

MARK SCHEME for the October/November 2013 series

0520 FRENCH (FOREIGN LANGUAGE)

0520/42

Paper 4 (Continuous 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.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 2 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

Introduction

Total marks for paper: 50

25 marks per question. Each question is marked over a maximum of 140 words.

1 Communication: 5 marks

Put a stroke in the left hand margin for each of the 5 relevant points.
Record 0 for a failure to score a point.

2 Language: 15 marks

Examiners are required to award ticks beside each Marking Unit which is substantially correct. Errors are not to be indicated. The total number of ticks should be recorded at the foot of the page and converted to a mark out of 15 using the Conversion table at the end of the mark scheme.

3 General Impression: 5 marks

The pro rata mark based on the Language mark should serve as the first guide. This mark should be adjusted up or down by one mark where this is justified by positive qualities, such as unusually good vocabulary or ambitious use of language, or by negative qualities, such as excessive repetition. Indicate positive qualities by a plus sign and negative qualities by a minus sign in the right-hand margin.

0-1 Does not rise above the requirements for the Directed Writing Task in Paper 2.

2 Fairly good use of idiom, vocabulary, structures and appropriate tenses.

3 Good use of the above.

4 Very good use of the above.

5 Excellent use of the above.

Recording of marks

Marks should be recorded at the end of the answer as follows:

| | | | | | | |
|---------------|---|----------|---|--------------------|---|-------|
| Communication | + | Language | + | General Impression | = | Total |
| Eg 4/5 | + | 10/15 | + | 3/5 | = | 17/25 |

Enter each of the two marks on the front of the Script and record the total out of 50.

Please ensure that these marks are checked carefully, especially the conversion of ticks to marks for Language.

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 3 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

Checkers

Each Examiner should ensure that his/her Checker has read the instructions on the reverse of the Script Checker Claim Form. Checkers should indicate that they have approved the accuracy of the recording, addition and transfer of marks by putting a tick in pencil against the final mark for each of the two questions and against the final Total, on the front of the scripts. Errors which the Checker finds must be corrected in red by the Examiner.

Counting words

- (a) In letters ignore any address or date. Ignore also any title. No marks may be gained for the above.
- (b) Count up to exactly 140 words. Award no more marks thereafter, either for Communication or Language. But see note (e).
- (c) Our definition of a word is a group of letters surrounded by a space. Count the number of words **as it should be**, not necessarily as it is written. A group of letters containing a hyphen or an apostrophe is regarded as one word.

parceque (sic) = two words

parce-que (sic) = two words

l'homme = one word

la dame = two words

Qu'est-ce que c'est? = three words

Il y a = three words

Y a-t-il...? = two words

- (d) All numbers count as one word each whether written as figures or as words.

21 = one word

Vingt et un is treated as one word.

- (e) When the 140th word splits a Marking Unit, award a tick for the unit if correct in spite of (b).

...avec || mon ami. Record a tick for 'avec'.

Plus || tard. Record a tick after 'plus'.

Il a || fini. Record a tick after 'Il a'.

Les petits || enfants. Record a tick after 'petits'.

- (f) Indicate the 140th word by ||.

- (g) Proper nouns count as one word and do not score ticks for language, eg Nouvelle Zélande, Etats-Unis, Haute Savoie, Charles de Gaulle, Afrique du Sud, New York, Avenue des Champs Elysées and book and film titles etc.

- (h) In letters count a maximum of **2** words only for the addressee as in *Cher Monsieur Dupont*.

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 4 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

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 0/25 is given. These are rare in IGCSE. The 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 and Impression.

When part of an answer is clearly irrelevant, include such material in the word count, but bracket it and award no Language marks. (e.g. unless otherwise instructed, bracket and include in the word count an introduction to a question consisting of an unwanted self portrait on the lines of: ‘Bonjour. Je m’appelle X. J’ai 16 ans. J’habite Y. etc.’). However, please bear in mind that as long as candidates do not distort the requirements of the rubric, they are allowed to develop their essays in the direction that suits them/their imagination takes them: Examiners should always hesitate before bracketing material as irrelevant, especially if is integrated into an essay which fulfils the requirements of the rubric in other ways, and must consult their Team Leader if they are unsure.

