

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the May/June 2015 series**

### **0520 FRENCH (FOREIGN LANGUAGE)**

**0520/41**

Paper 4 (Writing), maximum raw mark 50

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 will not enter into discussions about these mark schemes.

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## 1 General Marking Notes

## 2 General Marking Principles

### 2.1 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.

**2.2** For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

- (i) there is an indication from the candidate that other material should be considered
- (ii) the candidate has continued their answer outside the space provided
- (iii) there is no answer in the space provided

### 2.3 Annotation used in the Mark Scheme and/or Marking:

- (a) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (b) 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.

### 2.4 No response and '0' marks

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 (eg '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.

**2.5 Optional questions:** you must mark all questions attempted by the candidate. Where a question has not been attempted then a NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, scoris will automatically only aggregate the candidate's best result.

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### 3 Detailed Mark Scheme

#### SECTION 1

##### Question 1

Candidates are required to list 8 items in French. Read all the items the candidate has listed and award marks as follows:

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**
- **Stop ticking once 5 items have been rewarded**
- **On Question 1, award marks for items wherever the candidate has written them**
- **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where candidate has linked two words as in *gâteau au chocolat / gâteau chocolat* = 1 tick; however *gâteau et chocolat / gâteau, chocolat* (candidate intends these as two items) = 2 ticks)

NB the pictures provided on the question paper are only suggestions.

##### **Generic mark scheme for Question 1**

- Mark for communication. Tolerate inaccuracies, provided the message is clear
- Ignore definite / indefinite article, possessive adjective
- Questionable spellings:
  - (i) **Start by referring to sheet of examples in the mark scheme. Only refer to (ii) to (v) below, if no decision on the spelling you have encountered is recorded there.**
  - (ii) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
  - (iii) Look-alike test: does what the candidate has written look like the correct answer eg one letter missing but no other word created.
  - (iv) If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
  - (v) Where letters are transposed, the word is likely to communicate (unless another word has been created).
- **Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.**
- Refuse all nouns which are repeated and which do not have a separate meaning:
  - *gâteau, gâteau au chocolat*: award one mark to each item
  - *gâteau au chocolat, gâteau à la crème*: award one mark to each item
  - *gâteau, gâteau au chocolat, chocolat*: award one mark to each item
  - *gâteau, grand gâteau*: award one mark for the first *gâteau*.
- Reject misspelt words which suggest a word with a quite different meaning, for example, *poison* for *poisson*.
- Where nouns usually plural, accept singular and vice versa.

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*Session-specific instructions for Question 1: vous préparez un pique-nique – une liste de 8 choses à acheter à manger et à boire*

- Accept any food and drink
- Accept categories as well as individual items, e.g. accept «fruits» and «pêche»
- Refuse picnic accoutrements: chairs, tables etc.

The following are examples. Accept any items the candidate could buy for a picnic

**DO NOT ACCEPT 'LIMONADE' – IT IS THE EXAMPLE**

| Accept                  | Accept                               | reject                |
|-------------------------|--------------------------------------|-----------------------|
| abricot                 | apricot                              |                       |
| ananas                  | anana                                | anas                  |
| bacon                   |                                      |                       |
| baguette                | bagguete / bagguet / bagette         | baugnette / baugnette |
| banane                  | bannan(e) / banann€ / banana / banan |                       |
| beurre                  | beur                                 | buer(re)              |
| biscuits / petit gateau |                                      |                       |
| boeuf                   | beuf / beouf / boef                  |                       |
| boissons                | boison                               | boire                 |
| bonbons                 |                                      |                       |
| brie                    | bri / bris                           |                       |
| café                    |                                      |                       |
| cake                    |                                      |                       |
| carottes                |                                      |                       |
| cerise                  |                                      |                       |
| champagne               | champange                            |                       |
| champignon              |                                      |                       |
| charcuterie             |                                      |                       |
| chips                   | chip(p)es                            | ships / crisps        |

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|                            |                                 |  |
|----------------------------|---------------------------------|--|
| <b>chocolat</b>            | chocola / chocolate/ chocolatte | chocolade                                  |
| <b>citron</b>              |                                 |  |
| <b>coca</b>                |                                 |  |
| <b>coca-cola</b>           |                                 |  |
| <b>confiture</b>           |                                 |  |
| <b>croissant</b>           | croisant                        | croisoin                                   |
| <b>croque monsieur</b>     |                                 |  |
| <b>cupcake</b>             |                                 |  |
| <b>desserts</b>            |                                 | disert / desert                            |
| <b>eau</b>                 | au                              | eu / leu                                   |
| <b>fanta</b>               |                                 |  |
| <b>fraise</b>              |                                 |  |
| <b>framboise</b>           | famboise                        |  |
| <b>frites</b>              |                                 | fris / frit                                |
| <b>fromage</b>             | formage / fromaige              |  |
| <b>fruits</b>              |                                 |  |
| <b>gâteau</b>              | gâto / gâtau / gâtaue           | gauteu/ gauteau/ gateu / gateur / gateaugh |
| <b>glace</b>               |                                 |  |
| <b>haricots verts</b>      |                                 |  |
| <b>jambon</b>              | jambo                           | gambon / jabon / jamon / jambe             |
| <b>jus (tc)/ jus de...</b> |                                 | juce de ...                                |
| <b>lait</b>                | lai                             |  |
| <b>légumes</b>             | les gumes                       | egumes                                     |
| <b>muffin</b>              |                                 |  |
| <b>oignons / ognons</b>    | ognions / onions                |  |

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|                        |                   |                          |
|------------------------|-------------------|--------------------------|
| <b>omelette</b>        |                   |                          |
| <b>orange</b>          |                   |                          |
| <b>orangina</b>        |                   |                          |
| <b>pain</b>            |                   | pane / plain / pin / pan |
| <b>pâté</b>            | pate              |                          |
| <b>pâtes</b>           |                   | patte                    |
| <b>pâtisserie</b>      |                   | patessirie               |
| <b>pêche</b>           |                   |                          |
| <b>pizza</b>           |                   |                          |
| <b>poire</b>           | poir              |                          |
| <b>poissons</b>        | poissone          | passion / poison         |
| <b>pomme</b>           | pome              | pommet                   |
| <b>pommes de terre</b> |                   |                          |
| <b>porc</b>            | pork              |                          |
| <b>poulet / poule</b>  | poulet / poulette | pullet / poulent         |
| <b>raisin</b>          |                   | raison                   |
| <b>salade</b>          | salad             | salat                    |
| <b>salami</b>          |                   |                          |
| <b>sandwich</b>        |                   |                          |
| <b>sauce</b>           |                   |                          |
| <b>saucisson</b>       | saucison          | saisisson                |
| <b>schweppes</b>       |                   |                          |
| <b>sirop</b>           |                   |                          |
| <b>soda</b>            |                   |                          |
| <b>stea(c)k</b>        |                   | steac                    |
| <b>sucrierie</b>       |                   |                          |

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|                  |    |                                  |
|------------------|----|----------------------------------|
| tarte            |    | tart                             |
| thé              | té |                                  |
| viande           |    | vinade / viandre / fiande / vien |
| vin              |    | vinade / vine                    |
| yaourt / yoghurt |    |                                  |

[Total mark for Question 1: 5]

## Question 2

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **Communication:** award a mark out of 10, according to the instructions in 2.1
- **Language:** award a mark out of 5, according to the instructions in 2.2

### 2.1: award a mark out of 10 for Communication

#### **Generic mark scheme for Communication (Question 2)**

- (i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:
- If 1 of the tasks is missing, the maximum communication mark is 9.
  - If 2 of the tasks are missing, the maximum communication mark is 8.
  - If 3 of the tasks are missing, the maximum communication mark is 7.
- (iii) Add up the ticks to give a mark out of 10 for Communication.
- (iv) For COMMUNICATION
- **look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score.
  - **see Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning**
  - **for language other than verbs, use ‘rules’ in Question 1:** look alike, sound alike, etc.
  - **misplaced adjectives, negatives and adverbs will not usually compromise communication.**
- (v) 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.
- Je joue au football, au volley, au tennis et au rugby (1 verb, therefore treat as list of 4 activities: place one tick over «tennis» (third item in list) and another tick over «rugby» (fourth item in list))
  - Je joue au football. Je joue au volley. Je joue au rugby. (3 verbs therefore each piece of information can score a separate communication mark).

