

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2011 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 October/November 2011 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 precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

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

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

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

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives e.g. mon, ton, son etc, unless Mark Scheme specifies otherwise (in general, Section 2: accept, Section 3: consult Mark Scheme carefully).
- (e) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (f) Tolerate incorrect use of infinitive 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.**

## 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

<b>Exercise 1 Questions 1–5</b>  1 C 1 2 B 1 3 C 1 4 D 1 5 A 1  <b>Total : 5</b>	
<b>Exercise 2 Questions 6–10</b>  6 F 1 7 E 1 8 C 1 9 A 1 10 D 1  <b>Total : 5</b>	
<b>Exercise 3 Questions 11–15</b>  11 C 1 12 B 1 13 C 1 14 A 1 15 A 1  <b>Total : 5</b>	

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#### Exercice 4 Question 16

<p><b>COMMUNICATION: 1 mark per item up to a maximum of 3</b>  <b>APPROPRIATENESS OF LANGUAGE: 0, 1 or 2 marks according to grid</b></p> <ul style="list-style-type: none"> <li>Mark answers written in note form (e.g. where candidates answer <b>ALL</b> the questions but ignore the instruction to frame their answer as a message) as follows: <ul style="list-style-type: none"> <li>(a) montagne (b) neige (c) ski = 1 for COMMUNICATION and 0 for APPROPRIATENESS</li> </ul> </li> <li>Mark answers not written in the space provided exactly as those written in the correct space</li> <li><u>Vous</u> êtes à la montagne; <u>le temps qu'il fait</u> neiger; <u>vous faites l'après-midi</u> ski = 2 for COMMUNICATION (candidate loses mark for first «vous» but not for repeated error) and 0 for APPROPRIATENESS</li> </ul>		
<b>Communication</b>	<b>ACCEPT</b>	<b>REFUSE</b>
<p>For <b>COMMUNICATION</b> accept any tense  <b>Spelling: use rules in 2.5, look alike, sound alike, etc</b></p>		
<p>(a) <b>OÙ VOUS ÊTES EN VACANCES</b>  <b>Accept on/je/nous/moi + any recognisable <u>attempt</u> at an appropriate verb + montagne / montange / montagne / moutagne / Alpes / Pyrénées etc</b>  je suis / je serai / j'êtes / j'être / je voudrais être / j'ai été / j'étais  je vais à la montagne  je suis allé à Paris à la montagne  je suis allé à Montagne (Everest)  <b>ACCEPT:</b> mountain ranges in francophone countries  <b>IGNORE:</b> preposition before montagne, e.g. je suis dans la montagne = 1</p>	1	<p>Suisse tc  mountain       je suis allé à Everest</p>
<p>(b) <b>LE TEMPS QU'IL FAIT</b>  <b>Accept any recognisable <u>attempt</u> at an appropriate verb (any tense), e.g. neiger / faire mauvais/froid / il gèle / il y a de la neige</b>  la météo est mauvaise  c'est froid / il fait le neige</p>	1	<p>il nage</p>
<p>(c) <b>CE QUE VOUS FAITES L'APRÈS-MIDI</b>  <b>Accept any recognisable <u>attempt</u> at an appropriate verb (any tense) + ski / sports d'hiver / du slalom</b>  e.g.: l'après-midi je ski / je fais du ski  je joue au ski / je fais du ski(i)ng  <b>IGNORE:</b> preposition before ski, e.g. je fait au ski, je fai ski = 1</p>	1	

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<b><i>Appropriateness of language</i></b>		
2	For the award of 2 marks, 2 verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions etc) are tolerated.	<p><b>For LANGUAGE, consider <u>only</u> the parts of the candidate's work for which you award a communication mark:</b> J'êtes montagne. Il neige. L'après-midi je faire du ski = 2 for comm. + 0 for lang.</p> <p><b><u>For LANGUAGE accept any verb tense / form as long as it is used in a logical fashion, e.g. accept present for (a); present or past for (b); present or future for (c)</u></b></p> <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>
1	There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.	
0	There are no examples of appropriate usage to reward. Where 0 awarded for Communication, 0 marks awarded for language.	