Repetition of material printed in the rubric

The following list of words lifted **unchanged** from the rubric will not be rewarded with language ticks:

Question 1(a) *cadeau exceptionnel; pour fêter; l’année prochaine*

Question 1(b) *la dernière fois; en vacances; pendant les vacances*

Question 2 *ma voisine, ensuite*

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 5 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

MARKS FOR RELEVANT COMMUNICATION

General principles

(a) Do not award Communication Marks when the required elements are expressed in inappropriate time frames:

- eg *L'an dernier je voyage en France* = 0 for Communication. *Je voyage* does not receive a tick for Language. (The other elements are marked in the usual way.)

However reward a Present where a Future context is apparent:

- eg *L'an prochain je voyage en France* = 1 for Communication. *Je voyage* receives a tick for Language.

(b) Disallow for Communication the use of the Infinitive or the Past Participle when a finite verb is required:

- eg *Je passé les vacances* = 0 for Communication and Language
Je passer les vacances = 0 similarly
Je veux (1) mange (0) = 0 for Communication

However award a Communication mark for 'phonetic versions' such as:

- J'ai passer (sic) les vacances* = 1
Les gens pense/pensait que = 1
Il a commencé à joué = 1 for communication
(Il a commencé à joue = 0 for communication)

Non-phonetic versions do not score for Communication:

- J'ai vendre* = 0
Les gens est = 0
Il et venu = 0
Il a était = 0
C'été = 0

(c) Tolerate and accept for Communication (but not for Language) the use of any past tenses when a past is required, even when a different past tense would be correct. Allow Perfect, Imperfect, Pluperfect or Past Historic. The Past Historic will only be rewarded in a narrative. Ignore inconsistency of the Perfect and Past Historic if it occurs. Accept for Communication the use of a Future when a Conditional would be correct and vice versa.

Disallow the 'historic present' for Communication and Language.

(d) Tolerate and allow for Communication the use of *avoir* with a past participle when *être* is correct:

- eg *J'ai resté en France* may score

However disallow for communication:

- eg *Je suis mangé* = 0; *J'étais peur* = 0; *J'avais fatigué* = 0

(e) Bracket and exclude from the word count any letter etiquette when a letter is not asked for.

(f) A Communication mark may only score if it occurs in the first 140 words.

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 6 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

(g) When two ‘reactions’ are required in Question 2 and they are expressed as a list, eg *J’étais triste et fatigué* or *C’était intéressant et amusant*, award one communication mark only. However, if a verb is used, eg *J’étais triste[...].J’étais fatigué*, award two communication marks.

(h) As with Language marks all errors of accent or punctuation are ignored for Communication except for the accent on a past participle of –er verbs:

- eg *il a joue* = 0 (as a failed perfect tense)
- eg *il joué* = 0 (as a failed present tense)

Insist on an accent when an adjective is also a past participle:

- eg *il était (1) fatigue* = 0

Tolerate a grave accent for an acute accent:

- eg *il a jouè* = 1

(i) Accept *fatigué* for communication of a reaction in Question 2.

(j) Disallow for communication of a reaction: *shocké/shockant*, *shoqué/shoquant* and *choké/chokant*.

(k) Reward for communication (and language):

- the use of *excité* and *excitant* to say ‘excited’/‘exciting’
- *réellement* for *vraiment*

Specific instructions for individual questions

- Award a maximum of 5 communication marks per question.
- Points may occur in any order.
- Indicate the award of a communication mark with a Roman numeral (‘I’, ‘II’, ‘III’ etc) in the left margin at the first point in the essay where the mark can be awarded.
- Enter 0 when an attempted answer fails or a task is not attempted.

