

**MARK SCHEME for the October/November 2010 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.

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

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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)

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) 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 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 B 1 2 A 1 3 D 1 4 C 1 5 D 1 <p style="text-align: right;">[Total : 5]</p> | |
| Exercise 2 Questions 6–10 6 E 1 7 C 1 8 F 1 9 B 1 10 D 1 <p style="text-align: right;">[Total : 5]</p> | |
| Exercise 3 Questions 11–15 11 A 1 12 C 1 13 A 1 14 B 1 15 B 1 <p style="text-align: right;">[Total : 5]</p> | |

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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 (eg where candidates answer **ALL** the questions but ignore the instruction to frame their answer as a message) as follows:
(a) amis/copains (b) pantalon (c) café = 1 for COMMUNICATION and 0 for LANGUAGE
- Mark answers not written in the space provided exactly as those written in the correct space
- Vous allez en ville avec mes amis; vous achetez un pantalon; vous allez au café = 0 + 0

| Communication | | |
|---|---|--|
| ACCEPT | | REFUSE |
| For COMMUNICATION accept any tense | | |
| (a) Avec qui vous allez en ville | 1 | je suis chez ma sœur |
| ACCEPT ANY PERSON / NAME je / nous suis / vais / parle avec des amis je suis allé / allait / irai / vais aller avec des amis je suis avec (mes) copains/ (mes) amis / mon frère (ma) sœur / Dominique je / nous en ville avec amis je re(n)contre Dominique en ville nous / je sommes avec des copains | | |
| (b) Ce que vous achetez | 1 | the wrong item of clothing, eg jupe trouser |
| j'achète / vais acheter (un) pantalon / (un) jean des vêtements j'ai acheté un pantalon / un pantacourt je/j' cherche / vais chercher / ai cherché un pantalon je veux / nous voulons un pantalon je veux / vais / voudrais acheter des pantalons SPELLING of «pantalon»: patalon / pantalong | | |
| (c) Ce que vous faites après? | 1 | |
| je vais / nous allons / on va au café / restaurant je vais / nous allons / on va manger je vais prendre un café je vais aller (manger) au café je vais manger le (petit) déjeuner (au café) je vais prendre un verre je suis allé(e) au café / prendre un café je vais / nous allons aller / nous irons au café ACCEPT: any drink / food | | |

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| Appropriateness of language | | |
|------------------------------------|--|---|
| 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. | <p>For LANGUAGE, consider only the parts of the candidate's work for which you award a communication mark.</p> <p><u>For LANGUAGE accept any verb tense / form as long as it is used in a logical fashion, eg past not logical in (c)</u></p> <p><u>'Je vais avec mon ami pour acheter un pantalon'</u> = 2 for Language: reward «pour acheter» as a correct verb</p> <p>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.</p> |
| 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 marks awarded for Communication, 0 marks awarded for language. | |

[Total : 5]

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Section 2: Exercice 1 Questions 17–25

- **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.
 - **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**
- **Accept mon, ma, mes, ton, ta, tes, son, sa, ses etc, and elle throughout for Adrien**

| ACCEPT | | REFUSE |
|--------|---|--|
| 17 | (il joue de la) guitare 1 «jouer un peu de guitare» «j'ai beaucoup de travail au collège mais je trouve aussi le temps de jouer un peu de guitare » | il a beaucoup de travail au collège (et il trouve aussi le temps de jouer un peu de guitare) |
| 18 | «(Avec mon copain Ludovic nous avons même commencé à) écrire des chansons» 1 (des) chansons il écrit des chansons LOOK FOR: «chansons»; IGNORE extra material | |
| 19 | (le) travail / travailler 1 il va travailler / a accepté un travail en Australie «mon père vient d'accepter un travail en Australie» | |
| 20 | «(ma mère est très contente de) pouvoir découvrir ce pays» 1 parce qu'elle va (pouvoir) découvrir ce pays/l'Australie elle peut découvrir l'Australie | |
| 21 | • il ne veut pas quitter ses copains 1 parce qu'il quitte ses copains / doit quitter ses copains il veut rester avec ses copains • (il) ne veut pas y habiter toute l'année / il ne veut pas rester en Australie «mais moi je n'ai pas envie de quitter mes copains. Je veux bien y aller pour les vacances mais pas y habiter toute l'année» | il n'a pas quitté ses copains il ne peut pas quitter ses copains il a quitté ses copains |
| 22 | (de) rester (ici / là-bas / en France / chez lui / à la maison / avec ses copains) 1 | de rester en Australie |
| 23 | (à l')école/internat 1 «mon école a un internat» «mon école a un internat alors ce serait facile» | Internet = inv |

