
FRENCH

9716/21

Paper 2 Reading and Writing

May/June 2019

MARK SCHEME

Maximum Mark: 70

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 May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **18** 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 |
|-------------------|----------------|-------|-----------------------|
| Question 1 | | | |
| 1(a) | réunies | 1 | |
| 1(b) | compte | 1 | |
| 1(c) | voir le jour | 1 | |
| 1(d) | recherche | 1 | |
| 1(e) | approvisionner | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|-------|-----------------------|
| Question 2 | | | |
| 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>Les jeunes</u> peuvent être sensibilisés <u>par</u> un zoo. | 1 | |
| 2(b) | <u>Il existe 2 000 zoos où l’on</u> reçoit 350 millions de visiteurs. | 1 | |
| 2(c) | <u>Le propriétaire d’un zoo</u> dit : « <u>Nous</u> faisons tout notre possible pour améliorer le bien-être de nos animaux ». | 1 | ou |
| 2(d) | <u>Les zoos sont différents bien que le trafic</u> n’ait pas cessé. | 1 | |
| 2(e) | <u>Plusieurs fonctions fondamentales</u> sont accomplies par les zoos. | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|--|-------|--|
| Question 3 | | | |
| Candidates must not copy word for word from the text. | | | |
| 3(a) | Par le passé, qu'est-ce que les citoyens venaient faire aux zoos ? (deuxième paragraphe) | | |
| | ✓a se divertir / s'amuser / se distraire | 1 | <i>Must be a past tense.</i> [divertissement] Voir les animaux - TV (too vague) C'était intéressant de voir les animaux - TV |
| | ✓b faire une promenade / balade / se promener / marcher (le dimanche) | 1 | [destination ... promeneurs] |
| 3(b) | À l'origine, quel était le destin de neuf sur dix des primates capturés ? Comment ceux qui arrivaient au zoo souffraient-ils ? (deuxième paragraphe) | | |
| | ✓a Ils mouraient / sont morts / ont été tués / ne survivaient pas à / (pendant leur capture / transport / avant d'arriver au zoo) La mort | 1 | <i>Must be a past tense.</i> [périssaient] |
| | ✓b Les conditions (de détention / captivité) dans les zoos étaient affreuses / épouvantables / déplorables / lamentables. Ils vivaient dans / subissaient des conditions affreuses. À cause des conditions affreuses. | 1 | [attendaient] Ils étaient en captivité - TV mauvais traitement - TV |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|-------|--|
| 3(c) | Que font les zoos modernes pour améliorer les conditions de vie des animaux ? (troisième paragraphe) | | |
| | <p>✓a</p> <p>Ils agrandissent / ont agrandi / augmenté la taille des enclos / cages / espaces / habitats.</p> <p>Ils leur donnent des enclos / cages plus grand(e)s.</p> | 1 | <p>space</p> <p>[agrandissement]</p> |
| | <p>✓b</p> <p>Ils limitent / réduisent le nombre d'animaux par / dans chaque enclos / cage.</p> <p>La limitation ...</p> | 1 | <p>[restriction]</p> <p>changent dans le zoo restreindre Ils limitent <u>du</u> nombre (<i>from text</i>)</p> |
| | <p>✓c</p> <p>Ils / les enclos imitent / essaient d'imiter / reproduire / (re)créer des habitats (aussi) naturels (que possible / autant que possible) / les habitats naturels où ils habitent.</p> <p>... se sentent dans leurs habitats naturels.</p> | 1 | <p>[imitation]</p> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|-------|--|
| 3(d) | Quel est le but des recherches scientifiques menées par les zoos de nos jours (<i>un point</i>) ? Comment espèrent-ils y arriver (<i>deux points</i>) ? (<i>quatrième paragraphe</i>) | | |
| | <p>✓a</p> <p>Ils veulent conserver / protéger / sauver les espèces <u>menacées</u> (d'extinction) / <u>en danger</u> (de disparaître).</p> <p>Empêcher la disparition / extinction ...</p> | 1 | [conservation] endangerées |
| | <p>✓b</p> <p>Ils espèrent les reproduire / que les animaux vont <u>se</u> reproduire (en captivité)</p> <p>En ...</p> | 1 | [reproduction] |
| | <p>✓c</p> <p>... et les réintroduire / réintégrer / réinsérer / libérer / retourner dans leur habitat naturel / la nature.</p> <p>En repeuplant un environnement où l'animal a disparu.</p> <p>La repopulation de...</p> | 1 | [réintroduction(s)] [repeupler ... environnement] repeupler les espèces |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|-------|---|
| 3(e) | Pourquoi les jeunes d'aujourd'hui trouvent-ils difficile de garder un lien avec le monde animal (<i>un point</i>) ? Que peuvent-ils apprendre à faire en visitant un zoo (<i>deux points</i>) ? (<i>cinquième paragraphe</i>) | | |
| | ✓a Le monde qu'ils habitent est <u>urbanisé / urbain</u> . Ils habitent en <u>ville</u> . | 1 | [urbanisation] [ayant éloigné] Ils ont perdu / n'ont plus le contact avec / sont éloignés de la nature (sauvage) – <i>in question</i> |
| | ✓b Respecter / protéger l'environnement / nature. Apprendre l'importance de... | 1 | [respect] aimer TV |
| | ✓c (mieux) comprendre les dommages faits / infligés par l'homme (sur la nature – if sense obvious from ✓b) | 1 | [compréhension] [action(s) destructrice(s)] destructive |
| 3(f) | Que font les zoos qui justifie le plus leur existence ? Qu'est-ce qu'ils ont déjà empêché ? (<i>dernier paragraphe</i>) | | |
| | ✓a Ils protègent / conservent les <u>espèces en danger / menacées</u> | 1 | [protection] protéger |
| | ✓b La disparition / extinction de dizaines / nombreuses / beaucoup d' <u>espèces</u> . Que des dizaines d' <u>espèces</u> aient disparu. | 1 | [auraient disparu] |