QUESTION 1(a) L’anniversaire

(i) **Description of present** (show mark as ‘i’ in left margin)

Accept what the present is/was, eg:

- *Le cadeau que j’ai reçu / que ma famille m’a donné est / était un vélo*
- *Mon cadeau est / était un vélo*
- *J’ai reçu un vélo*

Accept a description:

- *Mon vélo est bleu*
- *Mon cadeau a coûté cher* (candidate does not have to say what the present is)

Refuse: *exceptionnel* **tc** as a description

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 7 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

For (i) and (ii) be flexible in interpreting what is intended to be a description and/or an opinion. *Mon cadeau est/était super/magnifique* may be treated as a description (i) or an opinion (ii), eg:

- *Mon vélo est bleu* (i). *Il est magnifique* (ii)
- *J'ai reçu un cadeau super* (ii). *C'est un vélo* (i)
- *J'ai reçu un cadeau super* (i). *C'est magnifique* (ii)
- *J'ai reçu un beau vélo* (i)
- *J'ai reçu un vélo* (i). *C'est beau* (ii)

However the same adjective cannot be rewarded for both (i) and (ii)

(ii) Opinion of present (show mark as 'ii' in left margin)

Accept:

- *Le vélo / Le cadeau est* + suitable adjective eg *beau / super*
- *J'aime le cadeau*
- *J'ai reçu un cadeau. Je suis content* (ii)

Refuse if not an opinion: *Le vélo est rouge* = 0 for task (ii).

Refuse: *exceptionnel* **tc** as an opinion

Responses to tasks (i) and (ii) must be separate statements to score 2 marks.

(iii) Anything candidate did which could reasonably be in celebration of his/her birthday (show mark as 'iii' in left margin)

Insist on past tense

Accept as a subject: *je, nous, on, mon frère / ma famille et moi*, eg:

- *On est allé au restaurant / J'ai fêté mon anniversaire à la disco*

Do not insist on *pour fêter mon anniversaire*

Accept: *Maman a fait un gâteau / Il y a eu une fête*

(iv) How candidate would like to celebrate birthday next year (show mark as 'iv' in left margin)

Accept: *L'année prochaine je voudrais / je veux aller au bord de la mer (pour célébrer mon anniversaire* could be understood and therefore omitted)

Accept: *L'année prochaine* with *je / nous / on* etc and a future or a present tense, omitting the idea of 'wanting to': *L'année prochaine j'irai / je vais etc au bord de la mer.* (N.B. The scheme says to accept for communication and language a present tense if a future context is apparent.)

Accept: *J'ai décidé de* + infinitive

Accept: 'where' or 'with whom' eg *Je voudrais célébrer mon anniversaire à + place / avec mes amis*

Accept: *À l'avenir, La prochaine fois* etc as indicating future context.

Accept: *Je voudrai...* for communication but not language

Accept: *Je voudrais célébrer / fêter au resto (no anniversaire)* for communication and for language

(v) We will treat (v) as a floater and award the mark for an extra statement which contains an acceptable finite verb for (iii) or (iv). (Show mark as +(iii) or +(iv) in left margin)

| | | | |
|--------|-------------------------------|----------|-------|
| Page 8 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

QUESTION 1(b) Holiday apartment in the mountains

(i) Reward either of the following tasks (show mark as 'i' in left margin)

- **Accept the invitation:** *J'accepte l'invitation (Merci de m'inviter) / Je te remercie de ton invitation* or equivalent

Or

- **Give some dates for the stay**
Accept Je propose le 5 (juin) au 20 juin / Je propose le 5 juin
Accept Je peux / veux passer 2 semaines (dans l'appartement) entre le 5 et le 20 juin
Accept J'arrive le 5 juin

Refuse: *Je propose au 5 du 20 juin*

(ii) Advantages of staying in a flat (show mark as 'ii' in left margin)

Accept:

- *C'est peu cher / C'est moins cher (que l'hôtel)*
- *C'est plus confortable qu'une tente / C'est plus pratique pour une famille*