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(vi) Only reward each piece of information once. However, accept terms such as *chaud / froid / neige* once as a description and once as a reason:

- J'aime l'été ✓1 (parce qu'il fait chaud ✓1. Je n'aime pas l'été ✓3 (parce qu'il fait chaud ✓3 (*the first 'parce qu'il fait chaud' is rewarded as a description of the weather in summer, therefore the second 'il fait chaud' can be rewarded as the reason*))
- J'aime l'été ✓1 (parce qu'il fait chaud ✓1. Je n'aime pas l'été ✓3 (parce qu'il fait chaud ✓3. À l'avenir je voudrais aller au Brésil ✓4 (parce qu'il fait chaud (*the first 'parce qu'il fait chaud' is rewarded as a description of the weather in summer, therefore the second 'il fait chaud' can be rewarded as the reason. However the third 'chaud' cannot be rewarded*))
- J'aime l'été ✓1 (parce qu'il fait chaud ✓1. Je n'aime pas l'été ✓3 (parce qu'il fait chaud ✓3. À l'avenir je voudrais aller au Brésil ✓4 (parce que) j'aime la chaleur ✓4 (*the first '(parce qu'il fait chaud' is rewarded as a description of the weather in summer, therefore the second 'il fait chaud' can be rewarded as the reason. The word 'chaleur' is not a repeat of the word 'chaud' and can be rewarded*))
- J'aime l'hiver ✓1 (parce qu'il y a de la neige ✓1. Je n'aime pas l'hiver ✓3 parce qu'il neige souvent ✓3. À l'avenir je voudrais aller en Suisse ✓4 parce que j'aime la neige ✓4 (*the first 'il y a de la neige' is rewarded as a description of the weather in winter, the second 'il neige' is rewarded as a reason. However the third 'il y a de la neige' is not rewarded*)).

(vii) Do not penalise factual errors.

(viii) FOR Tick 3 and Tick 4 REWARD REASON EVEN IF MAIN CLAUSE IS NOT CLEAR.

(ix) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.

**[Total mark for Communication (Question 2): 10]**



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**Session-specific instructions for Communication marks (Question 2): ma saison préférée**

- If candidates write about more than one season, accept; if candidates like and dislike the same season, accept
- Treat each task individually (do not penalise contradictions)

| <b>Tick</b> | <b>Accept preferred 'season' AND/OR weather for Tick 1</b>   | <b>Refuse</b>   |
|-------------|--|---|
| 1           | <p><b>Quelle est la saison de l'année que vous préférez?</b><br/> <b>REWARD:</b> any season or period of the year</p> <p><b>Accept name of season:</b></p> <ul style="list-style-type: none"> <li>• je préfèr(e) l'été / l'ete / l'êtè</li> <li>• je préfère l'hiver / l'hivre</li> <li>• je préfère le printemps</li> </ul> <p><b>Accept description which identifies season:</b></p> <ul style="list-style-type: none"> <li>• j'aime la saison... des pluies / de la mousson / chaude / froide / sèche / de la chaleur etc.</li> <li>• j'aime la saison des fêtes / j'aime la saison des vacances</li> <li>• j'aime Noël / Pâques</li> </ul> <p><b>Accept months:</b><br/> je préfère les mois d'août à septembre<br/> j'aime juin <b>tc</b></p> | <p>Je prefer l'été («<i>préfèr</i>» is not a phonetic version)</p> <p>je préfère l'hier<br/> je préfère l'automne (<i>must be at least «<b>autumn</b>»</i>)</p> <p>je préfère la monsoon (<i>must be at least «<b>mousson</b>»</i>)<br/> j'aime la grande saison (<i>not clear</i>)<br/> je préfère la première saison (<i>not clear</i>)</p> |
|             | <p><b>moi / moins for «mois»</b></p> <ul style="list-style-type: none"> <li>• j'aime le <b>moins</b> de septembre = ✓1 (<i>for «septembre»</i>)</li> <li>• j'aime le moins/moi où il fait chaud = ✓1 (<i>for «où il fait chaud»</i>)</li> </ul>  | <p><b>moi / moins for «mois» = 0</b></p> <ul style="list-style-type: none"> <li>• j'aime le moins/moi chaud</li> </ul>  |

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|   |  |
|---|--|
| <p>Examples:</p> <p>j'aime l'hiver ✓1 parce que j'aime la neige ✓1 (<i>'j'aime la neige' is rewarded as a description of the weather, not as a reason for liking the winter (candidates not asked for reasons)</i>)</p> <p>j'adore l'été ✓1 parce que je vais à la plage ✓2 (<i>'je vais à la plage' is rewarded as an activity, not as a reason for liking that season (candidates not asked for reasons)</i>)</p> <p>j'adore l'été ✓1 parce qu'il y a un bon choix de fruits au supermarché / parce que les fleurs sont belles (<i>no further tick as these are reasons and not activities the candidate does or descriptions of the weather</i>)</p> | <p><b>Reasons for liking the season/period of the year are not rewarded though if these take the form of an activity the candidate does they are awarded ✓2</b></p> <ul style="list-style-type: none"> <li>• je préfère (le mois d')août ✓1 parce que mon anniversaire est en août ✓2</li> <li>• ...il n'y a pas l'école ✓2</li> <li>• ...j'ai des vacances ✓2</li> <li>• j'aime l'hiver ✓1 parce que tous les gens sont heureux (no tick) (<i>'tous les gens sont heureux' is not a description of the weather or an activity</i>)</li> </ul> |
|---|--|

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| Tick | Accept preferred 'season' AND/OR weather for Tick 1   | Refuse   |
|------|---|--|
| 1    | <p><b>Quel temps fait-il pendant cette saison?</b><br/> <b>REWARD:</b> any description of weather (including what the weather is not like)<br/> le temps est beau / chaud<br/> il fait beau temps<br/> il (y) a (du) soleil<br/> il n'a pas (du) vent<br/> le ciel est bleu / gris<br/> il fait neige / il fait pleut<br/> le soleil est brille / le soleil est beau/belle<br/> il ne fait chaud / il fait pas chaud / il ne pas fait chaud / il ne chaud pas fait</p> <p>il fait 30° (<i>need degree sign</i>)<br/> la température est négative / idéale</p> <p>il ne fait pas froid etc.<br/> il est froid / c'est froid / il est beau / c'est beau / il est/c'est chaud</p> <p>le temps fait...<br/> le climat (c'est)... / la météo (c'est)... terrible / fantastique / chaud</p> <p>j'ai chaud / on a froid / nous avons froid</p> | <p><b>General description unrelated to weather:</b></p> <ul style="list-style-type: none"> <li>il y a beaucoup de fleurs <b>tc</b> (<i>too vague</i>)</li> <li>c'est magnifique <b>tc</b> (<i>too vague</i>)</li> </ul> <p>il <b>faut</b> chaud (<i>verb does not convey the required meaning</i>)</p> <p><b>il y a + adjective</b>, eg il y a chaud / il y a froid (and also 'il y a beaucoup chaud/froid')</p> <p><b>c'est + noun</b>, eg c'est soleil, c'est vent</p> <p>il est 30° / il fait 30</p> <p>il c'est froid (<i>double subject</i>)</p> <p>je suis froid / on est chaud / nous sommes chauds</p> |
|      | <b>Acceptable spellings of «soleil»:</b> solei / sollei / soliel  | <b>Unacceptable spellings of «soleil»:</b> sollée / sol<br>Refuse all versions starting «soil...»  |
|      | <b>Acceptable spellings of «il pleut»:</b> il plut / il pleu  | <b>Unacceptable spellings of «il pleut»:</b>   |
|      | <b>Acceptable spellings of «neige» when it is a noun:</b> niege<br><b>Acceptable spellings of «neige» when it is a verb:</b> usual rules apply – accept any form/part of the verb or phonetic version   | <b>Unacceptable spellings of «neige» when it is a verb:</b> il niege (niege is not any form or part of the verb or phonetic version)   |

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| Tick | Accept   | Refuse  |
|------|--|---|
| 2    | <p><b>Dites quelles activités vous faites pendant cette saison</b><br/> <b>ACCEPT: any activities the candidate (or friends and family) does, has done, will do, likes/would like to do (ANY 'TENSE')</b></p> <p><b>Do not look for a link between the season and the activity, e.g.</b><br/> j'aime l'hiver ✓1 (<i>for the preferred season</i>) parce que je vais à la plage ✓2 (<i>for the activity</i>)</p> <p><b>Accept any specific activity – could be going somewhere / doing something / not doing anything / relaxing, e.g.:</b></p> <ul style="list-style-type: none"> <li>je mange (des glaces) / je me détends/relaxe</li> <li>j'ai fait du ski / je vais aller à la plage</li> <li>j'aime aller à la plage / j'adore voir/regarder les arbres/la nature</li> <li>je voudrais voyager à l'étranger / je mangerais de la glace</li> <li>je fais la grasse matinée / je ne fais rien</li> </ul> <p><b>Accept general activities if qualified:</b></p> <ul style="list-style-type: none"> <li>je fais (beaucoup) d'activités... en plein air/à la plage/au bord de la mer/en montagne/dans la nature / avec ma famille/mes amis etc.</li> <li>j'ai des vacances / je suis en vacances</li> </ul> <p><b>Accept non-weather related activities:</b></p> <ul style="list-style-type: none"> <li>je bois du chocolat chaud / je regarde beaucoup de films</li> </ul> <p><b>Accept impersonal usage with an activity:</b></p> <ul style="list-style-type: none"> <li>on peut nager... / tu peux/vous pouvez faire du ski</li> <li>il y a du ski / il y a de la natation</li> </ul> <p><b>Accept: activities the candidate does not do, e.g.:</b></p> <ul style="list-style-type: none"> <li>je n'ai pas de devoirs / je suis libre</li> <li>je ne vais pas à l'école / je vais pas à l'école / je ne vais à l'école / je ne vais à l'école pas</li> </ul> | <p><b>Refuse comments about activities:</b></p> <ul style="list-style-type: none"> <li>j'aime nager à la plage ✓2 parce que c'est bon pour la santé (<i>no tick</i>)</li> <li>l'été est agréable pour nager ✓2 et c'est amusant / génial / fantastique (<i>no tick</i>)</li> </ul> <p>je fais beaucoup d'activités <b>tc</b> (<i>too vague</i>)</p> <p>BUT c'est la saison de vacances (<i>too vague</i>)</p> |

