

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)**

**0520/21**

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.

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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
   

$$5 \text{ number of correct ticks}$$

$$-2 \text{ minus number of extra ticks}$$

$$= 3$$
- (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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### Exercise 4 Question 16

<p><b>COMMUNICATION: 1 mark per item up to a maximum of 3</b></p> <p><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: (a) camping (b) orage (c) danser = 1 for COMMUNICATION and 0 for APPROPRIATENESS</li> <li>Mark answers not written in the space provided exactly as those written in the correct space</li> <li><u>Vous êtes au camping; le temps qu'il fait orage; vous faites l'après-midi</u> danser = 2 for COMMUNICATION (candidate loses mark for first «vous» but not for repeated error) and 0 for APPROPRIATENESS</li> </ul>	
<p><b>Communication</b></p> <p style="text-align: center;"><b>ACCEPT</b></p> <p>For COMMUNICATION accept any tense Spelling: use rules in 2.5, look alike, sound alike, etc</p>	<b>REFUSE</b>
<p>(a) <b>OU VOUS ÊTES EN VACANCES</b> 1</p> <p>Accept on/je/nous/moi + any recognisable <u>attempt</u> at an appropriate verb + campin(g) / campagne / campagne / campagne / champ je suis / je serai / j'êtes / j'être / je voudrais être / j'ai été / j'étais je fais du camping <b>IGNORE:</b> preposition before camping, e.g. je suis en camping = 1</p>	<p>campement/campament plage <b>tc but ha</b> montagne <b>tc but ha</b> campanie <b>IGNORE</b> mention of a specific place</p>
<p>(b) <b>LE TEMPS QU'IL FAIT</b> 1</p> <p>Accept any recognisable <u>attempt</u> at an appropriate verb (any tense) + orage / mauvais / du tonnerre / éclairs / tempête // temps terrible e.g.: aujourd'hui il y a un orage / il fait mauvais / il fait un temps terrible il pleut la météo est mauvaise</p>	<p>il pleure orange il fait froid le temps est mal</p>
<p>(c) <b>CE QUE VOUS FAITES LE SOIR</b> 1</p> <p>Accept any recognisable <u>attempt</u> at an appropriate verb (any tense) + danser / club / discothèque / boum / fête / boîte e.g.: je vais danser, je vais à une fête je bavarde avec mes amis <b>au club</b> j'écoute de la musique <b>avec des gens</b> <b>IGNORE:</b> preposition before disco, e.g. je vais pour discothèque, je vais discothèque = 1</p>	<p>je vais à une fait(e)</p> <p>je bavarde avec mes amis <b>tc</b> j'écoute de la musique <b>tc</b></p>

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<b><i>Appropriateness of language</i></b>		<p>For LANGUAGE, consider <u>only</u> the parts of the candidate's work for which you award a communication mark: J'êtes camping. Il fait beau. J'aller danser = 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>
2	For the award of 2 marks, 2 verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions etc) are tolerated.	
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.	

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## Section 2: Exercice 1 Questions 17–25

<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><u>Accept mon, ma, mes, ton, ta, tes, son, sa, ses etc. and // throughout for Lucie</u></b></li> </ul>		
<b>ACCEPT</b>		<b>REFUSE</b>
<b>17 KEY CONCEPT: beaucoup devoirs</b> 1 «...récemment mais j'ai eu beaucoup de devoirs scolaires à faire tous les soirs» beaucoup de travail (scolaire)		devoirs
<b>18 KEY CONCEPTS:</b> 1 <ul style="list-style-type: none"> <li>• <b><u>EITHER</u>: même classe</b>            la même (classe) que Lucie            «tu connais Sara qui est dans la même classe que moi»</li> <li>• <b><u>OR</u>: classe de Lucie</b>            elle va à la classe de Lucie</li> </ul>		même classe <b>que Céline</b>
<b>19 KEY CONCEPT: il y a (un) mois</b> 1 «(eh bien) il y a (à) peu près un mois (j'ai commencé à m'inquiéter)» depuis un mois		moi à peu près un mois
<b>20 (i) KEY CONCEPT: n'attendait pas sortie collège</b> 1 n'attendait sortie collège / attendait pas sortie collège «j'ai remarqué qu'elle ne m'attendait pas à la sortie du collège»		
<b>(ii) KEY CONCEPT: plus de messages</b> 1 n'envoyait messages / envoyait plus messages «elle ne m'envoyait plus de messages»		
<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>		
<b>21 KEY CONCEPTS:</b> 1 <ul style="list-style-type: none"> <li>• <b><u>EITHER</u> garçons / filles</b>            un groupe de garçons et de filles            «je la voyais de temps en temps aller au café avec un groupe de garçons et de filles»</li> <li>• <b><u>OR</u>: groupe (de garçons/de filles/d'amis)</b></li> </ul>		avec Lucie et un groupe garçon fille
<b>22 KEY CONCEPT: racontait secrets</b> 1 (sûre que) Sara racontait ses secrets/les secrets de Lucie à tout le monde «eh bien la semaine dernière j'ai été vraiment choquée. Je suis sûre qu'elle racontait mes secrets à tout le monde»		Lucie racontait ses secrets...
<b>23 deux/2 heures</b> 1 «on a bavardé au téléphone pendant 2 heures»		