Quality of Language – Accuracy

| |
|--|
| 5 Very good |
| Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order). |
| 4 Good |
| 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. |
| 3 Sound |
| 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. |
| 2 Below average |
| Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives. |
| 1 Poor |
| 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:

| Total Content marks available on questions where a candidate scores 0 | Reduce Quality of Language mark by: |
|--|--|
| 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 |
|---|--|-------------------------|---|
| Question 4 | | | |
| Candidates must not copy word for word from the text. | | | |
| 4(a) | Pourquoi les zoos existent-ils aujourd'hui, d'après les défenseurs des animaux ? (premier paragraphe) | | |
| | ✓a Pour gagner de l'argent. | 1 | [entreprises commerciales] |
| | ✓b Pour amuser / divertir les gens / visiteurs / nous / se divertir / amuser / plaire / notre divertissement. | 1 | [plaisir] |
| 4(b) | Dans quelle mesure la longévité des éléphants est-elle affectée par la captivité (un point) ? Pourquoi aurait-on pu anticiper le contraire (trois points) ? (deuxième paragraphe) | | |
| | ✓a Ils vivent (deux fois) moins longtemps Ils meurent (deux fois) plus vite | 1 | Items may be presented in reverse. Disregard any attempt at <u>deux fois</u> moins. [espérance ... vie] |
| | ✓b Les éléphants <u>en captivité / des zoos</u> reçoivent des soins médicaux. Les zoos soignent / se (pré)occupent de la santé des éléphants. | 1 | [profitent ... soins médicaux] des médecin(e)s |
| | ✓c On leur donne à manger. Ils sont nourris / les zoos les nourrissent (régulièrement). Ils reçoivent ... | 1 | [alimentation] |
| ✓d Il n'y a pas de <u>chasseurs</u> . Ils ne sont pas tués par les <u>chasseurs</u> . Ils ne sont pas <u>chassés</u> . | 1 | [victime(s) ... chasse] | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|---|
| 4(c) | Selon le troisième paragraphe, comment la façon de s'alimenter d'un lion dans son milieu naturel diffère-t-elle de celle d'un lion en captivité ? | | |
| | <p>✓a</p> <p>La nourriture arrive <u>dans sa cage</u> / lui est apportée (dans une brouette).</p> <p>On le nourrit <u>en captivité</u> / <u>dans un zoo</u> Il mange / reçoit la viande du supermarché.</p> | 1 | [on livre] |
| | <p>✓b</p> <p><u>Dans son milieu naturel il / le premier doit tuer / trouver / chercher / chasser / traquer / attraper sa nourriture (lui-même).</u></p> | 1 | [traque ... proie] |
| 4(d) | Pourquoi certains animaux sauvages risquent-ils de mourir en captivité ? (troisième paragraphe) | | |
| | <p>✓a</p> <p>Ils s'ennuient.</p> <p>Leur vie est ennuyeuse / monotone / sans intérêt.</p> | 1 | [ennui] |
| | <p>✓b</p> <p>Ils sont / deviennent déprimés / dépriment.</p> | 1 | [dépression] Ils ne peuvent pas vivre heureux en captivité. TV |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|---|
| 4(e) | Dans quelle mesure les programmes mentionnés dans le quatrième paragraphe ont-ils réussi ? Que vaudrait-il mieux faire ? | | |
| | <p>✓a</p> <p>Il y a (très) peu / cinq ou moins / au maximum de réussites.</p> <p>Ils ont (très) peu réussi.</p> <p>Le taux de réussite est (très) bas / minime.</p> <p>Les réussites sont rares / peu nombreuses.</p> | 1 | [comptent ... doigts ... main] |
| | <p>✓b</p> <p>Sauve(garde)r / protéger <u>les milieux naturels</u> (des espèces menacées).</p> | 1 | [sauvegarde] as a noun construire laisser |
| 4(f) | Les enfants qui visitent un zoo, comment risquent-ils de réagir (<i>un point</i>) ? Qu'est-ce que l'auteur nous recommande de faire plutôt (<i>deux points</i>) ? (<i>dernier paragraphe</i>) | | |
| | <p>✓a</p> <p>(De) considérer / ils considèrent / trouvent / croient la captivité normale.</p> <p>Ils s'habituent à / ont l'habitude de voir ...</p> | 1 | [pratique considérée] [habitués] |
| | <p>✓b</p> <p>boycotter les zoos</p> | 1 | [boycottons] protestons / luttons contre |
| | <p>✓c</p> <p>Regarder / TOL voir les documentaires / films / émissions <u>animaliers</u> / sur les <u>animaux</u> à la télé.</p> | 1 | [regardons] |