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| Tick | Accept   | Refuse |
|------|--|--------|
| 3    | <p><b>Dites quelle saison vous n'aimez pas et expliquez pourquoi</b><br/> <b>ACCEPT:</b> any season or period of the year<br/> <b>ACCEPT:</b> reason why/why not even if not clear which season/period of the year is not liked</p> <ul style="list-style-type: none"> <li>• <b>Accept the same references to 'seasons' as for ✓1</b></li> <li>• <b>If a description of the weather is the reason for not liking the season, use the same rules as for ✓1</b></li> </ul> <p><b>Accept, for example:</b></p> <ul style="list-style-type: none"> <li>• (parce que) je n'aime pas le froid / la chaleur</li> <li>• (parce que) je dois rester chez moi</li> <li>• (parce que) je n'aime pas les autres saisons</li> <li>• (parce que) vous avez la neige etc.</li> <li>• (parce que) ce n'est pas intéressant / c'est barbant</li> <li>• (parce que) je n'aime pas porter des vêtements chauds</li> <li>• (parce qu') il n'y a rien à faire / il n'y a pas des activités</li> </ul> <p><b>Accept negative forms of activities done in favourite season:</b></p> <ul style="list-style-type: none"> <li>• je ne nage pas ✓1</li> <li>• je ne vais pas à la plage ✓1</li> </ul> |        |
|      | <p><b>Accept double negative for 1 comm. mark (some ambiguity):</b></p> <ul style="list-style-type: none"> <li>• Je n'aime pas l'hiver ✓3 parce qu'il n'y a pas rien à faire ✓3</li> </ul>   |        |
|      | <p><b><u>SEE LIST RULES</u></b><br/> <b>Accept same season for ✓1 and ✓3</b></p> <ul style="list-style-type: none"> <li>• J'aime l'été ✓1 parce qu'il fait chaud ✓1. Je n'aime pas l'été ✓3 parce qu'il fait chaud ✓3 (<i>accept «été» as both season candidate likes and doesn't like; 'CHAUD' SCORES ONCE AS DESCRIPTION OF WEATHER IN SUMMER (✓1) AND ONCE AS REASON (✓3) FOR NOT LIKING SUMMER: NO FURTHER TICK FOR 'CHAUD'</i>)</li> </ul>  |        |

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| Tick | Accept  | Refuse   |
|------|---|--|
| 4    | <p><b>À l’avenir, voudriez-vous habiter dans un autre pays où le climat est différent? Donnez vos raisons</b></p> <p><b>ACCEPT:</b> ‘I would like to live in another country’ OR ‘I want to stay where I am’ OR ‘I like living where I am’ OR ‘I don’t know...’ OR ‘I would like to live in...’</p> <p><b>ACCEPT:</b> reason why/why not even if not clear whether candidate would prefer to live elsewhere</p> <p><b>If candidate answers stating where they would like to live, accept any geographical location including:</b></p> <ul style="list-style-type: none"> <li>• Je voudrais habiter au bord de la mer / à la montagne</li> <li>• Je vais habiter dans un pays où il fait...</li> <li>• Je veux changer de pays / Je ne voudrais pas changer</li> <li>• Je voudrais un changement</li> </ul> <p><b>Accept ‘je vais rentrer...’ (remember that we treat retourner, revenir and rentrer as synonyms for communication and that for 1 communication mark we accept «returner» for «retourner»)</b></p> <p><b>Accept any reason, whether weather related or not</b></p> | <p>Je voudrais habiter dans une autre place (<i>unless candidate clearly means ‘square’</i>)</p> <p>Je voudrais changer / Je ne voudrais pas changer <b>tc</b> (<i>incomplete</i>)</p> <p>...parce que le climat est différent (<i>this is part of the question</i>)</p> |
|      | <p><b>Candidate can approach this in different ways:</b></p> <ul style="list-style-type: none"> <li>• après l’école j’espère aller en Australie ✓4 car c’est un pays fantastique ✓4</li> <li>• j’ai habité dans un pays chaud pour toute ma vie ✓4. Par conséquent, je ne vais pas habiter dans un pays avec un climat différent ✓4 (<i>reason comes first</i>)</li> <li>• je voudrais habiter un pays moins chaud ✓4 (<i>where s/he would like to live</i>) parce que je n’aime pas la chaleur ✓4 (<i>reason</i>)</li> </ul>   |  |
|      | <p><b>Accept several responses to both ✓4 tasks:</b></p> <ul style="list-style-type: none"> <li>• Je voudrais habiter dans un autre pays ✓4. Je voudrais habiter en Suisse ✓4 parce que j’aime faire du ski ✓4. Je voudrais habiter au Brésil ✓4 parce qu’il fait chaud ✓4 et j’adore la chaleur ✓4</li> </ul>  |  |

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|  | <b>Spelling of country/town</b> <ul style="list-style-type: none"><li>• name of country: must be correct or genuine phonetic version</li><li>• name of place (town, region etc.): accept any spelling</li></ul> |  |
|--|---|--|

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**2.2: award a mark out of 5 for Language**

**Generic mark scheme for Language (Question 2):**

- Award a mark out of 5 for Language\*, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

**Grade descriptors for Language (Question 2)**

|  |  |
|--|--|
| <b>5</b>   | Straightforward vocabulary and structure.<br>The style of writing is basic, but reasonably coherent.<br>Use of a limited range of verbs, generally successful.<br>More accuracy than inaccuracy.     |
| <b>4</b>   | Basic vocabulary and structure.<br>Some awareness of verb usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed.   |
| <b>3</b>   | Very basic vocabulary and structure.<br>Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs).<br>Despite regular errors, the writing often conveys some meaning. |
| <b>2</b>   | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.   |
| <b>1</b>   | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.  |
| <b>0</b>   | One or two disjointed words or short phrases may be recognisable.  |
| <b>[Total mark for Language (Question 2): 5]</b> |  |

\*Consider the whole answer when awarding mark for language



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## SECTION 2

### Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:

- **Communication**  
award a mark out of 10, according to the instructions in 3.1
- **Language:**  
award a mark out of 8 for Verbs, according to the instructions in 3.2  
award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.

### 3.1 – award a mark out of 10 for Communication

#### *Generic mark scheme for Communication (Question 3):*

- (i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.
- (ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).

|                |   |
|----------------|---|
| <b>2 ticks</b> | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. |
| <b>1 tick</b>  | Communication of some meaning is achieved, but the message may be ambiguous or incomplete.              |
| <b>0 ticks</b> | Nothing of worth communicated.  |

- (iii) **Look for a verb before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning. A finite verb (or phonetic version etc.) gives access to 2 marks, a non-finite verb (infinitive/past participle etc.) gives access to 1 mark.

- (iv) Add up the ticks to give a mark out of 10 for Communication.