Accept:

- *Ce n'est pas cher*
- *C'est pratique*
- *On est libre*
- *On peut sortir et rentrer quand on veut, etc*
- *un appartement* interpreted as a particular flat as in: *J'aime l'appartement / C'est joli / Il y a une piscine / C'est près des magasins*

(iii) What candidate did the last time s/he went on holiday (show mark as 'iii' in left margin)

Accept: *La dernière fois (que je suis allé en vacances)* (do not withhold the communication mark for errors in attempting to convey this) *j'ai fait de la natation / je suis allé à + place* (or anything reasonable)

La dernière fois might be rendered as *l'année dernière* or something similar

Allow *je, nous, on, ma famille et moi* as subjects

Insist on a past tense

(iv) What candidate would like to do with friend (show mark as 'iv' in left margin)

Expect *Je voudrais etc* + an infinitive OR *On pourrait* + infinitive

Allow a simple future for communication, eg *Je ferai du ski / On fera du ski / Nous ferons du ski*

Tick *avec mon ami* for language even if it ought to be *avec toi*

(v) (v) is a floater to be awarded for an extra statement which contains an acceptable finite verb for any of the above. (Show mark as +(i), +(ii), +(iii) or +(iv) in left margin)

| | | | |
|--------|-------------------------------|----------|-------|
| Page 9 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

QUESTION 2 Helping elderly neighbour

Bracket and ignore *Le week-end dernier ma voisine m'a telephone* at the start.

Events before the phone call, eg *J'étais dans le salon, Il faisait chaud, Je regardais la TV*: award ticks for language but refuse for communication

There must be at least one (i)

There can be up to three communication marks for 'how I helped' but no successful 'what happened' (show marks as (i), (ii), (ii) in left margin)

(i) What I/we did to help (show the first 'what I did to help' as 'i' in the left margin and any further as 'ii')

Eg *J'ai appelé le médecin. J'ai préparé du thé* = (i) (or (i) + (ii))

Accept for communication: *J'ai appelé le/la médecine (sic.)*

For (i), disallow for communication actions which did not 'help', eg *J'ai regardé la TV* = 0 for communication for (i) – but can be rewarded for (ii) if after the phone call

Refuse for communication and language: *assister / assistance*

(ii) What happened after the phone call (show as 'ii' (or 'ii' + 'ii' in the left margin)

La dame s'est reposée. Les ambulanciers sont arrivés. Ils l'ont emmenée à l'hôpital etc (= (ii) (or (ii) + (ii))

- Reported speech: *Elle a dit qu'elle était tombée et qu'elle se sentait malade* (ii) = 1 mark (*elle a dit* is the event)
- Direct speech: *Elle a dit 'Je suis tombée. Je me sens malade* (ii)' = 1 mark (*elle a dit* is the event)

(iii) Usual reactions

Look for narrator's reactions. If the narrator is accompanied by another person or persons eg sister/brother/friend, that person's reactions can also be rewarded

Refuse reactions of the neighbour

Accept present tenses as in *Je suis fier que j'ai pu aidé*

| | | | |
|---------|-------------------------------|----------|-------|
| Page 10 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

LANGUAGE MARKS

General comments

This positive marking scheme is intended to reward both accuracy and ambition. No marks are deducted for errors.

Marking units

A tick is awarded for a correct Marking Unit of which each element is correct. The tick is recorded over the scoring word eg *mon* (1) *ami*.

A Marking unit may consist of the correct use of any of the following items:

- A noun or pronoun + verb. Extra marks are available for the use of negative expressions and the interrogative.
- A verb used as an infinitive, with or without a preposition
- A noun or pronoun + adjective or adjectival phrase or partitive
- A noun or pronoun + preposition or prepositional phrase
- Any pronoun other than subject pronouns and reflexives
- All adverbs (except *très* and *bien*)
- All conjunctions (except *et* and *mais*)

See below for details.

Inaccuracies in the use of Accents, Hyphens and Punctuation are ignored.