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| Question | Answer | Marks | Not Allowed Responses |
|--|---|-----------|-----------------------|
| Question 5 | | | |
| Question 5(a) (Summary) | | | |
| The summary could include the points below/overleaf up to a maximum of 10. | | | |
| 5(a) | <p>Résumez les arguments pour et contre les zoos, tels qu'ils sont présentés dans les deux textes.</p> <p>POUR</p> <ul style="list-style-type: none"> ✓a Attirent / amusent les visiteurs / lieux de divertissement / destination de promenade ✓b Recherches scientifiques ✓c Conservation / protection / reproduction / empêche la disparition <u>d'espèces menacées</u> / sanctuaires ✓d Réintroduction / réinsertion dans la nature / repeuplement de l'environnement ✓e Combattre l'urbanisation / préserver un contact / lien avec la nature / le monde animal ✓f Eduquer / sensibiliser les jeunes à l'environnement / aux animaux / à la destruction causée par les hommes ✓g Soins médicaux / alimentation régulière / protégés contre les chasseurs | 10 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|-----------------------|
| 5(a) | <p>CONTRE</p> <ul style="list-style-type: none"> ✓h Entreprises commerciales / pour notre seul bon plaisir / trafic secret de certaines espèces ✓i Conditions déplorables / emprisonnement / captivité / inhumain / l'homme fait souffrir les animaux / perd sa dignité ✓j Espérance de vie réduite ✓k Comportement / culture / relations altéré(es) / obligés de vivre sous des climats différents ✓l Animaux malheureux / ennui / dépression ✓m Tentatives de reproduction / réintroduction peu réussies ✓n Banaliser la captivité / considérer les animaux en cage normal <p>HA (harmless addition): Amélioration des conditions / création d'habitats aussi naturels que possible Morts pendant la capture / transport</p> | | |

| Question | Answer | Marks | Not Allowed Responses | | | | | |
|--|--|--|---|--|--|--|----------|--|
| <p>Question 5(b) (Personal Response)</p> <p>Marked like a mini-essay according to the variety, originality and interest of the relevant 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>Les animaux ont-ils des droits ? Expliquez votre avis.</p> <table border="1" data-bbox="317 546 895 1576"> <tr> <td data-bbox="317 546 895 748"> <p>5 Very good 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="317 748 895 981"> <p>4 Good 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="317 981 895 1182"> <p>3 Sound 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="317 1182 895 1384"> <p>2 Below average 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="317 1384 895 1576"> <p>0–1 Poor 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>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> | <p>4 Good 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>3 Sound 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>2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> | <p>0–1 Poor 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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