Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **14** 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
Question 1		
1(a)	taille	**1**
1(b)	masse	**1**
1(c)	recherchées	**1**
1(d)	servir	**1**
1(e)	attaques	**1**

Question	Answer	Marks
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>L'opinion publique</u> est divisée par leur utilisation.	**1**
2(b)	<u>« Il faut que je</u> reconnaisse que c'est un coup de publicité. »	**1**
2(c)	<u>La compagnie a obtenu les autorisations avant</u> de livrer/qu'elle ait livré/trois menus.	**1**
2(d)	<u>De petits drones</u> peuvent être déployés.	**1**
2(e)	<u>Marc Delamain dit que cela</u> lui a permis de démontrer les possibilités à leurs clients.	**1**

Question	Answer	Marks
Question 3 Candidates must not copy word for word from the text.		

Question	Answer	Marks
3(a)	Pourquoi les deux groupes mentionnés dans le <u>deuxième</u> paragraphe achètent-ils des drones ?	**2**
	✓**(a)** C'est/comme leur/un loisir/passe-temps/hobby. Pour s'amuser/jouer avec/(simplement) pour le plaisir.	1
	✓**(b)** Les photographes/ils veulent/prendre/faire des <u>photos</u> aériennes (spectaculaires). Ils cherchent … Les drones leur permettent de … Pour prendre …	1
3(b)	En ce qui concerne les missions de reconnaissance et les attaques militaires, qu'est-ce que l'utilisation des drones permet de faire mieux que les avions traditionnels ? Nommez **quatre** choses. *(troisième paragraphe)*	**4**
	✓**(a)** Protéger/éviter de mettre les <u>pilotes</u> <u>en danger</u>. On ne <u>risque</u> pas la vie des <u>pilotes</u>.	1
	✓**(b)** On peut (ré)agir/attaquer/frapper <u>plus vite</u> (quand/si une <u>cible est identifiée</u>).	1
	✓**(c)** Frapper/bombarder avec plus de précision.	1
	✓**(d)** Causer/occasionner/produire moins de dommages <u>collatéraux/sur les civils</u> (que les frappes classiques).	1
3(c)	Qu'est-ce que les drones permettent aux forces de sécurité ou de secours de faire ? *(quatrième paragraphe)*	**3**
	✓**(a)** Surveiller les malfaiteurs.	1
	✓**(b)** Évaluer les dégâts d'un incendie.	1
	✓**(c)** Inspecter les catastrophes naturelles.	1

Question	Answer	Marks
3(d)	Qu'est-ce que les drones peuvent aider à faire selon le cinquième paragraphe ?	**3**
	✓**(a)** (À) lutter contre la pollution marine.	1
	✓**(b)** Identifier/poursuivre les navires suspects.	1
	✓**(c)** protéger les animaux (contre la chasse/les chasseurs) dans les réserves (africaines).	1
3(e)	Qu'est-ce que les producteurs pourraient décider de faire à l'avenir *(un point)* ? Pourquoi *(deux points)* ? *(dernier paragraphe)*	**3**
	✓**(a)** Livrer/envoyer leurs produits/paquets/ marchandises (aux consommateurs) par drone.	1
	✓**(b)** C'est plus rapide/vite.	1
	✓**(c)** <u>Moins</u> d'impact sur/conséquences pour l'<u>environnement</u>.	1

