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**FRENCH**

**9716/23**

Paper 2 Reading and Writing

**October/November 2019**

MARK SCHEME

Maximum Mark: 70

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**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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **17** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

## Section 1

Question	Answer	Marks	Not Allowed Responses
<b>Question 1</b>			
1(a)	définir	1	
1(b)	de base	1	
1(c)	fléchir	1	
1(d)	abdiquent	1	
1(e)	confus	1	

Question	Answer	Marks	Not Allowed Responses
<b>Question 2</b>			
Responses which do not fit directly into the 'footprint' left by the original word are not allowed – i.e. no additions, no deletions.			
2(a)	<u>Il peut être</u> gâté par les parents.	1	
2(b)	<u>Il se peut que</u> l'adolescent se sente abandonné	1	
2(c)	<u>Cette autorité peut être</u> compliquée à exercer	1	
2(d)	<u>La légitimité parentale</u> est remise en question par leurs adolescents	1	
2(e)	<u>Sylvie dit que</u> son mari et elle (ils) se font traiter de nuls	1	

Question	Answer	Marks	Not Allowed Responses
<b>Question 3</b>			
Candidates must not copy word for word from the text.			
3(a)	<b>Qu'est-ce que les membres de la famille risquent de perdre leur temps à faire si les principes de base essentiels au bon fonctionnement de la famille ne sont pas clairement établis ? (premier paragraphe)</b>		
	<b>✓a</b> A (tout) discuter/débattre/argumenter/contester/ <u>se</u> disputer En discutant ...	<b>1</b>	<b>[discussion]</b> <i>unless with an appropriate verb</i> <b>[contestation]</b> e.g. participer à/s'engager dans En discutent...
	<b>✓b</b> A (tout) négocier (les règles)/en négociant	<b>1</b>	<b>[négociation]</b> <i>unless with verb as above</i>
3(b)	<b>Comment tous les membres de la famille doivent-ils se comporter pour assurer son fonctionnement harmonieux ? (premier paragraphe)</b>		
	<b>✓a</b> Participer aux/aider avec/tâches de ménage/domestiques/foyer/au ménage	<b>1</b>	<b>[participation]</b> aider aux ménages aider autour de la maison
	<b>✓b</b> Soutenir les autres Se soutenir	<b>1</b>	<b>[soutien]</b>
	<b>✓c</b> Etre franc/honnête/direct Parler ouvertement/franchement/librement	<b>1</b>	<b>[franchise]</b>
	<b>✓d</b> Se respecter (mutuellement) Respecter les autres (membres)/la famille Être respectueux/poli	<b>1</b>	<b>[respect]</b> <i>unless used with an appropriate verb, e.g. faire preuve/témoigner chaque autre</i>

Question	Answer	Marks	Not Allowed Responses
3(c)	<b>Expliquez le sens du terme « enfant roi » dans ce contexte (<i>un point</i>). Qu'est-ce que les parents essaient de faire en imposant des règles et des limites ? (<i>deuxième paragraphe</i>)</b>		
	<b>✓a</b>  Un enfant qui règne dans/gouverne/contrôle/impose les règles dans la famille  Un enfant à qui les autres membres obéissent/qui est le membre le plus important de la famille  ... qui décide/dicte tout/est tout-puissant  Il peut faire ce qu'il veut  Il n'a pas de règles/limites	1	<b>[enfant roi]</b>  égoïste TV (= <i>too vague</i> )
	<b>✓b</b>  protéger leurs enfants  la sécurité ...	1	<b>[protection]</b>
	<b>✓c</b>  Rassurer/réconforter les enfants éviter le sentiment d'abandon/confusion/désorientation	1	<b>[rassurant]</b> assurer <b>[sentir ... abandonné/confus]</b>
3(d)	<b>Pourquoi les parents trouvent-ils parfois difficile d'exercer leur autorité ? Que pourrait-il arriver s'ils n'évitent pas les conflits, pensent-ils ? (<i>troisième paragraphe</i>)</b>		
	<b>✓a</b>  Ils ne savent pas les/quelles limites/barrières à (im)poser/établir/mettre en place	1	<b>[sachant]</b> enforcer proposer
	<b>✓b</b>  Ils vont/craignent/ont peur de perdre l'affection/amour de leur enfant  Les enfants ne vont plus les aimer	1	<b>[perte]</b>  ... <u>de</u> l'amour ...