**[Total mark for Communication (Question 3): 10]**

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**Session-specific instructions for Communication marks (Question 3):**

**Question 3(a): La télévision et moi (letter)**

| Tick | Accept  | Mark |
|------|---|------|
| 1    | <p><b>Décrivez une émission de télévision que vous avez vue récemment</b></p> <p><b>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ALLOW ANY DESCRIPTIVE DETAIL RELATING TO TV PROGRAMME</b><br/>(for communication only, any past tense is acceptable)</p> <p><b>émission = programme / program / programme</b></p> <p>J'ai vu 'the simpsons'. C'est une série = ✓1✓1 (for 'c'est une série'; j'ai vu the simpsons is ✓1)</p> <p><b>Accept the kind of programme:</b></p> <ul style="list-style-type: none"> <li>• J'ai vu... une série / un drame / les informations / un feuilleton / un documentaire / de la science-fiction (sci-fi) / un polar / un film</li> <li>• J'ai aimé regarder un film</li> <li>• Une émission que j'ai vue récemment c'est un feuilleton</li> <li>• J'ai vu une émission de tragedie/tragedy</li> </ul> <p><b>Accept a description of the plot:</b></p> <ul style="list-style-type: none"> <li>• <i>Il parle de...</i></li> <li>• <i>L'émission se situe à...</i></li> </ul> <p><b>Accept émission + an adjective (as long as the adjective is not qualitative):</b></p> <ul style="list-style-type: none"> <li>• J'ai vu une émission + américaine / sportive / musicale / de voyage / de cuisine / sur les animaux etc.</li> <li>• J'ai vu un programme + romantic / historic / dramatic / scientific etc (these all work phonetically)</li> <li>• J'ai regardé une émission (de) comique / comic ✓1✓1</li> </ul> <p><b>Accept films as well as programmes</b> (whether seen at home or at the cinema)</p> <p><b>Accept for 1 communication mark only</b></p> <ul style="list-style-type: none"> <li>• titles (whether in English, French or any other language)</li> <li>• j'ai vu un roman policier... (<i>ambiguous</i>)</li> <li>• <i>caractère</i> in statements where <i>personnage</i> is required</li> <li>• je regarde les films (d'action) / j'aime regarder les films (d'action) = ✓1 (<i>wrong tense</i>)</li> </ul> | [2]  |
|      | <ul style="list-style-type: none"> <li>• j'ai vu une émission sur l'informatique = ✓1✓1</li> <li>• j'ai vu une émission informatique = ✓1 (<i>ambiguous</i>)</li> </ul>   |      |
|      | <p><b>FOR Tick 1 REFUSE QUALITATIVE COMMENTS FOR COMMUNICATION MARKS</b></p> <ul style="list-style-type: none"> <li>• j'ai vu une émission drôle</li> <li>• j'ai vu une émission super</li> </ul>   |      |

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|   |  |     |
|---|--|-----|
|   | <p><b><u>FOR VERB TICKS: WITH ‘QUE’ THE ANTECEDENT DOES NOT NEED TO BE CORRECT BUT PAST PARTICIPLE AGREEMENT MUST BE CORRECT</u></b></p> <p>Une émission que j’ai vue (tick the verb ‘j’ai vue’)</p> <p>Un émission que j’ai vue (tick the verb ‘j’ai vue’ despite wrong gender of noun because ‘que’ is correct and the agreement is in place with ‘émission’)</p> <p>Un émssion que j’ai vue (tick the verb ‘j’ai vue’ despite incorrectly spelt object ‘emssion’)</p> <p>Une émission qui j’ai vue (no tick for the verb as ‘qui’ is incorrect)</p>   |     |
| 2 | <p><b>Expliquez pourquoi vous l’avez trouvée intéressante</b></p>  | [2] |
|   | <p><b><u>FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE REASON FOR FINDING THE PROGRAMME INTERESTING IN AN APPROPRIATE TENSE</u></b></p> <p>Reward the reason even if it is not clear what programme the candidate is talking about – look for a positive statement<br/>The reason will not necessarily be introduced by «parce que»</p> <ul style="list-style-type: none"> <li>• Reward attempts to tell the story</li> <li>• Reward description of the content</li> <li>• Reward description of the location (accept <i>il est situé à...</i> ✓2✓2)</li> <li>• Accept summative/qualitative comment: (parce que) c’est drôle / marrant / fascinant / éducatif / beau etc.</li> </ul> <p><b>REFUSE:</b></p> <ul style="list-style-type: none"> <li>• (parce que) c’est intéressant (<i>candidate must explain why it is ‘interessant’</i>)</li> <li>• Negative statement (<i>does not explain why the candidate finds the programme interesting</i>)</li> </ul> |     |
| 3 | <p><b>Décrivez une émission que vous n’aimez pas</b></p>   | [2] |
|   | <p><b><u>FOR 2 COMMUNICATION MARKS ALLOW ANYTHING SENSIBLE IN AN APPROPRIATE TENSE, EXPECT A PRESENT TENSE</u></b></p> <p>References to the programme: cf Tick 1</p>   |     |
| 4 | <p><b>Donnez vos raisons</b></p>   | [2] |
|   | <p><b><u>FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE REASON IN AN APPROPRIATE TENSE</u></b></p> <p>Must not be the same piece of information as has previously been rewarded (however could be similar, e.g. the negative version of a positive statement)</p> <ul style="list-style-type: none"> <li>• Ce n’est pas... drôle / marrant / fascinant / éducatif</li> <li>• C’est violent / mauvais pour les enfants</li> <li>• C’est... ennuyeux / barbant</li> </ul> <p><b>Accept for 1 communication mark</b></p> <ul style="list-style-type: none"> <li>• ‘Mal’ for ‘mauvais’, e.g. c’est mal pour les enfants = ✓1</li> <li>• ‘Faire’ for ‘rendre’, e.g. cela me fait triste = ✓1 / cela me faire triste = ✓1</li> </ul>   |     |

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| 5   | À votre avis, quels sont les aspects positifs et négatifs de la télévision   | [2] |
|   | <p><b>FOR 2 COMMUNICATION MARKS ALLOW ANY POSITIVE OR NEGATIVE ASPECT IN AN APPROPRIATE TENSE</b></p> <p><b>Must not be the same piece of information as has previously been rewarded</b></p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• C'est... drôle / marrant / fascinant / éducatif</li> <li>• C'est... violent / mauvais pour les enfants</li> <li>• C'est intéressant</li> <li>• C'est ennuyeux</li> <li>• C'est mauvais pour la santé ✓1✓1 (C'est mal pour la santé ✓1)</li> </ul> <p>REFUSE: la télévision est positive/négative tc</p> |     |
| <p><b>THE SAME PIECE OF INFORMATION CANNOT BE REWARDED TWICE, EG THE REASON FOR LIKING A PROGRAMME CANNOT ALSO BE REWARDED AS A POSITIVE ASPECT OF TV</b></p> |  |     |

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**Question 3(b): – Un blog sur moi-même. Imaginez que vous avez 25 ans. Vous écrivez un blog pour le site web de l'école où vous étiez élève**

(For the blog, tick the verbs in a brief statement such as 'je m'appelle Eline et j'ai 25 ans'. Then start ticking proper from the beginning of statements such 'I used to be a student at your school' 'I am going to tell you about my life since school')

| Tick | Accept   | Mark |
|------|--|------|
| 1    | <p><b>Dites ce que vous avez fait après avoir quitté l'école (par exemple: études? voyages? travail?)</b></p>  | [2]  |
|      | <p><b>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ACCEPT ANY DETAIL RELATING TO WHAT THE CANDIDATE HAS DONE SINCE LEAVING SCHOOL</b><br/>(for communication only, any past tense is acceptable)</p> <p><b>Accept anything that fits the areas of study / work / play / travel...</b></p> <p><b>Do not expect 'Après avoir quitté l'école...':</b></p> <ul style="list-style-type: none"> <li>• J'ai voyagé = ✓1✓1</li> <li>• J'ai beaucoup aimé mes voyages = ✓1✓1</li> </ul> <p><b>Spelling of key words:</b></p> <ul style="list-style-type: none"> <li>• travailler: attempts at the verb must be phonetically correct – use usual rules for one or two ticks. However, beware: 'travailler' for 'voyager'</li> <li>• le travail (noun): accept 'le travaille'</li> <li>• étudier: follow normal rule and refuse 'étuder', 'étuider', 'j'ai étudié' etc. (<i>non existent forms and do not work phonetically</i>)</li> <li>• le médecin (<i>the job</i>): j'ai travaillé comme méd(e)cin/médecin = ✓1✓1 <b>BUT</b> j'ai travaillé comme <u>médecine</u>/<u>médicine</u> = ✓1</li> <li>• j'ai travaillé comme docteur(e)/doctoresse = ✓1✓1 <b>BUT</b> j'ai travaillé comme doctor = ✓1</li> <li>• la médecine (<i>noun</i>): étudier la méd(e)cine <b>BUT</b> étudier la médecin/les médicaments = ✓1 (attempts starting 'mi...' = 0)</li> </ul> <p><b>Accept for 1 communication mark statements in the wrong tense:</b></p> <ul style="list-style-type: none"> <li>• Je vais voyager</li> <li>• Je travail(le) à la banque (<i>'je travail' is a phonetic version of a present tense</i>)</li> </ul> <p><b>Accept for 1 communication mark:</b></p> <ul style="list-style-type: none"> <li>• J'ai joué du/au sport (but 'J'ai fait du sport' = ✓1✓1)</li> </ul> <p><b>REFUSE FOR COMMUNICATION MARKS</b></p> <ul style="list-style-type: none"> <li>• things candidate did at school (<i>outside the scope of the question</i>)</li> <li>• j'ai fait beaucoup de choses (<i>too vague</i>)</li> </ul> |      |