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Exercice 2 Question 26: Votre école

<ul style="list-style-type: none"> <li>• <b>COMMUNICATION: 1 mark per item up to a maximum of 10</b></li> <li>• <b>ACCURACY: up to 5 marks according to banded mark scheme</b> <b>IGNORE TITLES, LETTER HEADINGS &amp; ENDINGS FOR COMMUNICATION AND ACCURACY</b></li> </ul>	
<p><b>Communication: FOR COMMUNICATION BE TOLERANT OF VERBS / TENSES / SPELLING</b> (for spelling, use rules in 2.5: look alike, sound alike, etc)</p> <ul style="list-style-type: none"> <li>• <b>Award marks flexibly across the tasks. HOWEVER, each of the 3 tasks, (a), (b), (c) must be covered to get the 10 communication marks.</b> <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> <i>J'étudie le français, l'espagnol et l'histoire = 1 mark (1 verb = a list of 3)</i> <i>Je vais aux cours. Je mange, je parle avec mes amis = 3 (3 verbs = 3 marks)</i> <i>Il y a beaucoup de cours, l'espagnol, l'histoire, les maths (= list of 4)</i> <i>Je fais des sports comme le foot, le rugby et le tennis (= list of 4)</i> <i>Je commence la journée avec les leçons, comme l'histoire, l'anglais et les maths (= list of 4)</i></li> <li>• <b>ONLY REWARD EACH PIECE OF INFORMATION ONCE</b></li> </ul>	
<b>ACCEPT</b>	<b>REFUSE</b>
<p>(a) <b>Donnez une description de votre école</b> <b>AWARD</b> 1 mark for name, 1 mark for location <b>REWARD:</b> size / description of buildings, grounds, students, teachers, type of school, why they like/dislike it</p> <ul style="list-style-type: none"> <li>• J'aime mon école parce qu'elle est belle = 1 for 'because it is beautiful' <b>BUT</b></li> <li>• J'aime les professeurs parce qu'ils son bons = 1 for 'because they are good' <b>BUT</b></li> </ul>	<p>j'aime mon école <b>tc</b> j'aime les professeurs <b>tc</b></p>
<p>(b) <b>Décrivez ce que vous faites pendant une journée typique à l'école</b> <b>REWARD:</b> journey, time of arrival/departure, timetable, lessons</p>	<p>course ma journée est tres intéressant (not 'what s/he does')</p>
<p>(c) <b>Dites ce que vous voudriez changer à votre école et pourquoi</b> <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>REWARD:</b> 'I would like to go to a different school' <b>REWARD:</b> j'aime mon école et je suis très content d'être ici (= 1 for «je suis...ici») <b>BUT</b> <b>ACCEPT:</b> reason why/why not even if not clear what they would like to change</p>	<p>j'aime mon école <b>tc</b></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 27–32

**1 Mark per question for True or False +  
1 Mark for correcting False statement (27, 28, 30, 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	
27	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
28	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
29	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
31	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
32	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1

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**ACCEPT: wrong gender accept ill/elle throughout for Marie, Julie and Martine**