Eg *Mon pere* = 1 tick. *Son grandpere* = 1 tick. *Aujourdhui* = 1 tick. *Il ma vu* (sic) = 2 ticks
L'ami Anglais = 1 tick. *Il à tête phoné* (sic) = 1 tick. *Il a du partir* = 2 ticks.

An exception is made with *-er* verbs and *être* (*été*). We insist on the accent on the past participle in a compound tense and the absence of such an accent in the present tense.

Eg *Il a parle* = 0. *Il parlé* = 0. *Il a parlé/parlé* = 1. *Il a été* = 0

Insist on accents on past participles used as adjectives, eg *Il est (1) casse (0)*. *Il est (1) fatigue (0)*.

No credit is given in cases such as *...que il* or *...de Alain*, though *quil* for *qu'il* is tolerated.

Tolerate a grave accent for an acute accent: eg *il a joué* = 1

Units containing consequential errors are not rewarded.

Eg *le voiture bleu s'est arrêté* = 0

However, if two marks or more are lost due to a minor error of spelling or a faulty gender, the Examiner should place + in the right hand margin and take it into account when awarding the Impression Mark.

Misspelling of proper nouns in the case of a person's name or a town or place other than a country should be tolerated.

Eg *...avec Piere* = 1. *...à Lyons* = 1. However, *...en Angletere* = 0

Allow the use of *tu* or *vous* in informal letters. In the case of inconsistencies, reward the most frequently used. Disallow the use of *tu*, *ton* etc in formal letters. Also disallow glaringly inappropriate register.

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 11 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

Allow the use of the past historic in narratives in Question 2 and tolerate inconsistencies (ie varying with the perfect tense). Disallow obvious accidental past historic, eg *il dit* in isolation. Treat such inconsistency with – in the right hand margin. Disallow the past historic in Question 1.

Letter etiquette

Reward with a tick for Language, the use of *Monsieur* or *Madame* at the start of a formal letter. Also award one tick for *Cher Monsieur* or *Chère Madame* in a formal letter and *Cher Alain* etc in an informal letter. Multiple addressees (*Cher Monsieur, Chère Madame*) gain one tick only. Greetings such as *Salut* or *Bonjour* gain ticks in informal letters only and formal endings (*Veillez agréer* etc) do not score in informal letters.

In addition award ticks for Language up to a maximum of 5 for prelearnt preamble such as:

Merci de ta lettre qui m'a fait grand plaisir (Max 5)

Thereafter ignore everything not related to the task set.

NB These *politesses* may occur at the end of the letter. If they do, reward to a maximum of 5.

Do not reward 'letter etiquette' for Language when a letter is not required.

Disallow for Language the use of *tutoiement* in formal letters. Tolerate and accept the use of *vous* in informal letters. In cases of inconsistency with *tu/vous* reward the most frequent.

Letter ending

Allow a maximum of 3 marks for all formal and informal *politesses*:

Veillez agréer l'expression de mes salutations distinguées etc
Réponds-moi bientôt. Je t'embrasse etc

Mark for language in the normal way up to a maximum of 3 ticks. This is in addition to the marks awarded for the *politesses* described above.

Regard *Je vous remercie d'avance (de...)* as part of the closing *formule*.

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 12 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

Tolerances

When a verb is governed by multiple subjects, tolerate if either is correct.

Eg *Le femme et son mari (1) sont partis (1)*

When an adjective or a preposition is dependent on two or more nouns, tolerate if one is correct.

Eg *Le femme et l'homme étaient (1) fatigués (1)*
...avec (1) le femme et l'homme

When an incorrect subject governs two verbs (each correct), the second is ticked.

Eg *Le femme est sortie et a regardé (1)*

When a sentence begins with *Aussi* which is intended to mean 'Also' it should be ticked. However *Parce que...* (= *puisque*) will not be tolerated at the beginning of a sentence.

No credit is usually given to the occasional correctly spelt item in a sequence which makes no sense in French. However, recognisable discrete items such as *mon père* may be rewarded in such a context.