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| 2 | Further details as to what the candidate has done since leaving school  | [2] |
|   | <p><b>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ACCEPT ANY DETAIL RELATING TO WHAT THE CANDIDATE HAS DONE SINCE LEAVING SCHOOL</b><br/> (for communication only, any past tense is acceptable)<br/> <b>Follow the rules for Tick 1</b></p>   |     |
| 3 | Maintenant, à l'âge de 25 ans, est-ce que vous êtes content(e) de votre vie?  | [2] |
|   | <p><b>FOR 2 COMMUNICATION MARKS ALLOW A POSITIVE OR NEGATIVE STATEMENT IN AN APPROPRIATE TENSE</b><br/> Accept: 'yes I am happy' / 'no I'm not happy' etc.</p> <p>Je suis content(e)<br/> J'aime ma vie<br/> J'ai une bonne vie / Je vis une vie heureuse<br/> Ma vie est belle (<i>could qualify as the reason the candidate is happy instead</i>)</p> <p><b>Accept for 1 communication mark:</b><br/> Ma vie est complète ✓5</p>  |     |
| 4 | Expliquez pourquoi/pas?   | [2] |
|   | <p><b>FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE REASON IN AN APPROPRIATE TENSE</b></p> <p><b>Reward the reason even if it is not clear whether the candidate is happy or not – look for a positive or negative statement</b></p> <p><b>The reason will not necessarily be introduced by «parce que»</b></p> <ul style="list-style-type: none"> <li>• (Parce que) j'ai fait beaucoup de choses... / je fais beaucoup de choses / j'ai un bon travail / j'ai des enfants</li> </ul>  |     |
| 5 | Dites quels sont vos projets d'avenir (par exemple: mariage? travail? carrière?)  | [2] |
|   | <p><b>FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE PLANS IN AN APPROPRIATE TENSE – LOOK FOR IDEA OF FUTURE</b><br/> <b>(For communication future and conditional are interchangeable)</b></p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• Je voudrais + a noun e.g. je voudrais une famille/mon propre hôpital</li> <li>• Je pense / compte / rêve... (de) voyager</li> <li>• Je souhaite... habiter à côté de la mer</li> <li>• Je ferais une croisière / Je vais voyager / Je voyagerai(s)</li> <li>• J'ai décidé (de) partir en voyage / J'ai l'intention (de) partir en voyage</li> <li>• Je pourrais partir en voyage</li> <li>• Je veux / peux faire une vidéo de danse</li> </ul> <p><b>Accept for 1 communication mark statements in the wrong tense such as:</b></p> <ul style="list-style-type: none"> <li>• Je voudrais <b>se</b> marier... ✓5</li> <li>• Je penserais ouvrir mon propre hôpital ✓5</li> <li>• À l'avenir j'aime aller à la plage ✓5</li> </ul> |     |

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**Question 3(c): Pendant les vacances vous avez fait un séjour dans une école de langues (continuation of story)**

Do not award marks in any category until after introduction provided on question paper, e.g. after ...l'année dernière, j'ai passé une semaine dans une école de langues

| Tick | Accept   | Mark |
|------|--|------|
| 1    | <p><b>Décrivez le logement et les participants</b></p> <p><b>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – LOOK FOR ANY DESCRIPTION OF EITHER THE ACCOMMODATION OR THE PARTICIPANTS</b><br/>(for communication only, any past tense is acceptable)</p> <p><b>Accept for description of accommodation:</b></p> <ul style="list-style-type: none"> <li>location / size / facilities / food / quality / cleanliness...</li> <li>sharing: j'ai partagé une chambre (avec ...)</li> <li>type of accommodation: je suis resté dans / j'ai logé dans ... + un hôtel / une auberge de jeunesse / camping / camp / colonie / chez une famille / chez un ami / une chambre / l'école</li> <li>il y avait... trois lits / une télévision ✓1✓1 (BUT 'il y était trois lits / une télévision' ✓1)</li> <li>le logement était terrible / le logement était super</li> </ul> <p><b>Accept for description of participants:</b> name / age / nationality / character / personality / physical description / opinion of them...</p> <ul style="list-style-type: none"> <li><b>Accept 'les professeurs' / 'les moniteurs' as participants so accept description of them for Tick 1</b> (though bear in mind it could also be Tick 4/5): le professeur (il) était gentil ✓1✓1 (but 'le professeur c'était gentil' ✓1)</li> <li>J'ai été avec un ami/Pierre</li> <li>Mon meilleur ami était là</li> </ul> <p><b>NB</b></p> <ul style="list-style-type: none"> <li>J'ai partagé une chambre avec un garçon ✓1✓1 qui s'appelait Pierre ✓1✓1</li> <li>J'ai partagé une chambre avec un garçon ✓1✓1 qui s'appelle Pierre ✓1 ('s'appelle' will score a tick for the verb though as his name is still Pierre)</li> </ul> <p><b>Accept for 1 communication mark:</b></p> <ul style="list-style-type: none"> <li>Number of participants: il y avait beaucoup de/20 participants</li> <li>chaque personne était différente</li> <li>il y était trois lits/une télévision ✓1 (BUT 'il était trois lits' = 0)</li> </ul> | [2]  |
| 2    | <p><b>Décrivez le logement et les participants</b></p> <p><b>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – LOOK FOR ANY DESCRIPTION OF EITHER THE ACCOMMODATION OR THE PARTICIPANTS</b><br/>(for communication only, any past tense is acceptable)</p> <p><b>Follow the rules for Tick 1</b></p>  | [2]  |

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|---|--|-----|
| 3 | <b>Dites ce que vous avez fait pendant la semaine</b>  | [2] |
|   | <p><b>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – LOOK FOR ANY SENSIBLE THING THE CANDIDATE MIGHT HAVE DONE DURING THE WEEK</b><br/>(for communication only, any past tense is acceptable)</p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• study / work / play / travel / eating...</li> <li>• making friends: je me suis fait des amis ✓3✓3 (je me fais des amis ✓3 (<i>wrong tense</i>); j'ai fait des amis ✓3 (<i>incorrect construction</i>))</li> <li>• meeting friends: j'ai rencontré des personnes</li> </ul> <p>See Tick 1 on 3(b) for how to deal with étudier/travailler</p> <p><b>Accept for 1 communication mark:</b></p> <ul style="list-style-type: none"> <li>• J'ai joué du/au sport / J'ai joué de la natation</li> </ul>  |     |
| 4 | <b>Dites quels étaient les aspects positifs et négatifs de ce séjour</b>   | [2] |
|   | <p><b>ALLOW POSITIVE OR NEGATIVE ASPECT EXPRESSED IN AN APPROPRIATE TENSE</b><br/>Do not insist on past tenses for two communication marks, eg allow statements such as <i>Maintenant je suis plus fort en français / Étudier dans une école de langues est une expérience éducative / Je voudrais le refaire / Je voudrais retourner</i></p> <p><b>Accept comments on any aspect of the stay, e.g.:</b> cost, accommodation / teaching, school buildings / school facilities / activities / participants etc.</p> <ul style="list-style-type: none"> <li>• les participants étaient gentils</li> </ul> <p><b>Accept comments with personal slant:</b></p> <ul style="list-style-type: none"> <li>• ma famille me manquait (je manque/j'ai manqué ma famille = max. 1)</li> </ul> <p><b>Accept summative comment:</b></p> <ul style="list-style-type: none"> <li>• C'était fatigant et c'était difficile = ✓4✓4 and ✓5✓5</li> <li>• Il/C'était le meilleur séjour de ma vie</li> <li>• Je me suis amusé / nous nous sommes amusés etc.</li> <li>• C'était mauvais / C'était pas mal ✓4✓4 (C'était mal ✓4)</li> <li>• C'était cool / C'était super</li> </ul> <p>J'étais fatigué = ✓4 ✓4<br/>J'étais fatigüe = ✓4<br/>Je suis fatigue = ✓4<br/>J'étais fatigant = 0</p> <p><b>For Tick 4 / Tick 5, allow EITHER 2 positive OR 2 negative aspects OR 1 of each</b></p> <p><b>REFUSE:</b> il n'y avait aucun aspect positif/négatif</p> <p><b>Remember:</b></p> <ul style="list-style-type: none"> <li>• <i>C'était amusant. C'était formidable</i> = 2 communication marks (each statement has a verb, even if it is the same one)</li> <li>• <i>C'était amusant et formidable</i> = 1 (a list with one verb)</li> </ul> |     |



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|   |   |     |
|---|---|-----|
| 5 | Dites quels étaient les aspects positifs et négatifs de ce séjour   | [2] |
|   | <b>FURTHER POSITIVE OR NEGATIVE ASPECT EXPRESSED IN AN APPROPRIATE TENSE</b><br>Follow the rules for Tick 4 |     |

### 3.2 – award a mark out of 8 for Accurate use of verbs

#### *Generic mark scheme for Accurate use of verbs (Question 3):*

- (i) Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).
- (ii) Place the tick so that it does not obscure the acute accent on a past participle.
- (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.