[Total : 5]

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## Section 2: Exercice 1 Questions 17–24

<ul style="list-style-type: none"> <li>• <b>In this exercise</b>, reward the candidate for being able to locate the answer in the passage.</li> <li>• Ignore extra material (whether French is accurate or inaccurate)</li> <li>• <b>On the rare occasion that lifting is unacceptable, it will be specifically rejected 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>Accept mon, ma, mes, ton, ta, tes, son, sa, ses etc and e/le throughout for Philippe</b></li> </ul>			
ACCEPT		REFUSE	
17	(le) <b>week-end dernier / samedi dernier</b> «je t'écris pour te raconter un incident qui est arrivé le week-end dernier»	1	samedi
18	(vers) <b>onze heures</b> «Je me suis levé vers onze heures, car je n'aime pas me lever tôt quand ce n'est pas un jour d'école»	1	
19	(jouer au) <b>tennis</b> «...je suis sorti pour aller au centre sportif où je voulais rencontrer trois copains pour jouer au tennis avec eux»	1	petit déjeuner
20	(il) <b>ne pleuvait pas</b> ne pleuvait / pleuvait pas «j'y suis allé à pied car il ne pleuvait pas»	1	c'est près il faisait beau
21	(a) (au) <b>centre ville</b> «j'étais au centre ville»	1	derrière une voiture à la banque
21	(b) <b>KEY CONCEPTS:</b>		
	(i) <b>cacher (derrière voiture)</b> «je me suis caché derrière une voiture...»	1	
	(ii) <b>prendre photos</b> il a pris des photos des deux hommes «et, avec mon portable, j'ai pris des photos des deux hommes»	1	
<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>			
22	(sur une) <b>moto / à toute vitesse</b> «ils sont partis à toute vitesse sur une moto»	1	voiture
23	(au) <b>commissariat</b> «les policiers m'ont accompagné au commissariat» au poste de police	1	caché derrière une voiture les policiers la police à la banque
24	(il va) <b>recevoir peut-être de l'argent</b> «je vais peut-être recevoir de l'argent de la banque»	1	il a reçu de l'argent il va peut-être recevoir l'argent qui a été volé recevoir de l'argent

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Exercice 2 Question 25: Votre maison

<ul style="list-style-type: none"> <li>• <b>COMMUNICATION:</b> 1 mark per item up to a maximum of 10</li> <li>• <b>ACCURACY:</b> up to 5 marks according to banded mark scheme</li> </ul> <p><b>IGNORE TITLES, LETTER HEADINGS &amp; ENDINGS FOR COMMUNICATION AND ACCURACY</b></p>	
<p><i>Communication: FOR COMMUNICATION BE TOLERANT OF VERBS / TENSES / SPELLING (for spelling, use rules in 2.5: look alike, sound alike, etc)</i></p> <ul style="list-style-type: none"> <li>• Award marks flexibly across the tasks. <b>HOWEVER</b>, each of the 3 tasks, (a), (b), (c) must be covered to get the 10 communication marks.  <b>If 1 of (a), (b), (c) is missing, the maximum communication mark is 9.</b>  <b>If 2 of (a), (b), (c) are missing, the maximum communication mark is 8</b></li> <li>• <b>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</b>  Je <u>fais</u> la <b>vaisselle</b>, le <b>repassage</b> et la <b>lessive</b> = 1 mark (1 verb = a list of 3)  Je <u>fais</u> la <b>vaisselle</b> (1), je <u>fais</u> le <b>repassage</b> (1), et <u>j'aide</u> à faire la <b>lessive</b> (1) (3 verbs = 3 marks)  Je <u>fais</u> beaucoup à la <b>maison</b>, le <b>repassage</b>, le <b>nettoyage</b>, la <b>lessive</b> (= list of 4 = 2 marks)</li> <li>• <b>ONLY REWARD EACH PIECE OF INFORMATION ONCE</b>, e.g.</li> </ul>	
<b>ACCEPT</b>	<b>REFUSE</b>
<p>(a) Donnez une description de votre maison  <b>AWARD:</b> 1 mark for where house is  <b>REWARD:</b> ma maison est fantastique, ma maison est la meilleure</p>	<p>naming of inhabitants  naming of furniture  j'aime ma maison <b>tc</b></p>
<p>(b) Décrivez ce que vous faites <b>pour aider</b> à la maison  <b>REWARD:</b> why/why not they do these things  <b>REWARD ONCE:</b> when quelquefois</p>	<p>je regarde la télévision, je joue au foot, etc    normalement / généralement</p>
<p>(c) Dites comment vous voudriez changer votre maison et pourquoi  <b>REWARD:</b> reasons they don't want to change it – I don't want to change anything because I like it (= 1 + 1)  <b>ACCEPT:</b> reason why/why not even if not clear what they would like to change</p>	