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| | | | |
|--|---|---|---------------------|
| 24 | (i) « (j'ai eu de) bonnes notes» | 1 | |
| | (ii) dans 2 ans il passe le bac «dans 2 ans je passe le bac» | 1 | |
| NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa) | | | |
| 25 | «tu pourras re(n)contrer mes copains . (Ils sont très sympa») il a des copains / amis sympa LOOK FOR «re(n)contrer / rencont(r)er» and «amis / copains» ; IGNORE extra material | 1 | ils sont très sympa |

[Total : 10]

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Exercice 2 Question 26: Partir en vacances

- **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 TENSES / SPELLING

- Award marks flexibly across the tasks. **HOWEVER**, each of the 4 tasks, (a), (b), (c), (d) must be covered to get the 10 communication marks.
If (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 (and so on)
- **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
e.g. J'aime aller a la piscine, aller a la plage, au restaurant = 1 mark (1 verb therefore = list of 3)
e.g. J'aime nager, aller a la plage et manger au restaurant (3 different verbs = 3 marks)
- **ONLY REWARD EACH ELEMENT ONCE WITHIN EACH CATEGORY ((a), (b), (c) or (d))**

| ACCEPT | REFUSE |
|--|--------------------------------|
| <p>ACCEPT REFERENCES TO PAST HOLIDAYS</p> <p>(Tick 1) Où vous partez et quand REWARD: «pendant mes vacances»</p> | |
| <p>(Tick 2) Comment vous voyagez et pourquoi ACCEPT: reason why even if not clear where candidate is going</p> | |
| <p>(Tick 3) Ce que vous aimez faire comme activités en vacances DON'T INSIST on «aimez» ACCEPT: what the candidate <u>did</u> on holiday</p> | je fais beaucoup des activités |
| <p>(Tick 4) Ce que vous allez faire pendant vos prochaines vacances scolaires et pourquoi ACCEPT: reason why even if not clear where candidate is going</p> | |

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Accuracy

| | |
|---|--|
| 5 | Limited range of vocabulary, idiom and structure (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 | Basic range of vocabulary, idiom and structure (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 limited success. The writing is sufficiently accurate for some meaning to be conveyed. |
| 3 | Basic range of vocabulary and structure (e.g. infinitive constructions) Sentences may be repetitive (e.g. all beginning with <i>je</i>). Some awareness of verb usage. Despite regular errors, the writing often conveys some meaning. |
| 2 | Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage. The degree of inaccuracy frequently obscures the meaning. |
| 1 | Basic range of vocabulary. Effective for some messages. Insufficient accuracy to convey the meaning. |
| 0 | Nothing to reward |

[Total : 15]

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Section 3

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section 3) provides specific guidance but in cases not covered, see General Marking Principles, Section 2.10.

Exercise 1 Questions 27–32

1 Mark per question for True or False +
1 Mark for correcting False statement (27, 29, 30, 32)

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

| | VRAI | FAUX | |
|----|-------------------------------------|-------------------------------------|---|
| 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 |
| 32 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |

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| ACCEPT: CHECK FAUX IS TICKED | | REFUSE MERE ADDITION OF NEGATIVE |
|------------------------------|---|--|
| 27 | <p>quand elle était petite elle a commencé à suivre des cours de conversation en japonais elle a suivi des cours de japonais</p> | 1 «Simone se rappelle encore les premiers mangas qu'elle a vus à la télévision quand elle était petite enfant et qui l'avaient tellement impressionnée» |
| 29 | <p>(des) lettres grâce aux lettres en lisant des lettres (de ses correspondants japonais) c'est «surtout grâce à» <u>les (aux) lettres de ses correspondants</u> (japonais) «qu'elle a appris petit à petit à lire cette langue si difficile pour les Européens» elle a reçu beaucoup des lettres</p> | 1 «c'est donc surtout grâce à leurs lettres qu'elle a appris petit à petit à lire cette langue si difficile pour les Européens» |
| 30 | <p>il est chez elle c'est le même endroit «elle loue un tout petit appartement qui lui sert aussi de bureau» son bureau se trouve dans son appartement son appartement est son bureau (or vice versa)</p> | 1 «Simone vit à Tokyo où elle se sent tout à fait chez elle. Elle loue un tout petit appartement qui lui sert aussi de bureau» |
| 32 | <p>c'est l'humour «le plus dur c'est de traduire l'humour» Simone/elle nous explique que «le plus dur c'est de traduire l'humour»</p> | 1 «(mais) nous explique-t-elle le plus dur c'est de traduire l'humour» «ce qui fait rire les Japonais ne fait pas toujours rire les Français» <i>tc but ha</i> |

[Total : 10]

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Exercice 2 Questions 33–40

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 |
|---|--|
| <p>33 (elle a vu à la télévision) <u>un documentaire</u> un programme à la télévision un documentaire émouvant sur la forêt tropicale</p> | <p>«<u>(un jour) après avoir vu à la télévision</u> un documentaire émouvant sur la forêt tropicale <u>Elisabeth a eu envie de faire quelque chose de concret pour protéger l'environnement</u>»</p> |
| <p>34 (pour) se rassurer / assurance ils l'ont rassurée pour savoir si l'association fait un bon travail elle veut/pour pouvoir partir sans s'inquiéter elle s'inquiétait</p> | <p>«ses conversations avec les organisateurs l'ont rassurée (: cette association faisait un travail excellent. Elle peut partir sans s'inquiéter)» elle voudrait rassurer</p> |
| <p>35 «le(s) bruit(s) (de la forêt tropicale)»</p> | <p>elle «<u>est tellement fatiguée qu'elle s'endort tout de suite malgré</u> les bruits incroyables de la forêt tropicale»</p> |
| <p>36 «les volontaires font chaque jour un travail différent» chaque jour (il y a) un travail différent</p> | <p>«Elisabeth se sent très vite intégrée dans ce groupe de volontaires où il y a une véritable harmonie entre les gens»</p> |
| <p>37 harmonieux harmonie «il y a une véritable harmonie entre les gens»</p> | <p>«Elisabeth se sent très vite intégrée dans ce groupe de volontaires où il y a une véritable harmonie entre les gens»</p> |
| <p>38 ils/les habitants sont accueillants ils sont des accueillants</p> <p>ils sont accueillants et <u>les volontaires</u> se sentent en sécurité</p> | <p>«c'est une ville pittoresque où les gens sont accueillants et les volontaires se sentent en sécurité» «<u>où</u> les gens sont accueillants (et les volontaires se sentent en sécurité)» ils sont accueillants et <u>ils</u> sont en sécurité</p> |
| <p>39 (a) les volontaires / Elisabeth / elle</p> | <p>le parc «je pense que le parc nous apporte plus à nous que nous apportons au parc» Elisabeth/les volontaires <u>et</u> l'environnement</p> |
| <p>(b) (i) «on revient changé avec une vision différente (de la vie)» «on revient changé» «on revient avec une vision différente (de la vie)» VERB REQUIRED</p> | |

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|--|--|
| <p>(b) (ii) on revient avec «des amitiés très fortes» VERB REQUIRED: HOWEVER if verb is provided in answer to (i), the answer to (ii) can hang off that same verb, eg (i) elle a une vision différente de la vie (ii) des amitiés très fortes = 1+1</p> | |
| <p>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</p> | |
| <p>40 «le retour à Paris» «son séjour était trop court» «Elisabeth trouve que son séjour était trop court» (son) <u>séjour court</u> de ne pas être restée plus longtemps</p> | |

[Total : 10]