



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FRENCH (FOREIGN LANGUAGE)

0520/23

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.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

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

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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 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).

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- (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.

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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: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded or (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

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3 Detailed Mark Scheme

Section 1

Exercise 1 Questions 1–5

ACCEPT				REFUSE			
1	A	boulangerie	[1]				
2	C	hôpital	[1]				
3	B	onze heures moins le quart/ 10.45	[1]				
4	D	stationnement	[1]				
5	A	croque-monsieur	[1]				

[Total : 5]

Exercise 2 Questions 6–10

ACCEPT				REFUSE			
6	F	beau	[1]				
7	A	addition	[1]				
8	D	balade	[1]				
9	B	feu d'artifice	[1]				
10	C	verre d'eau	[1]				

[Total : 5]

Exercise 3 Questions 11–15

ACCEPT				REFUSE			
11	B	passe-temps	[1]				
12	C	fait son travail scolaire	[1]				
13	B	d'un groupe de chant	[1]				
14	A	de l'équitation	[1]				
15	C	la lecture	[1]				

[Total : 5]

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Section 2

Exercise 1 Questions 16–20

ACCEPT			REFUSE		
16	découvrir	[1]			
17	journée	[1]			
18	passionnante	[1]			
19	inclus	[1]			
20	cher	[1]			

[Total : 5]

Exercise 2 Questions 21–30

- 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 *elle* throughout for Grégoire.

ACCEPT	REFUSE
<p>21 KEY CONCEPT: voyage (en) Angleterre [1]</p> <p>voyage(s) (en) Angleterre</p> <p>voyager (en) Angleterre</p> <p>« Comme des milliers d'autres jeunes Français j'ai fait un voyage en Angleterre cet été »</p>	<p>voyage tc</p> <p>(en) Angleterre tc</p> <p>un séjour en Angleterre</p>
<p>22 KEY CONCEPT: mauvaises notes (en anglais) [1]</p> <p>« J'ai eu de mauvaises notes en anglais cette année et mes parents voulaient m'encourager à faire mieux »</p>	
<p>23 KEY CONCEPT: inscrire (à un) séjour linguistique [1]</p> <p>« Donc ils ont décidé de m'inscrire à un séjour linguistique dans une petite ville du Sud de l'Angleterre »</p>	
<p>24 KEY CONCEPT: (garçon) allemand [1]</p> <p>« J'étais logé dans une famille anglaise avec un garçon allemand qui s'appelait Klaus »</p>	<p>garçon tc</p>
<p>25 KEY CONCEPT: quand ils essayaient de (se) faire comprendre en anglais [1]</p> <p>« Alors on riait beaucoup ensemble quand on essayait de se faire comprendre en anglais »</p>	<p>quand ils parlaient anglais (lacking idea of « essayer »)</p> <p>ensayer INV</p>

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<p>26 KEY CONCEPT: (des) cours (d'anglais) [1]</p> <p>« Tous les matins il y avait des cours d'anglais en petits groupes »</p> <p>il étudie / étudiait l'anglais (en groupes)</p>	course(s) INV
<p>27 KEY CONCEPT: laissait parler sans corriger [1]</p> <p>« J'ai beaucoup aimé le prof parce qu'il nous laissait parler sans nous corriger tout le temps »</p> <p>il ne corrige pas les élèves</p>	lassait INV
<p>28 KEY CONCEPT: cathédrale [1]</p> <p>« J'ai préféré Canterbury où il y a une magnifique cathédrale »</p>	
<p>29 KEY CONCEPT: triste (de partir) [1]</p> <p>« Après dix jours c'était le moment du retour et j'ai été triste de partir »</p>	
<p>30 KEY CONCEPT: adresse e-mail [1]</p> <p>« Klaus et moi, on a échangé nos adresses e-mail »</p>	adresse tc email tc

[Total : 10]

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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. 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 31–35

1 Mark per question for True or False
1 Mark for correcting False statement (32, 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, **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, eg 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	
31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
33	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
34	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
35	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]

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ACCEPT: wrong gender (accept il / elle throughout for Patrick etc)

ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>32 IL N'A AUCUN PROBLÈME POUR S'ENDORMIR [1]</p> <p>« quand il rentre se coucher, il n'a aucun problème pour s'endormir »</p> <p>Patrick / il peut dormir très bien</p>	<p>« (Avec certains incendies cela peut prendre des heures...) alors quand il rentre se coucher, il n'a aucun problème pour s'endormir »</p> <p>il est toujours fatigué</p> <p>il arrive à trouver le sommeil / dormir</p> <p>il rentre se coucher, il n'a aucun problème pour s'endormir</p>
<p>33 LES ACCIDENTS DE LA ROUTE ARRIVENT EN PREMIÈRE POSITION [1]</p> <p>la majorité des appels sont pour des accidents de la route</p> <p>ils passent la plupart de leur temps à aider les gens qui ont eu un accident de la route</p> <p>« en fait ce sont les accidents de la route qui arrivent en première position »</p>	<p>« On croit toujours que les incendies représentent pour les pompiers la majorité des appels au secours. Mais en fait ce sont les accidents de la route qui arrivent en première position »</p> <p>éteindre les accidents</p> <p>(sont) les accidents de la route qui arrivent en première position.</p> <p>les pompiers passent la plupart de leur temps à / dans / sur les accidents de la route</p>
<p>34 IL AIME LA VARIÉTÉ DE SON / CE TRAVAIL [1]</p> <p>c'est la variété de son / sa / ce travail qui <u>lui</u> plaît (surtout)</p>	<p>« <i>Ce qui me plaît surtout, c'est la variété de ce travail</i> »</p> <p>la variété de son travail tc</p> <p>il déteste faire la même chose tous les jours</p> <p>la variété de son travail le plaît</p> <p>REFUSE LIFT OF DIRECT SPEECH</p>

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Exercise 2 Questions 36–41

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

ACCEPT	REFUSE
<p>36 (À) LA PISCINE [1]</p> <p>elle va à la piscine (pour s'entraîne(r))</p>	<p>« Puis, tous les soirs, de 18 heures à 22 heures, elle s'entraîne à la piscine »</p> <p>« elle s'entraîne à la piscine »</p>
<p>37 CONCEPT is either: [1]</p> <ul style="list-style-type: none"> • ELLE A GAGNÉ DE NOMBREUSES COMPÉTITIONS <p>or</p> <ul style="list-style-type: none"> • ELLE A GAGNÉ DES COMPÉTITIONS AU NIVEAU INTERNATIONAL <p>Insist on perfect tense</p>	<p>« L'an dernier, Martine a même gagné de nombreuses compétitions de natation au niveau international »</p> <p>Même INV</p> <p>Elle gagne Elle gagner Elle gagnait Elle a gagné Elle gagné</p>
<p>38 TRAVAILLER AVEC DES PETITS [1]</p> <p>(de) travailler avec des enfants</p> <p>elle voulait (de) travailler avec des petits</p> <p>travail(l)(e) avec des petit(e)s</p> <p>elle dit qu'elle voulait travaillait avec des petits</p>	<p>« Selon ma mère, déjà quand j'étais enfant, je disais souvent que je voulais travailler avec des petits »</p> <p>REFUSE DIRECT SPEECH</p> <p>qu'elle voulait travaillait avec des petits</p>
<p>39 (i) + (ii)</p> <ul style="list-style-type: none"> • DES GENS LA RECONNAISSENT [1] <p>Martine trouve que beaucoup de gens la reconnaissent.</p> <ul style="list-style-type: none"> • ILS / DES GENS VEULENT LA PHOTOGRAPHER [1] <p>« Ils » is only allowable in place of « les gens » in (ii) if « les gens » mentioned in (i)</p>	<p>« Dans les rues de sa ville, quand elle se promène, Martine trouve souvent bizarre que beaucoup de gens la reconnaissent »</p> <p>« D'habitude, ils ont leur portable en main alors, bien sûr, ils veulent la photographier »</p> <p>la gens / de gens = 0</p> <p>gens = 0</p> <p>les gens ont leur portable HA</p>

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<p>40 LES ENFANTS NE SAVENT RIEN DE SES SUCCÈS SPORTIFS [1]</p> <p>les enfants ne savent rien / pas de ses succès sportifs</p>	<p>« Pour les enfants à l'école, je suis «Titine» tout simplement, c'est comme ça qu'ils m'appellent! Ils ne savent rien de mes succès sportifs »</p> <p>REFUSE DIRECT SPEECH</p> <p>elle travaille avec des enfants</p> <p>ils ne savent rien de ses / mes succès sportifs</p> <p>savient INV</p> <p>Reference to calling Martine « Titine » HA</p>
<p>41 D'AVOIR UNE VIE NORMALE [1]</p> <p>d'une vie normale</p>	<p>« Quand ce sera fini, je pourrai enfin avoir une vie normale, comme les autres. Quel bonheur. J'en rêve parfois quand l'entraînement est dur! »</p> <p>(avoir) une vie normale (no « de / d' »)</p> <p>REFUSE DIRECT SPEECH</p>

[Total : 7]