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### **Accuracy**

5	<p>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.</p>
4	<p>Basic vocabulary and structure.  Some awareness of verb usage, but inconsistent.  The writing is sufficiently accurate for meaning to be conveyed.</p>
3	<p>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.</p>
2	<p>A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.</p>
1	<p>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</p>
0	<p>Nothing accurate enough to be comprehensible.</p>

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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 26–31

**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:**

- (a) **True/False element:** all 6 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 4 False statements appear on screen.
- If candidate has 'ticked' False, mark justification and enter mark
  - If True is 'ticked', award N/R (or 0 if justification IS provided – do NOT reward justification if candidate has 'ticked' True)
  - If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer), award 0 (ignore any justification) (if no justification provided, award N/R)
  - If neither True nor False is 'ticked', mark justification and enter mark (no mark awarded for True/False element)

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**

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

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ACCEPT: wrong gender (accept ill/elle throughout for Anaïs)

ACCEPT		REFUSE
27	<p><b><u>KEY CONCEPTS are either:</u></b> 1</p> <p><b><u>SHE HAS DOUBTS</u></b>  elle/Anaïs «a ses doutes. (L'entraînement devient intensif)»  Anaïs a des doutes parce que l'entraînement devient intensif</p> <p><b><u>HER TRAINER DECIDES SHE SHOULD PARTICIPATE</u></b>  son entraîneur décide qu'elle doit participer aux Jeux Olympiques</p>	<p>«Anaïs <u>qui a alors dix-sept ans a ses doutes</u>»  elle n'avait pas le temps de réfléchir à ce qu'elle voulait vraiment faire  l'entraînement devient intensif <b>tc but ha</b>  elle <b>ne veut pas</b>: l'entraînement devient intensif</p>
28	<p><b><u>KEY CONCEPTS are either:</u></b> 1</p> <p><b><u>SHE LIKED MATHS (AND PHYSICS)</u></b>  elle aimait les maths  Anaïs aimait étudier les maths</p> <p>or</p> <p><b><u>MATHS WAS A FAVOURITE SUBJECT (AND PHYSICS)</u></b>  les maths étaient une des matières qu'elle aimait le plus</p> <p>or</p> <p><b><u>SHE WANTED TO STUDY MATHS (AND PHYSICS) (WITH / LIKE HER FRIENDS)</u></b>  elle voulait étudier les maths (avec ses amies)  elle voulait faire comme ses amies et étudier les maths</p>	<p>«alors que mes amis étudiaient les maths et la physique, les deux matières que j'aimais le plus au lycée, moi, je passais ma vie à nager»</p>
29	<p><b><u>KEY CONCEPTS are either:</u></b> 1</p> <p><b><u>ONLY MENTAL</u></b>  «c'était uniquement mental»</p> <p><b><u>SHE WANTS TO BE NORMAL</u></b>  elle voulait être normale (sortir avec ses amies, regarder la télé, vivre)</p> <p><b><u>SHE NO LONGER WANTS TO SWIM</u></b>  elle ne voulait plus nager</p>	<p>«tout mon corps disait 'non', 'assez' et pourtant je n'étais pas physiquement malade se souvient Anaïs. C'était uniquement mental...»  elle se sent mentalement malade  «tout est normal physiquement» <b>tc but ha</b>  «son médecin déclare qu'elle n'a pas de grippe ni d'infections: tout est normal physiquement» <b>tc but ha</b></p>