When the gender of the writer is variable, tick only the most frequent. Always accept the declared gender of the writer when marking agreements and ignore the name on the front of the script and at the end of the letter.

Accept the use of either *tu* or *vous* in informal letters, but do not reward *tu* in formal letters. Do not tolerate inconsistency of *vous* and *tu*. Reward the most frequent.

Reward the use of *excité* and *excitant* to say 'excited'/'exciting' both for communication and language.

Allow *réellement* for *vraiment*.

Accept *fatigué* for communication of a reaction in Question 2.

Disallow for communication *shocké/shockant*, *shoqué/shoquant* and *choqué/choquant*.

Reward both *sympa* and *sympas* as plural forms.

Reward the use of either *c'est* or *il est* in:

Il est (1) possible (1) que (1)... or de (1)... with an infinitive
C'est (1) possible (1) que (1)... or de (1)... with an infinitive

In Question 2 reward as a narrative tense either the perfect or the past historic and tolerate inconsistencies. However do not reward 'accidental past historics' such as *il dit* when all other tenses are perfect tenses.

| Page 13 | Mark Scheme | Syllabus | Paper |
|---------|-------------------------------|----------|-------|
| | IGCSE – October/November 2013 | 0520 | 42 |

A VERBS

1 Subject (noun or pronoun) + any finite verb correct = 1 (if all elements are correct)

| | | |
|------------------------------------|------------------------|-----------------------|
| j'ai un ami = 1 | j'ai mangé = 1 | L'enfant a pleuré = 1 |
| je aime = 0 | je me suis levé = 1 | L'arbe est tombé = 0 |
| elle est allée = 1 | elle est allé = 0 | Le porte s'ouvre = 0 |
| j'ai mange = 0 | elle s'est coucheé = 1 | Il sont arrivés = 0 |
| nous avons chanté et dansé = 1 + 1 | | |

Insist on correct agreement in cases such as:

| | |
|---------------------------|---------------------------------------|
| je les (1) ai trouvés (1) | la voiture que (1) papa a achetée (1) |
| je les (1) ai trouvé (0) | la voiture que (1) papa a acheté (0) |

2 Imperative = 1

Viens! = 1 Dépêchez-vous! = 1 Ne touche pas! = 2

3 Participle (past or present) = 1

En arrivant = 1 une fois arrivé il... = 1
 However ...Ayant fini = 2

4 Verb + infinitive = 1 + 1

| | |
|------------------------|-------------------------------|
| je veux (1) sortir (1) | il a décidé (1) de sortir (1) |
| je veut (0) sortir (1) | il a décidé (1) à sortir (0) |
| je veux (1) sortir (0) | |

5 Preposition + verb = 1

sans hésiter = 1 avant d'entrer = 1

However, an exception is made: Il est en train de jouer = 3
 après avoir fini = 2 après avoir parler = 1
 après s'être levé = 2

NB Avant de partir (0) le téléphone a sonné (1) (Unrelated)

6 Inversion = 1 + 1

| | |
|------------------------------------|--|
| 'Bonjour' (1) a-t-il dit (2) | Correct verb + inversion 1 + 1 |
| 'Bonjour' (1) a-t-il dis (1) | Incorrect verb + inversion 0 + 1 |
| 'Bonjour' (1) il a dit (1) | Correct verb form + no inversion 1 + 0 |
| Peut-être (1) viendra-t-il (1 + 1) | |

7 Passive

Reward by usual rules:

| | |
|-------------------------------|--------------------------------|
| Elle a été (1) attrapée (1) | Elle a été (1) attrapé (0) |
| Nous avons été (1) suivis (1) | Nous avons étés (0) suivis (1) |

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 14 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

8 Negatives

Reward a negative expression with one tick when correctly placed provided that the verb is appropriate.