#### **Conversion table for Accurate use of verbs (Question 3)**

| Number of ticks | Mark |
|-----------------|------|
| 18+             | 8    |
| 16,17           | 7    |
| 14,15           | 6    |
| 12,13           | 5    |
| 10,11           | 4    |
| 8,9             | 3    |
| 6,7             | 2    |
| 4,5             | 1    |
| 0,1,2,3         | 0    |

**[Total mark for Accurate use of verbs (Question 3): 8]**

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• How to award ticks for Accurate use of verbs (Question 3)

(a) Subject (noun or pronoun) + any finite verb

- both subject and verb must be correct for the verb to score a tick
- verb must be in the appropriate tense to score a tick
- inaccuracies in the use of accents are ignored except for in the case of *-er* verbs and *être* where there must be an accent on the past participle in a compound tense, and the absence of such an accent in the present tense
- do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features.

| Tick   | No tick   | Note   |
|--|---|--|
| Je suis (✓)  |   |  |
| J'aime (✓)   | Je aime ( <i>no tick</i> )                      | «Je n'aime (✓) (pas) le camping»   |
| Je ne aime (✓) pas   |   | treat as misuse of negative, not misuse of verb: verb is ticked  |
| Il est allé (✓)  | Il est allée ( <i>no tick</i> )                 | insist on correct agreement  |
|  | Les professeurs sont ( <i>no tick</i> ) gentils | incorrect subject  |
|  | Le voiture s'est approché ( <i>no tick</i> )    | incorrect subject  |
| Les nouveau professeurs sont (✓) gentils                       |   | «Les professeurs» is the subject and is correctly spelt. The incorrect adjective does not prevent the tick being awarded                     |
| Les invites sont arrivés (✓)                                   |   | missing accent on noun does not prevent tick being awarded   |
|  | Les invités sont arrives ( <i>no tick</i> )     | past participle must have accent for tick to be awarded; though grave is tolerated   |
| La site que j'ai adoré (✓)                                     |   | despite wrong gender of noun the verb is correct   |
|  | La site que j'ai adorée                         | gender of noun wrong; «site» is not a feminine noun, therefore verb should not agree and is not ticked                                       |
| Le site j'ai adoré (✓)   |   | «que» clauses where the «que» is missing: tick the verb; take absence of «que» into account when awarding mark for Other linguistic features |
| Mon frère a (✓) sept ans. Il y a (✓) 30 enfants dans sa classe |   | for «il y a/avait», allow the impersonal use to count as an extra  |

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### With direct and indirect object pronouns

| Tick                     | No tick                                    | Note   |
|--------------------------|--|--|
| Je l'aime (✓)            |  |  |
| Je le joue (✓)           | Je se joue ( <i>no tick</i> )              | «jouer» is not a reflexive verb  |
| Je lave (✓) les voitures | Je me lave ( <i>no tick</i> ) les voitures | «laver» should not be used reflexively in this statement   |
| Je t'ai dit (✓)          |  |  |
| J'ai te dit (✓)          |  | basic verb formation is correct  |
| Je les ai achetés (✓)    | Je les ai acheté ( <i>no tick</i> )        | past participle must agree in number and gender with preceding direct object for verb tick to be awarded |

### With «y» and «en»

| Tick                              | No tick | Note  |
|-----------------------------------|---------|---|
| J'y vais (✓) / Elle en achète (✓) |         |   |
| Je vais y (✓) en voiture          |         | correct «je vais» scores despite incorrect position of «y»      |
| Elle achète (✓) en                |         | correct «elle achète» scores despite incorrect position of «en» |

### Passive

| Tick                         | No tick | Note |
|------------------------------|---------|------|
| Elle a été attrapée (✓)      |         |      |
| Les vélos ont été vendus (✓) |         |      |

### Reflexive

| Tick   | No tick                              | Note   |
|--|--------------------------------------|--|
| Elle s'est levée (✓)                                 | Elle est se levée ( <i>no tick</i> ) |  |
| Je me lave (✓) les mains                             |                                      |  |
| Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère |                                      | correct use of a reflexive and non-reflexive verb can both be credited |

### Impersonal

| Tick           | No tick | Note   |
|----------------|---------|--|
| Il y a (✓)     |         | «llya» (✓) all right letters and in right order (by same rule «yatil» also gains a tick)<br>«Il y a» does not score in expressions meaning 'ago' |
| Est-ce que (✓) |         |  |

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### With negative

| Tick                  | No tick | Note   |
|-----------------------|---------|--|
| Ils ne jouent pas (✓) |         | tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features' |
| Ils ne pas jouent (✓) |         |  |
| Je ne aime (✓) pas    |         |  |

### Sequence of tenses

| Tick   | No tick | Note   |
|--|---------|--|
| Si j'avais (✓) le choix je voudrais (✓)                              |         |  |
| Si j'ai eu ( <i>no tick</i> ) le choix je voudrais (✓)               |         | if sequence is incorrect, both verbs cannot be rewarded  |
| Quand j'ai fini ( <i>no tick</i> ) de déjeuner (✓) je suis sorti (✓) |         | in time clauses, the pluperfect must be used for the verb to be rewarded. In other cases the perfect is acceptable |
| Quand j'avais fini (✓) de déjeuner (✓) je suis sorti (✓)             |         |  |

### Single auxiliary with multiple past participles

| Tick                               | No tick | Note  |
|------------------------------------|---------|---|
| Nous avons chanté (✓) et dansé (✓) |         | Nous avons chanté = tick; Nous avons dansé = tick |

### Correct verb within meaningless statement

| Tick                      | No tick  | Note  |
|---------------------------|--|---|
| La journée est (✓) longue | La journée est ( <i>no tick</i> ) intelligente | do not reward correct verb in a meaningless statement |

### (b) Imperative

| Tick              | No tick | Note |
|-------------------|---------|------|
| Viens (✓)         |         |      |
| Ne touche pas (✓) |         |      |

### (c) Interrogative

| Tick                           | No tick | Note  |
|--------------------------------|---------|---|
| Tu viens? (✓) / Tu viens. (✓)  |         | question mark not required for mark to be awarded |
| Est-ce que (✓) tu viens(?) (✓) |         |   |
| Comment ça va(?) (✓)           |         |   |

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(d) Infinitive

| Tick   | No tick                        | Note   |
|--|--------------------------------|--|
| Je veux (✓) sortir (✓)   |                                |  |
| Je veut ( <i>no tick</i> ) sortir (✓)  |                                | award tick for any correct dependent infinitive, even if main verb is incorrect / in the wrong tense               |
| Je veux (✓) sortier ( <i>no tick</i> )   |                                |  |
| Il a commencé (✓) à pleuvoir (✓)   |                                |  |
| Il a commence ( <i>no tick</i> ) à pleuvoir (✓)                                    |                                |  |
| Il a commencé (✓) de pleuvoir ( <i>no tick</i> )                                   |                                |  |
| J'ai essayé (✓) de travailler (✓)  |                                |  |
| Il m'aide ( <i>no tick</i> ) à préparer le repas (✓)                               |                                | past tense required by the task: main verb is in the wrong tense but dependent infinitive is correct and is ticked |
| Visiter (✓) d'autres pays est (✓) important  |                                |  |
| Sans hésiter (✓)   | Sans hésité ( <i>no tick</i> ) |  |
| Je veux (✓) sortir (✓) parce que je veux ( <i>no tick</i> ) aller (✓) aux magasins |                                | <i>je veux</i> can only score once, but different infinitives can each score if correct                            |
| Après être arrivé(e) (✓) il/(elle) a mangé (✓) un sandwich                         |                                |  |
| Après être sorti il a commencé (✓) à pleuvoir (✓)                                  |                                | the subject of the perfect infinitive is not the subject of the main verb  |
| Après avoir mangé (✓) je suis sorti (✓)  |                                |  |

|         |                                 |          |       |
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**Ticking forms of the verb in the future: is the future tense appropriate to the task?**

| Tick   | No tick | Note   |
|--|---------|--|
| Nous allons (✓) jouer (✓) au tennis                          |         | in all these cases the future tense is appropriate to the task on the question paper so both the finite verb and the infinitive are ticked in the normal way |
| Je vais (✓) regardé ( <i>no tick</i> ) un film               |         |  |
| Elle vas ( <i>no tick</i> ) arriver (✓) ce soir              |         |  |
| Je vais ( <i>no tick</i> ) aller ( <i>no tick</i> ) en ville |         | task is: what did you do last weekend? Future tense is not appropriate therefore do not tick either verb   |

**(e) Inversion**

| Tick                        | No tick                           | Note  |
|-----------------------------|-----------------------------------|---|
| «...» a-t-il dit (✓)        | ... a-t-il dis ( <i>no tick</i> ) | accept both normal word order and inversion after direct speech |
| «...» il a dit (✓)          |                                   |   |
| Viens-tu (✓) / Viens tu (✓) |                                   |   |

**(f) Participle (past or present)**

| Tick                | No tick | Note |
|---------------------|---------|------|
| En arrivant (✓)     |         |      |
| Ayant fini (✓)      |         |      |
| Une fois arrivé (✓) |         |      |

**(g) Reward only the first occurrence of a verb, e.g.**

- J'aime (✓) la natation. J'aime (*no tick*) aussi le tennis
- J'aime (✓) la natation. Je n'aime (*no tick*) pas le tennis
- Dans ma région il y a (✓) des montagnes et des rivières. Il y a (*no tick*) aussi des...