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31	<p><b><u>KEY CONCEPTS are either:</u></b></p> <p><b><u>HAPPY WITH PREFERENCE / DECISION / CHOICE</u></b>          «elle se félicite tous les jours d'avoir pris cette <b>décision</b>»          elle est joyeuse parce ce qu'elle a <b>choisi</b> de faire ce qu'elle aime vraiment          elle se félicite d'avoir <b>préféré</b> les études          elle est contente d'avoir <b>préféré</b> ses études          or  <b><u>CHOSE TO DO WHAT SHE REALLY LIKED</u></b>          «elle a choisi de faire ce qu'elle aime vraiment: (des études d'ingénieur)»</p>	1	<p>«Anaïs est aujourd'hui une jeune femme de 26 ans, équilibrée et joyeuse parce qu'elle a choisi de faire ce qu'elle aime vraiment: des études d'ingénieur. Elle se félicite tous les jours d'avoir pris cette décision»</p> <p>elle est <b>équilibrée</b> et joyeuse parce ce qu'elle a choisi de faire ce qu'elle aime vraiment</p> <p>elle aime vraiment ses études (d'ingénieur) <b>tc but ha</b> (no choice, decision or preference)</p>
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Exercice 2 Questions 32–40

<p><b>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</b></p> <p style="text-align: center;"><b>ACCEPT: wrong genders throughout</b></p>			
	<b>ACCEPT</b>		<b>REFUSE</b>
32	<p><b><u>QUITTER PARENTS</u></b>          «c'est la première fois qu'ils quittent leurs parents»          ils quittent leurs parents          c'est que les élèves sont loin de leurs familles (et de l'école)</p>	1	<p>«Pour la plupart des élèves c'est une aventure: c'est la première fois qu'ils quittent leurs parents»          c'est une aventure <b>inv (wrong concept)</b>          c'est que les élèves sont loin de l'école <b>tc but ha</b>          tout ne s'apprend pas à l'école <b>tc but ha</b>          «la classe de découverte est l'occasion pour le professeur d'emmener ses élèves loin de leur famille et de l'école»</p>
33	<p><b><u>TROUVER LOGEMENT (POUR TOUTE LA CLASSE)</u></b>          «trouver le logement pour toute sa classe»          le prof doit organiser le logement</p>	1	<p>«le professeur qui désire partir avec ses élèves en classe de découverte doit organiser lui-même le voyage et trouver le logement pour toute sa classe»          trouver le logement pour toute organiser lui-même le voyage <b>inv</b></p>