ACCEPT		REFUSE
27	<p><b><u>(WANT) TO DO SOMETHING USEFUL</u></b> 1</p> <p>elle(s) voulaient/voulait «faire une action (qui allait être) utile» faire une action utile elles font une action utile</p>	<p>en plus voyager voyager ne leur suffisait pas pour sortir de la routine quotidienne pour conduire une camionnette pleine de médicaments «ce qu'on voulait c'était, en plus, faire une action (qui allait être) utile» <b>et</b> pour faire une action utile elles/(«Marie, Julie et Martine, toutes trois employés à la Poste à Paris,) avaient envie de sortir de la routine quotidienne, de partir, de bouger»</p>
28	<p><b>CONCEPTS are either:</b> 1</p> <p><b><u>THEY TAKE / TO TAKE MEDECINE</u></b> elles emportent des médicaments (au Burkina) elles transportent des médicaments (pour) transporter des médicaments (pour) emporter/donner des médicaments donner des médicaments (pour les malades) <b>BUT</b></p> <p><b><u>THEY DRIVE A VAN WITH MEDICINE</u></b> (pour) conduire une camionnette pleine de médicaments il fallait conduire une camionnette de médicaments</p>	<p>«pour participer à cette opération il fallait conduire une camionnette pleine de médicaments jusqu'au Burkina...» «les trois amies sont tout de suite enthousiasmées» conduire / elles ont conduit (<i>incomplete</i>) pour aller faire les vaccinations</p> <p>donner des médicaments <b>aux malades</b> (<i>wrong concept</i>)</p>
30	<p><b>CONCEPTS are either:</b> 1</p> <p><b><u>BECAUSE OF THE SAND</u></b> «à cause du sable (la petite camionnette a des difficultés à avancer et parfois même s'arrête)»</p> <p><b><u>HARD TO ADVANCE</u></b> «la camionnette a des difficultés à avancer (et parfois même s'arrête)» elles ont des difficultés à avancer</p> <p><b><u>SOMETIMES THE VAN STOPED</u></b> parfois la camionnette s'est arrêtée</p>	<p>«<u>le plus dur a été la traversée du désert se souvient Marie.</u> À cause du sable, (la petite camionnette a des difficultés à avancer et parfois même s'arrête)»</p>
31	<p><b><u>NIGHTS IN THE DESERT</u></b> 1</p> <p>les nuits dans les désert «(plus encore que ces rencontres) ce sont les nuits dans le désert (qui resteront marqués dans leur mémoire)» (elles) ont aimé le plus les nuits dans le désert</p>	<p>«<b>Mais</b> plus encore que ces rencontres ce sont les nuits dans le désert qui resteront marqués dans leur mémoire» le ciel plein d'étoiles <b>tc but ha</b> le ciel du désert <b>tc but ha</b> dormir dehors <b>tc but ha</b></p>