Ils ne jouent pas = 2
 Elle ne fait rien = 2
 Elle ne écoute pas = 1 (for verb)
 Je ne mange ni viande ni poisson = 3

Je n'ai pas fini = 2
 Je n'ai vu personne = 2
 Je ne parles pas = 1 (for negative)

If the wrong tense is used involving the confusion of a simple tense and a compound tense the negative should not be ticked.

Il ne jouait pas (when the perfect tense is required) = 0

However: Il n'a pas joué = 1 for the negative (when a Pluperfect is required)
 Similarly: Il ne vient pas = 1 for the negative (when a Future is required)

A negative may be rewarded when it stands alone.

Personne. (1) Jamais. (1) Rien. (1)

9 Interrogatives

Award one tick for an interrogative, even if the verb is faulty.

- (i) Tu viens? = 2 1 tick for correct verb, 1 for interrogative, provided the '?' is there
 Tu viens. = 1 1 tick for correct verb with no evidence of interrogative
 Tu ne viens pas? = 3
- (ii) Viens-tu? = 2 1 tick for correct verb, 1 tick for inversion
 Viens-tu. = 2 punctuation not penalised normally
 Est-ce que (1) tu viens? (1) 1 tick for interrogative element (est-ce que), 1 for correct verb (tu viens)
- (iii) Interrogative adverbs score 1 tick separately.
 Où? = 1 Quand? = 1 Comment? = 1 Pourquoi? = 1 Combien? = 1
 Où (1) vas-tu (1+1)? = 3 1 tick for interrogative, 1 for correct verb, 1 for inversion
- (iv) Pourquoi (1) ris-tu? (2) (1 tick for interrogative, 1 for correct verb, 1 for inversion)
 Pourquoi (1) tu ris? (1) (1 tick for interrogative, 1 for correct verb, no inversion)
 Pourquoi (1) est-ce que (1) tu ris? (1)

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 15 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

B NOUNS

A noun with a definite or indefinite article does not score. No credit is given to a noun with a number.

le chien = 0 un oiseau = 0 les enfants = 0 deux maisons = 0 50 francs = 0

A noun may be part of a Marking Unit as illustrated below.

1 Subject + verb = 1

See above in **(A)**: Le garçon est sorti = 1

A faulty gender or a spelling error in the subject noun or pronoun will invalidate the unit:

Le gens or Il sont arrivés = 0 Des professeurs ont... = 0
 Cette fromage est (0) bon/bonne (0)

When the relative qui is used after a noun the noun is treated as the subject:

Le monsieur qui (1) parle (1) Le monsieur que parle (1)
 Le monsieur qui (1) parle (0)

2 Preposition (+ article) + noun = 1

à Paris = 1 dans la cuisine = 1 avec Paul = 1
 au cinéma = 1 à côté (1) de mon ami (2) = 3 pour ce monsieur = 2

A faulty gender or spelling will invalidate the unit:

à la village = 0 pour ce monsieur = 0 avec ma frère = 0
 avec cette monsieur = 0
 avec de la pain = 0

When 'de' is used to indicate possession, the following noun must be correct:

la chambre de Paul (1) / de la dame (1) / du monsieur (1) / des enfants (1) / de la dame (0)

Do not insist on correct gender or spelling of 'chambre': le chamber de la dame = 1
 (N.B. This does not apply to the use of 'de' in quantities (see B4, une kilo d'oranges = 0) or an adjectival phrase (see C2, un salle de classe = 0) when each element must be correct.

| Page 16 | Mark Scheme | Syllabus | Paper |
|---------|-------------------------------|----------|-------|
| | IGCSE – October/November 2013 | 0520 | 42 |

3 Noun/pronoun + adjective = 1

Le petit bateau = 1 Il est heureux = 2
 La petit(e) bateau = 0

Treat as common adjectives all possessives, interrogatives, demonstratives and partitives.

mon ami = 1 quel homme(?) = 1 ce chapeau = 1
 du gâteau = 1 des enfants = 1 de la chance = 1
 de l'argent = 1 Je n'ai plus/pas (2) d'argent (1) = 3

