monde partage en plein air l'excellent pique-nique préparé par Marcello» «qui a apporté son matériel de cuisine, montre comment faire un plat» Marcello / il a apporté son matériel de cuisine, montre comment faire un plat

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37	la mort de Marcello / sa mort «en 2008 Marcello est tombé gravement malade et est mort soudainement» Marcello meurt (soudainement)	1	« <u>Malheureusement</u> , en 2008, Marcello est tombé gravement malade et est mort soudainement»
38	il ne veut pas oublier Marcello les habitants du village ne veulent pas oublier Marcello pour se souvenir de Marcello <u>pour</u> (célébrer) l'anniversaire de la mort de Marcello	1	«c'est alors que son meilleur ami, Alain, a décidé de créer l'association Pique-nique Marcello» parce que Marcello est son meilleur ami : <u>tc but</u> <u>HA</u> <u>le</u> jour de l'anniversaire de Marcello
39	Must be clear that it is Marcello who teaches Alain to make the dish / it c'est Marcello qui a appris à Alain à faire ce plat / à le faire Marcello a appris / enseigné à Alain à faire ce plat Marcello appris Alain à le faire c'est Marcello <u>qui</u> le / l' / lui / il a appris à le faire <u>il / Alain dit / déclare</u> c'est Marcello qui m'a appris à le faire	1	«Tous les ans déclare Alain, j'apporte un plat de poulet à la crème. C'est Marcello qui m'a appris à le faire» c'est Marcello qui <u>s'a</u> appris à le faire (parce que) Marcello c'est qui <u>m'a</u> appris à le faire parce que Marcello il a appris à le faire Marcello il a appris à le faire Marcello a appris à le faire «c'est Marcello qui m'a appris à le faire» tc
40	«(utilisée) pour donner (aux habitants) des cours de cuisine (en plein air)» la somme (de 30 €) / l'argent est utilisé(e) pour donner / payer / organiser / offrir des cours de cuisine est / c'est / il utilise pour donner des cours de cuisine	1	«(chaque table est louée aux pique-niqueurs pour une somme de 30 €) <u>qui est</u> utilisée pour donner aux habitants du village des cours de cuisine en plein air» l'argent est donné aux habitants : <u>INVL</u>

[Total : 10]