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.
0–1	**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
Question 4		
Candidates must not copy word for word from the text.		
4(a)	Pourquoi s'inquiète-t-on à présent des incidents concernant les drones *(un point)* ? Quelles sont les **trois** différentes catégories d'incidents mentionnées *(trois points)* ? *(premier paragraphe)*	**4**
	✓**(a)** Leur nombre <u>grandit/augmente</u>. Ils deviennent <u>plus</u> nombreux/fréquents.	1
	✓**(b)** Les pilotes ont (dit qu'ils ont) observé un drone depuis leur cockpit. Les pilotes ont signalé en avoir vu un depuis leur cockpit.	1
	✓**(c)** Le drone était si <u>près/proche</u> qu'elle présentait un risque (potentiel) (de collision). La <u>distance</u> du drone était si petite qu'il y avait/(re)présentait un danger de collision.	1
	✓**(d)** Les pilotes ont dû changer de direction/altitude/faire des manœuvres (pour éviter un accident).	1
4(b)	Qu'est-ce qui inquiète le plus le directeur général *(un point)* ? Que faut-il faire pour protéger la sécurité de l'aviation commerciale contre les drones, selon lui *(deux points)* ? *(deuxième paragraphe)*	**3**
	✓**(a)** Les (propriétaires/utilisateurs/amateurs des) drones ne respectent pas l'interdiction des/d'utiliser les couloirs aériens.	1
	✓**(b)** Appliquer/imposer/faire respecter la réglementation sur les zones interdites.	1
	✓**(c)** Bien séparer/éviter la confusion avec/entre les fréquences d'ondes radio.	1

Question	Answer	Marks
4(c)	Quel est l'avis de Mme Sadorge sur la possibilité d'utiliser les drones pour assurer les livraisons à domicile? Pourquoi ? *(troisième paragraphe)*	**2**
	✓**(a)** Cela ne va pas arriver bientôt.	1
	✓**(b)** Il y a trop de problèmes de sécurité à résoudre.	1
4(d)	Qu'est-ce que certains terroristes sont accusés de faire en utilisant des drones ? Quelle pourrait en être la conséquence ? *(quatrième paragraphe)*	**2**
	(De) lancer des attaques.	1
	✓**(b)** La mort de civils. Des victimes civiles.	1
4(e)	Comment certains individus utilisent-ils un drone d'une manière illégale ? *(cinquième paragraphe)*	**2**
	✓**(a)** Les trafiquants/contrebandiers évitent les contrôles douaniers.	1
	✓**(b)** Ils introduisent des objets interdits dans les prisons.	1
4(f)	Quels peuvent être les impacts négatifs des drones mentionnés dans le dernier paragraphe ? *(dernier paragraphe)*	**2**
	✓**(a)** Ils font du bruit.	1
	✓**(b)** Ils font intrusion dans la vie privée. On peut être espionné.	1

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Question	Answer	Marks
Question 5		
Question 5(a) (Summary)		
The summary could include the points below up to a <u>maximum of 10</u>.		
5(a)	Résumez les avantages et les dangers des drones, tels qu'ils sont présentés dans les deux textes. **Avantages** ✓**(a)** Sources de loisirs ✓**(b)** Permettent des photos spectaculaires ✓**(c)** Fins militaires : surveillance/reconnaissance/attaques sans risquer la vie des pilotes ✓**(d)** Délai réduit après identification d'une cible/frappes plus précises/moins de dommages collatéraux ✓**(e)** Utilisés par la police/les pompiers/équipes de sauvetage ✓**(f)** Contre la pêche/pollution marine/chasse illégale ✓**(g)** Livraison de marchandises – vitesse, accessibilité, impact environnemental réduit **Dangers** ✓**(h)** Risque d'accidents/collisions/sécurité ✓**(i)** Confusion des fréquences d'ondes radio ✓**(j)** Utilisés par les terroristes ✓**(k)** Utilisés par les trafiquants/contrebandiers ✓**(l)** Pour introduire des objets interdits dans les prisons ✓**(m)** Nuisances sonores ✓**(n)** Atteintes à la vie privée	10

Question	Answer	Marks
Question 5(b) **Content marks – Response to the Text** 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.		
5(b)	**Personal response** Sommes-nous trop surveillés ou espionnés dans la société actuelle ? Justifiez votre avis.	

		5
5	**Very good** Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.	
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.	
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.	
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.	
0–1	**Poor** Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.	

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