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<p><b>34 <u>CONCEPTS ARE:</u></b> 1 + 1</p> <p>(i) <b><u>KNOW NOTHING OF COUNTRY LIFE</u></b> ils ne savaient rien de la vie à la campagne ne savaient de la vie à la campagne savaient rien de la vie à la campagne</p> <p><b><u>NEVER BEEN TO THE COUNTRY</u></b> ils ne sont jamais allés à la campagne</p> <p><b><u>TO EXPERIENCE LIFE IN THE COUNTRY</u></b> pour connaître la vie à la campagne</p>	<p>«je me suis rendu compte que les enfants de ma classe vivaient en ville et ne savaient rien de la vie à la campagne» ils vivaient en ville <b>tc but ha</b></p>
<p>(ii) <b><u>SOME HAD NEVER SEEN FARM ANIMALS</u></b> «certains n'avaient (...) jamais vu d'animaux de ferme»</p> <p><b><u>TO SEE FARM ANIMALS</u></b> (pour) voir d'animaux de ferme</p>	<p>«certains n'avaient <u>même</u> jamais vu d'animaux de ferme»</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>	
<p><b>35 <u>HÉSITER / ILS HÉSITENT / HÉSITATION</u></b> 1 d'abord ils hésitent ils hésitent <b>parce qu'ils</b> pensent que ces enfants de la ville auront des difficultés à s'adapter <b>BUT</b></p>	<p>ils étaient hésitent hésitent ils pensent que les enfants de la ville auront des difficultés à s'adapter <b>et hésitent</b> ils hésitent <b>et</b> pensent que les enfants de la ville auront des difficultés à s'adapter</p>
<p><b>36 <u>SE LEVER (TRÈS) TÔT</u></b> 1 «ils doivent (...) se lever très tôt tous les matins»</p>	<p>«ils doivent <u>donc</u> se lever très tôt tous les matins» «<u>pendant tout le séjour Luc veut que les enfants vivent comme les agriculteurs</u>: ils doivent (...) se lever très tôt tous les matins» s'adapter (à la vie d'un agriculteur) <b>inv</b></p>
<p><b>37 <u>CONCEPTS are either:</u></b> 1</p> <p><b><u>PREPARED WITH FARM PRODUCE</u></b> préparé avec les produits de la ferme elle l'a préparé «entièrement avec les produits de la ferme (une soupe de légumes, une omelette avec les œufs frais du matin)»</p> <p style="text-align: center;"><b><u>or</u></b></p> <p><b><u>SHE USES / COOKS WITH FARM PRODUCE</u></b> elle utilise les produits de la ferme</p>	<p>«enfin les élèves ont préparé avec Mme Boleil le dîner, entièrement avec les produits de la ferme...» «une soupe de légumes, une omelette avec les œufs frais du matin» entièrement avec les produits de la ferme</p>
<p><b>38 <u>GÂTEAU (AUX POMMES)</u></b> 1 «il y avait un excellent gâteau fait avec les pommes (ramassées par les élèves l'après-midi)»</p>	<p>«<u>et puis</u> il y avait un excellent gâteau fait avec les pommes ramassées par les élèves l'après-midi» les pommes ramassées</p>

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<p>39 <b><u>CONCEPTS are either:</u></b></p> <p><b><u>TIRING DAY</u></b>  journée épuisante  la journée avait été épuisante</p> <p style="text-align: center;"><b><u>or</u></b></p> <p><b><u>THEY WERE VERY TIRED</u></b>  ils étaient très fatigués</p>	1	<p>ils ont mangé un bon dîner <b>inv</b>  Luc demande aux élèves d'aller au lit  «quelle journée épuisante»  «personne n'est donc fâché quand Luc  demande aux élèves d'aller au lit de bon heure»</p> <p>ils étaient très fatigués</p>
<p>40 <b><u>AIMERAIT / VOUDRAIT ÊTRE AGRICULTEUR</u></b></p> <p>ça lui «plairait bien d'être agriculteur plus tard»  il voudrait être agriculteur  <b>Accept «ça me plairait bien d'être agriculteur plus tard» only if correctly rendered in direct speech eg il dit 'ça me plairait bien d'être agriculteur plus tard' / «ça me plairait bien d'être agriculteur plus tard» déclare-t-il</b></p>	1	<p>«c'est un travail dur mais ça me plairait bien d'être agriculteur plus tard»  «maintenant je sais d'où vient la nourriture que je mange»  il sait d'où vient la nourriture qu'on mange <b>inv</b>  ça se plairait d'être agriculteur</p>

[Total : 10]