Question	Answer	Marks	Not Allowed Responses
3(e)	<b>Qu'est-ce que la psychologue conseille aux parents de faire ? Mentionnez <u>quatre</u> choses. (quatrième paragraphe)</b>		
	<b>✓a</b> Présenter/établir un front uni/cohérent/solidaire/collectif/être unis Eviter les divergences Dire la même chose Décider à l'avance ...	<b>1</b>	<b>[établi]</b>
	<b>✓b</b> (Oser) (parfois) dire non/refuser Ne pas toujours dire oui/céder	<b>1</b>	<b>[osant]</b> Ce n'est pas (qu')en osant... Il ne suffit pas de ...
	<b>✓c</b> Laisser tomber/passer/accepter/fléchir sur/se montrer flexible sur/tolérer les petites choses Faire des compromis sur ...	<b>1</b>	<b>[céder]</b>
	<b>✓d</b> Garder la main/restez ferme/tenir bon/insister sur l'essentiel/important	<b>1</b>	<b>[gardant]</b>

**Quality of Language – Accuracy**

<b>5 Very good</b>
Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4 Good</b>
Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
<b>3 Sound</b>
Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
<b>2 Below average</b>
Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1 Poor</b>
Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

**Additional marking guidance for Quality of Language**

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

**Answers scoring 0 for Content** cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

<b>Total Content marks available on questions where a candidate scores 0</b>	<b>Reduce Quality of Language mark by:</b>
2–3	1
4–5	2
6–7	3
8–14	4
15	5

**Note:** A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).



## Section 2

Question	Answer	Marks	Not Allowed Responses
<b>Question 4</b>			
Candidates must not copy word for word from the text.			
4(a)	<b>Comment les adolescents peuvent-ils réagir à l'imposition de règles trop strictes? (premier paragraphe)</b>		
	✓a Ils peuvent <u>se</u> révolter/rebeller/mutiner/refuser d'obéir aux parents/contre les parents/règles	1	[révolte]
	✓b Ils remettent en question/contestent l'autorité des parents	1	[remise] as a noun ... <u>de</u> l'autorité Ils ne respectent pas leurs parents
	✓c Les (bonnes) relations/liens/rapports avec leurs parents <u>se</u> rompent/détruisent/brisent/détériorient	1	[rupture] rupturer
4(b)	<b>Qu'est-ce qu'il est normal de faire en tant qu'adolescent voulant échapper à la protection de ses parents, selon le docteur Gasteen ? (deuxième paragraphe)</b>		
	✓a Prendre des risques/faire des choses dangereuses	1	[prise] prendre <u>de</u> risques
	✓b (Re)chercher des sensations fortes/puissantes/intenses	1	[recherche] rechercher <u>de</u> sensations
	✓c Explorer/découvrir tester les limites	1	[exploration]

Question	Answer	Marks	Not Allowed Responses
4(c)	<b>Les parents surprotecteurs et angoissés, comment peuvent-ils essayer de contrôler les actions de leurs enfants (<i>un point</i>) ? Quelle peut en être la conséquence (<i>un point</i>) ? (<i>deuxième paragraphe</i>)</b>		
	✓a Ils les menacent/punissent En les menaçant/punissant	1	[menaces] [punitions]
	✓b Ils restent dépendants Ils ne développent pas ... empêcher/retarder ...	1	[mènera ... développement]
4(d)	<b>Certains parents, que font-ils qui risque d'étouffer leurs enfants (<i>deux points</i>) ? Comment un adolescent peut-il y répondre (<i>un point</i>) ? (<i>troisième paragraphe</i>)</b>		
	✓a Ils les tracent/traquent/pistent/suivent avec leur GPS/sur leur smartphone	1	[traçant] location
	✓b Ils leur demandent constamment/sans cesse/tout le temps de leurs nouvelles/ce qui se passe/ce qu'ils font/où ils sont	1	[demandant]
	✓c Avec hostilité Agressivement/hostilement/froidement	1	[réaction(s) hostile(s)] anti- sociale/mauvaise/mécontente/haine
4(e)	<b>Un adolescent dont les parents sont trop envahissants, que pourrait-il faire ? (<i>dernier paragraphe</i>)</b>		
	✓a (se) dissimuler/cacher	1	[dissimulation]
	✓b mentir ne pas dire la vérité	1	[tentés ... mensonge]