**However,**

- Je préfère (✓) la natation et mon frère préfère (✓) le tennis – 2 different persons of the verb
- Mon frère préfère (✓) la natation et ma sœur préfère (*no tick*) le tennis – both third person usage
- Elle est (✓) fâché, ce n'est (*no tick*) pas amusant – both third person usage
- Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère: correct use of a reflexive and non-reflexive verb can **both** be credited
- Mon frère a (✓) sept ans. Il y a (✓) 30 enfants dans sa classe: with «il y a/avait» allow the impersonal use to be credited as an extra (the same applies to «est-ce que» and «il/elle est»)

|                |  |                 |              |
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### **3.3 – award a mark out of 12 for Other linguistic features**

#### ***Generic mark scheme for Other linguistic features (Question 3):***

- (i) Do not consider accuracy of verbs for your assessment of Other linguistic features, but do bear in mind idiomatic and/or particularly judicious choice of verbs.
- (ii) Award a mark out of 12 for Other linguistic features according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).
- (iii) Use the highlighter marking tool to highlight the first new use of any correct usage.  
Use the highlighter marking tool to underline a creditable attempt at a structure.

This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 or above to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language.

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### Grade descriptors for Other linguistic features (Question 3)

|       |   |
|-------|---|
| 11–12 | <ul style="list-style-type: none"> <li>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</li> <li>• Highly accurate at this level, though not necessarily faultless.</li> <li>• Makes effective use of a wide range of vocabulary fully appropriate to the task.</li> </ul>         |
| 9–10  | <ul style="list-style-type: none"> <li>• Attempts a range of structures with a good degree of success.</li> <li>• More complex language usually error-free<sup>^^</sup>.</li> <li>• Uses a variety of relevant vocabulary at this level.</li> </ul>   |
| 7–8   | <ul style="list-style-type: none"> <li>• In control of simple structures. Varied success with more complex structures.</li> <li>• Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted.</li> <li>• Has sufficient vocabulary to add some interest to the writing.</li> </ul> |
| 5–6   | <ul style="list-style-type: none"> <li>• Attempts more than basic structures.</li> <li>• On balance, the work is more accurate than inaccurate.</li> <li>• Straightforward vocabulary relevant to the task.</li> </ul>  |
| 3–4   | <ul style="list-style-type: none"> <li>• Reliant on basic structures.</li> <li>• Some examples of correct language. Meaning usually conveyed.</li> <li>• Basic vocabulary.</li> </ul>   |
| 1–2   | <ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</li> </ul>  |
| 0     | <ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul>   |

<sup>^^</sup>subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.

\*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

(i) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

- Subordinate clauses, including *car / parce que, qui* and *que* (relative pronouns), *ce qui* and *ce que*. Indirect or reported speech (*il a dit que, je pense que*). Time clauses with *quand, pendant que* etc. and *si* (= if)
- Object pronouns (*il m'a dit*) and 'strong' pronouns (*chez nous* etc.)
- Conjunctions other than *et* and linking words (e.g. *cependant, malheureusement, toutefois*)
- Prepositions – Time: *depuis, pendant, pour, du... au... etc* / – Place: *en, dans* etc
- Negatives, especially strong forms
- Adverbs
- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Expressions of quantity
- Partitive articles, especially *de* after negative, use of *du, de la, des*
- Appropriate use of *politesses* in the letter.

**[Total mark for Other linguistic features (Question 3): 12]**



|                |  |                 |              |
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## Appendix I

### Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

### Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

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## Appendix II: Communication

### Rules on how to decide whether a verb is accurate enough to convey meaning

#### Communication

- an attempt at a verb is required for any communication mark to be awarded
- for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B
- for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below); in order for a verb to score a LANGUAGE tick, it must be correct
- ‘ticks’ for communication are to be placed just above the end of the qualifying sentence/phrase

**A QUESTION 3 ONLY: where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE 2 communication marks are awarded in the following cases**

|              |  |  |
|--------------|--|--|
| <b>(i)</b>   | <b>For 2 communication marks: accept a Present where a Future context is apparent</b>  |  |
|              | <i>L'an prochain je voyage en France</i> = 2 for communication.  | ( <i>Je voyage</i> receives a tick for verb)   |
| <b>(ii)</b>  | <b>For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa</b>  |  |
| <b>(iii)</b> | <b>For 2 communication marks: accept a 'phonetic version' of the correct time frame</b>  |  |
|              | <i>J'ai passer/passez les vacances</i> = 2 for communication<br><i>Les gens pense/pensait que</i> = 2 for communication<br><i>Il a commencé à joué</i> = 2 for communication | ( <i>Il a commencé à joue</i> = 1 for communication – <i>joue</i> is not phonetic)   |
| <b>(iv)</b>  | <b>For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate</b>   |  |
|              | Allow Perfect, Imperfect, Pluperfect or Past Historic. Ignore inconsistency of the Perfect and Past Historic if it occurs  |  |
| <b>(v)</b>   | <b>Use of <i>avoir</i> with a past participle when <i>être</i> is correct: award 2 communication marks</b>   |  |
|              | <i>J'ai resté en France</i> = 2 marks for communication  | However the use of <i>être</i> when <i>avoir</i> is correct = 1 communication mark, eg <i>Je suis mangé la pomme</i> (see B (iii)) |

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|        |   |   |
|--------|---|---|
| (vi)   | <b>Errors of accent: award 2 communication marks (eg <i>il va téléphoner</i> = 2; <i>il commençais</i> = 2; <i>j'achete</i> = 2), except in the following cases</b>   |   |
|        | For 2 communication marks, <b>insist</b> on the accent on a past participle of –er verbs  | <i>Il a joué</i> = 1 for communication (as an attempted perfect tense)<br><i>Il joué</i> = 1 for communication (as an attempted present tense)  |
|        | For 2 communication marks <b>insist</b> on an accent when an adjective is also a past participle  | <i>Il était fatigue</i> = 1 for communication<br><i>Il être fatigue</i> = 1 for communication<br><i>Il et fatigue</i> = 1 for communication   |
|        | For 2 communication marks, tolerate a grave accent for an acute accent  | <i>Il a jouè</i> = 2 for communication  |
| (vii)  | <b>Errors of punctuation: award 2 communication marks in spite of errors of punctuation</b>   |   |
|        | <i>Jai fait...</i> = 2 for communication in spite of missing apostrophe   | In addition <i>jai fait</i> scores a tick for the verb  |
| (viii) | <b>Errors of elision: award 2 communication marks in spite of errors of elision</b>   |   |
|        | <i>Je aime... / Je habite...</i> = 2 for communication in spite of missing elision  | <i>Je aime / Je habite</i> : no tick for the verb as elision has not been made  |
| (ix)   | <b>Single consonant where there should be double and vice versa: award 2 communication marks</b>  |   |
|        | <i>J'appelle / J'apelle / J'apele / J'appelle ma mère au téléphone</i> = 2 for communication  | <i>J'appelle ma mère au telephone</i> = tick for the verb   |
| (x)    | <b>In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)</b>                                     |   |
|        | <i>Mon ami a dit qu'il avait mal au genou</i> = 2 for communication (in addition both verbs can receive a tick)<br><i>Mon ami annonce (wrong tense) qu'il avait mal au genou</i> = 2 for communication (in addition second verb can receive a tick) | However, <i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication (see B(viii)) (in addition first verb can receive a tick)<br><i>Mon ami a dit qu'il mal au genou</i> = 0 for communication (no verb in subordinate clause) (first verb can receive a tick) |
|        | <i>Je pensais que j'étais malade</i> = 2 for communication (in addition both verbs receive a tick)  | However:<br><i>Je pensais qu'il pleut</i> = 1 for communication (see B (viii))<br><i>Je pensais que j'avais malade</i> = 0 for communication (see B (iv))<br>(In both cases, first verb can receive a tick)   |
| (xi)   | <b>Use of a verb in the 'indicative' where a subjunctive would be expected: award 2 communication marks</b>   |   |
|        | <i>Il faut que j'aille chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick)<br><i>Il faut que je vais chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick)  |   |