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Exercice 2 Questions 33–41

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: <i>e/le</i> throughout for Antoine			
ACCEPT		REFUSE	
<p>33 <b>CONCEPTS are either:</b> 1</p> <p><b><u>VIOLINIST + YOUNG or CHINESE</u></b>  «(une jeune) violoniste chinoise»  «(une) jeune violoniste (chinoise <b>qui</b> jouait à la perfection et avec une extraordinaire passion)» <b>BUT</b>  (une) jeune violoniste: Antoine en l'écouter est profondément touché</p> <p style="text-align: center;"><b><u>or</u></b></p> <p><b><u>TELEVISION</u></b>  (de la) télévision / télé / tv  sur / dans la télévision</p>		<p><b>REFUSE</b></p> <p><b>dans</b> un violoniste chinoise</p> <p>«(une jeune) violoniste chinoise jouait à la perfection et avec une extraordinaire passion» <b>tc</b>  jeune violoniste: en l'écouter est profondément touché</p> <p>«ce jour-là, Antoine s'était arrêté fasciné devant la télévision»  devant la télévision</p>	
<p>34 <b>HAVEN'T THE MEANS TO/CAN'T PAY</b> 1</p> <ul style="list-style-type: none"> <li>(que) ses parents n'ont pas d'argent  (que) «les parents d'Antoine n'ont pas les moyens (de lui payer des cours)»  <b>Accept</b> «moynes» for «moyens»</li> <li>ils ne peuvent pas payer</li> </ul>		<p>«Mais les parents d'Antoine n'ont pas les moyens de lui payer des cours»  les parents n'ont pas payé les cours</p>	
<p>35 <b>CONCEPTS are either:</b> 1</p> <p><b><u>HIS MOTHER IS A CLEANER THERE/IN THE SHOP</u></b>  Maria/sa mère fait le ménage dans le/ce magasin  sa mère <b>y</b> fait le ménage / sa mère fait le ménage <b>là</b>  sa mère nettoie le/ce magasin (<i>etc.</i>) <b>BUT</b></p> <p><b><u>HIS MOTHER WORKS THERE/IN THE SHOP</u></b>  sa mère <b>y</b> travaille / sa mère travaille <b>là</b> / sa mère travaille dans ce/le magasin</p> <p><b><u>HE DOES HIS HOMEWORK THERE/IN THE SHOP WHILE HIS MOTHER WORKS</u></b>  il <b>y</b> fait ses devoirs pendant que sa mère/Maria fait le ménage</p>		<p>«pour gagner sa vie, la mère d'Antoine, Maria, fait le ménage chez les gens. Par chance un de ses clients a un magasin d'instruments»  parce que sa mère «Maria emmène parfois Antoine dans le magasin et là il fait ses devoirs pendant qu'elle nettoie» (<i>lift too long</i>)  sa mère fait le ménage chez les gens  sa mère fait le ménage (<i>no 'there'</i>)  elle <b>y</b> fait le ménage (<i>no «sa mère/Maria»</i>)</p> <p><b><u>sa mère travaille (no 'there')</u></b></p> <p>un des clients de sa mère est le propriétaire</p> <p>il <b>y</b> fait ses devoirs pendant qu'<b>elle</b> nettoie (<i>«elle» is too vague</i>)  il fait ses devoirs pendant qu Maria/sa mère nettoie (<i>no 'there'</i>)</p>	
<p>36 <b>professeur</b> (de violon) 1  (il) avait été / est professeur (de violon)  <b>Accept</b> «violin» for «violon»</p>		<p>violoniste  «qui avait été professeur de violon»  il professeur de violon</p>	

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37	<b><u>CONCEPTS are either:</u></b>  <b><u>EXPLAINS HOW TO HOLD VIOLIN</u></b> (qu')«il explique à Antoine comment tenir le violon (et lui donne en fait son premier cours)»  <b><u>or</u></b> <b><u>GIVES HIM / ANTOINE HIS FIRST LESSON</u></b> (qu')«il lui donne en fait son premier cours»	1	« <u>Au contraire</u> il explique à Antoine comment tenir le violon (et lui donne en fait son premier cours)»
38	(il est) « <b>touché par l'enthousiasme d'Antoine</b> » (il) aimait son enthousiasme parce que l'enthousiasme d'Antoine l'a touché	1	«touché par l'enthousiasme d'Antoine, Monsieur Bernard lui propose de revenir quand il veut (pour s'entraîner à jouer du violon dans son magasin)» il <b>a</b> (eu) touché par l'enthousiasme d'Antoine il admire le talent d'Antoine à cause de l'enthousiasme d'Antoine
39	<b><u>ENTERS HIM FOR COMPETITION</u></b> «Monsieur Bernard décide d'inscrire son élève exceptionnel à un concours de violon international» (qu')il a décidé d'inscrire Antoine à un concours	1	« <u>Quelques années plus tard, Monsieur Bernard</u> décide d'inscrire son élève exceptionnel à un concours de violon international» il pense qu'il est exceptionnel
40	<b><u>PLAYS WITH MORE PASSION THAN OTHERS</u></b> «il arrive à jouer avec plus de passion que les autres candidats» il joue avec plus de passion que les autres il montre plus de passion que les autres	1	«Le jour du concours Antoine est très stressé mais pourtant il arrive à jouer avec plus de passion que les autres candidats» il <b>a</b> plus de passion que les autres
41	(i) (il) pleurait (de joie)	1	« <u>qui</u> pleurait de joie» il pleut qui il pleurait
	(ii) (il) serrait Antoine dans ses bras (il) serrait il/elle/lui dans ses bras (il) le/lui/la serrait dans ses bras (il) serrait dans ses bras à Antoine	1	« <u>et qui me</u> serrait dans <u>ses</u> bras» qui me serrait dans ses bras il serrait dans ses bras se serrait dans ses bras il se serrait dans les bras d'Antoine
<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>			

[Total : 10]