Question	Answer	Marks	Not Allowed Responses
4(f)	<b>Expliquez le concept d'être « disponible mais discret » comme parent. (dernier paragraphe)</b>		
	<b>✓a</b>  Etre là/accessible/présent/à disposition/à l'écoute/joignable/proche  Prêt à offrir des conseils/aider Aider <u>si l'enfant le demande/en a besoin</u>	<b>1</b>	<b>[disponible]</b>  aider TC (s')occuper/soigner son enfant
	<b>✓b</b>  Sans être trop en évidence/visibles/sans que ce soit trop évident/envahissant/s'imposer/se mêler/intervenir/interférer/s'immiscer trop/intrusion dans ses affaires  Savoir s'effacer/se distancier Rester dans les coulisses/l'ombre/à l'arrière plan Subtil/voilé/en réserve	<b>1</b>	<b>[discret]</b> Surprotéger Imposer trop de limites/être trop stricte/faire confiance

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Question	Answer	Marks	Not Allowed Responses
<b>Question 5</b>			
<b>Question 5(a) (Summary)</b>			
The summary could include the points below/overleaf up to a maximum of 10.			
5(a)	<p><b>Résumez les raisons pour lesquelles les parents essaient d'imposer des règles claires et les raisons pour lesquelles ils trouvent parfois difficile de bien faire, telles qu'elles sont présentées dans les deux textes.</b></p> <p><b>Importance des règles</b></p> <ul style="list-style-type: none"> <li>✓a Permettre le bon fonctionnement de la famille/tourner rond/établir des attentes/principes de base (participation aux tâches/soutien/franchise/respect)</li> <li>✓b Adolescents prêts à tout contester/discuter/négocier/remettre en question l'autorité/légitimité parentale/ne supportent pas qu'on leur dise quoi que ce soit</li> <li>✓c Enfants égoïstes/gâtés/enfants rois/caprices</li> <li>✓d Enfants veulent se dégager/échapper au contrôle parental/être autonomes/explorer limites</li> <li>✓e Enfants cèdent aux mauvaises tentations/habitudes/comportement/sensation -s fortes</li> <li>✓f Protéger l'enfant (contre les dangers de la vie)</li> <li>✓g Sans règles, l'enfant se sent abandonné/confus/rassurer l'enfant</li> </ul>	<b>10</b>	

Question	Answer	Marks	Not Allowed Responses
5(a)	<p><b>Difficultés</b></p> <ul style="list-style-type: none"> <li>✓h Savoir quelles limites imposer/quels sont les points essentiels sur lesquels il faut insister/ne pas lâcher prise/à distinguer avec les petites choses sur lesquelles on peut céder/trop strictes/règles trop sévères/menaces/punitions</li> <li>✓i Veulent éviter des conflits/perte de l'affection de l'enfant/rupture des bonnes relations</li> <li>✓j Divergences entre parents/un front uni</li> <li>✓k Risque de révolte/hostilité de l'enfant</li> <li>✓l Dangers de surprotéger/étouffer/ne pas le laisser respirer/être tout le temps sur son dos/craindre le pire/GPS/envahir son espace/sa vie privée</li> <li>✓m Lui faire confiance/le laisser faire des erreurs/vivre de vraies expériences/développer autonomie/responsabiliser</li> <li>✓n Risque de dissimulation/mensonge</li> </ul>		

Question	Answer	Marks	Not Allowed Responses					
<p><b>Question 5(b)</b></p> <p><b>Content marks – Personal Response</b></p> <p>Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view.</p>								
5(b)	<p><b>Personal Response</b></p> <p><b>Si vous étiez parent, quels seraient les risques contre lesquels vous essayeriez de protéger votre enfant?</b></p> <table border="1" data-bbox="245 683 893 1612"> <tr> <td data-bbox="245 683 893 846"> <p><b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td data-bbox="245 846 893 1048"> <p><b>4 Good</b> Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p> </td> </tr> <tr> <td data-bbox="245 1048 893 1211"> <p><b>3 Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> </td> </tr> <tr> <td data-bbox="245 1211 893 1413"> <p><b>2 Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> </td> </tr> <tr> <td data-bbox="245 1413 893 1612"> <p><b>0–1 Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </table>	<p><b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p><b>4 Good</b> Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p>	<p><b>3 Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p>	<p><b>2 Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>	<p><b>0–1 Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	
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