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| <b>(xii)</b>  | <b>Treat the verbs <i>retourner</i>, <i>revenir</i> and <i>rentrer</i> as synonyms: award 2 communication marks</b> |   |
|               |   |   |
| <b>(xiii)</b> | <b>«ne» omitted in a negative statement: award 2 communication marks</b>  |   |
|               | <i>J'aime pas la biologie</i> = 2 for communication (in addition, the verb receives a tick)                         | However <i>Je n'aime la biologie</i> = 1 for communication (see B(ix)) (verb receives a tick) |

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**B QUESTION 2 AND 3:** where **THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS** but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded:

|     |  |   |
|-----|--|---|
| (i) | <b>The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark</b>  |   |
|     | <p><b>Task: where <u>did</u> you go on holiday.</b><br/> <b>Candidate writes:</b><br/> <i>Je passe les vacances en France</i><br/> <i>Je passons les vacances en France</i><br/> <i>Je passé les vacances en France</i><br/> <i>Je vais passer les vacances en France</i><br/> <i>Je suis passer les vacances en France</i><br/> <i>J'irons en France</i><br/> <i>Je allez en France</i><br/> <i>J'aïlle en France</i><br/> <i>Je vas en France</i></p> <p><b>All score 1 mark for communication</b></p> | <p>In all these cases, <i>passer</i> is an appropriate choice of verb in terms of meaning. The task ('where did you go on holiday') requires a past tense (or phonetic version of a past tense) for 2 communication marks to be awarded: these versions do not meet this requirement. However, in all these cases the candidate has produced an existing part/tense/form of what is an appropriate verb and therefore 1 communication mark is awarded</p> <p>Ticks are not scored for these verbs</p> |
|     | <p><b>Task: how <u>did</u> you and your friends react?</b><br/> <b>Candidate writes:</b><br/> <i>Mes amis est contents</i><br/> <i>J'éété triste</i><br/> <i>Ils avons pleure</i></p> <p><b>All score 1 mark for communication</b></p>   |   |
|     | <p><b>Task: what do you want to eat for lunch.</b><br/> <b>Candidate writes.</b><br/> <i>Je veux mange un sandwich = 1 for communication</i></p>   | <p><i>Je veux = tick for verb</i></p>   |
|     | <p><b>Task: what will you do <u>next</u> year.</b><br/> <b>Candidate writes:</b><br/> <i>L'an <u>dernier</u> je voyage en France = 1 for communication</i><br/> <i>L'an <u>dernier</u> je vais voyager en France = 1 for communication</i><br/> <i>L'année <u>prochaine</u> j'allait en ville = 1 for communication (if the task required a past tense, <i>J'allait en ville</i> tout court could score 2 for communication as a phonetic rendering of <i>J'allais en ville</i>)</i></p>                 | <p><i>...je voyage...</i> verb is not rewarded as there is no future context (eg <i>L'an prochain...</i>)<br/> <i>...je vais voyager...</i> scores 2 ticks for verbs (<i>je vais, voyager</i>) as the task requires a future<br/> <i>...j'allait...</i> verb does not receive a tick</p>  |
|     | <p><i>L'année <u>prochaine</u> j'aïlle en ville = 1 for communication (<i>aller</i> is an appropriate verb, <i>aïlle</i> is a form of the verb <i>aller</i> (subjunctive))</i></p>   | <p><i>L'année <u>prochaine</u> j'aïllait en ville = 0 for communication (<i>aïllait</i> is not any part of the verb <i>aller</i>)</i></p>   |

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| <b>(ii)</b>  | <b>The candidate has produced a phonetic spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark</b>   |   |
|              | Task is to say what s/he enjoyed doing on holiday. Candidate writes: <i>J'aim le tennis</i> = 1 for communication (phonetic version of the incorrect tense ( <i>j'aime</i> ) of an appropriate verb)   | <i>J'amie (le tennis)</i> = 0 for communication ( <i>amie</i> is not any form/part/tense of the verb <i>aimer</i> )   |
|              | Task is to say how s/he got home. Candidate writes: <i>Je prennex le bus</i> = 1 for communication (phonetic version of an incorrect part/tense ( <i>Je prenez</i> ) of an appropriate verb)   | <i>Je prendais le bus</i> = 0 for communication ( <i>prendais</i> is not any form/part/tense (nor a phonetic version thereof) of the verb <i>prendre</i> )  |
| <b>(iii)</b> | <b>Use of <i>être</i> as the auxiliary when <i>avoir</i> would be correct: award 1 communication mark (see also A (v))</b>   |   |
|              | <i>Je suis mangé la pomme</i> = 1  |   |
| <b>(iv)</b>  | <b>Use of <i>être</i> instead of <i>avoir</i> in some clearly defined idiomatic phrases: award 1 communication mark</b>  |   |
|              | <i>J'étais peur</i> = 1<br><i>J'étais soif</i> = 1<br><i>J'étais faim</i> = 1<br><i>Elle était cinq ans</i> = 1  | (no tick for the verb)<br>(no tick for the verb)<br>(no tick for the verb)<br>(no tick for the verb)<br><br><b>However</b><br><i>Elle est les cheveux gris</i> = 0<br><i>J'avais fatigué</i> = 0<br><i>J'avais malade</i> = 0 |
| <b>(v)</b>   | <b><i>Manger, nager, ranger</i> etc – 'e' missing from <i>nous</i> form and imperfect: award 1 communication mark</b>  |   |
|              | <i>Je mangais des pommes</i> = 1 (no tick for the verb)<br><i>Nous nagonx après l'école</i> = 1 (no tick for the verb)   | <i>Je mang des pommes</i> = 0   |
| <b>(vi)</b>  | <b>The following commonly seen inappropriate usages: award 1 communication mark</b>  |   |
|              | <b>Accept for 1 mark</b><br><i>il est beau</i> for <i>il fait beau</i><br><i>j'ai écouté un bruit</i> for <i>j'ai entendu un bruit</i><br><i>c'est chaud</i> for <i>il fait chaud</i><br><i>j'ai fait une promenade à l'école</i> for <i>je suis allé à l'école à pied</i><br><i>j'ai regardé un accident</i> for <i>j'ai vu un accident</i> | <b>Refuse</b><br><br><i>j'ai regardé pour mon sac</i> for <i>j'ai cherché mon sac</i>   |
| <b>(vii)</b> | <b>The following commonly seen mis-usages: award 1 communication mark</b>  |   |
|              | <i>il et (venu me voir)</i><br><i>je return(e)</i> etc (accept <i>returner</i> for <i>retourner</i> )<br><i>je s'appelle (Carole)</i>  | However, <i>Il m'appelle (Carole)</i> when the candidate is trying to give his/her own name = 0 as nothing of worth is communicated   |

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| <b>(viii)</b> | <b>In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules (see also A(x))</b> |   |
|               | <i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication  | <i>il a mal au genou</i> , contains an appropriate verb in the wrong time frame which is awarded 1 mark for communication (in addition, first verb receives a tick)   |
|               | <i>Je pensais qu'il pleut</i> = 1 for communication  | The subordinate clause, <i>qu'il pleut</i> , contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick) |
| <b>(ix)</b>   | <b>«pas», or equivalent, is omitted in a negative statement = 1 for communication</b>  |   |
|               | <i>Je n'aime la biologie</i> = 1 for communication (verb receives a tick)  | However <i>J'aime pas la biologie</i> = 2 for communication (in addition, the verb receives a tick)   |

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**C** **QUESTIONS 2 AND 3:** award 0 communication marks in the following cases:

|              |   |  |
|--------------|---|--|
| <b>(i)</b>   | <b>No attempt at a verb = 0 for communication</b>   |  |
|              | <i>je pied à l'école</i> = 0 for communication<br><i>je promenade mon chien</i> = 0 for communication<br><i>il pluie</i> = 0 for communication  | However, <i>je travail à l'école</i> (in response to <i>Qu'est-ce que vous faites à l'école?</i> ) = 2 for communication because <i>travail</i> works phonetically |
| <b>(ii)</b>  | <b>The verb attempted delivers a message different from the desired one = 0 for communication</b>   |  |
|              | <i>mon père a un prof</i> for <i>mon père est prof</i> = 0 for communication<br><i>j'ai travaillé en Australie</i> for <i>j'ai voyagé en Australie</i> = 0 for communication<br><i>il pleure</i> for <i>il pleut</i> = 0 for communication  |  |
| <b>(iii)</b> | <b>The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication</b>  |  |
|              | <i>L'année prochaine j'aillait en ville</i> = 0 for communication ( <i>aillait</i> is not any part of the verb <i>aller</i> )<br><i>Je prendais le bus</i> = 0 for communication ( <i>prendais</i> is not any part of the verb <i>prendre</i> )<br><i>J'amie (le tennis)</i><br><i>J'alle au cinema</i><br><i>Je m'apple Carole</i> |  |
| <b>(iv)</b>  | <b>There are two subjects = 0 for communication</b>   |  |
|              | <i>il j'aime</i> = 0 for communication  |  |