NB de petits villages = 2 des petits villages = 1 (one error)
 (Not strictly logical but this seems the kindest way to treat this)
 des petites villages = 0 (two errors) de petites villages = 1 (one error)

A noun/pronoun + adjective unit is not invalidated by an adjacent faulty element:
 Eg avic mon ami = 1 mon ami arrives = 1 mon ami anglaise = 1

4 Expressions of quantity + noun = 1

Both elements must be correct.

un kilo de cerises = 1 un kilo de pomme = 0 une kilo d'oranges = 0
 un paquet de café = 1 un paquet du café = 0 beaucoup d'argent = 1
 combien de mes amis(?) = 2 assez de courage = 1
 la plupart des gens (1) sont (1) heureux (1) BUT le plupart (*sic*) des gens (0) sont (1) heureux (1)

Quantities with prepositions, adjectives and verbs:

avec beaucoup (1) de (1) petits (1) enfants = 3 a tick is given for 'avec beaucoup' (both elements correct); there is also a tick for 'beaucoup de ... enfants' (both correct) and a tick for a correct adjective ('petits')

avec beaucoup (1) de (1) petit enfants = 2
 avec beaucoup (1) des petits (1) enfants = 2
 avec beaucoup (1) de enfants = 1
 avec beacoup de petits (1) enfants = 1
 avec beaucoup (1) de petits efants = 1
 beaucoup de gents sont arrivés = 0
 beacoup de gens sont arrivés = 0

N.B. no credit is given to a noun + number.
 deux enfants = 0

| | | | |
|---------|-------------------------------|----------|-------|
| Page 17 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

C ADJECTIVES

1 Noun/pronoun + adjective = 1

Each element must be correct for the unit to gain a tick. The adjective must be in the correct form and position. See above in (B).

| | | |
|---|------------------------------|-----------------------|
| le beau jardin = 1 | le jardin est beau = 2 | |
| il est beau = 2 | il sont beaux = 0 | il beau = 0 |
| des oiseaux bleus = 2 | ces petits oiseaux bleus = 3 | les bleus oiseaux = 0 |
| la jour est beau = 0 (gender invalidates) | | la belle jour = 0 |
| le beau cheval = 0 | il est (1) fatigue (0) = 1 | |

2 Noun + adjectival phrase = 1

| | | |
|------------------------|-------------------------|------------------------|
| la salle de bains = 1 | la salle à manger = 1 | le salle à manger = 0 |
| la chaise en bois = 1 | les pommes de terre = 1 | un salle de classe = 0 |
| une sale de classe = 0 | | |

3 Faulty adjectives do not invalidate other units

ses (1) jolis fleurs = 1 le petite train arrive (1) = 1 aux (1) grand magasins = 1

4 Adjectives used as nouns = 0

les riches = 0 les Français = 0 l'important (0) c'est (1)

5 Comparatives and superlatives

aussi... (que) = 1 plus... (que) = 1 moins... (que) = 1

Il est (1) plus grand (1) que (1) Papa
 Il est (1) aussi grand (1) que (1) moi (1)
 Il est (1) moins grand (1) que (1) moi (1)

Il n'est (1) pas (1) si grand (1) que (1) Papa = 4
 Pierre est (1) petit (1) mais Paul est (1) plus (1) petit (1) = 5

Il est (1) meilleur (1) que (1) l'autre = 3
 l'homme le plus riche = 2 les plus riches = 1

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 18 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

D PRONOUNS

All pronouns other than subject pronouns (je, tu, il, elle, nous, vous, ils, elles, on, ce) and reflexives are ticked when used correctly.

1 Object Pronouns = 1

| | |
|---|--|
| Il me regarde = 2 | Il t'a vu = 2 |
| Il a vous parlé = 1 (for the verb) | Je le lui vends = 3 |
| Il lui écoute = 1 (for the verb) | Il nous cherches = 1 (for the pronoun) |
| Je les ai vu = 1 (for the pronoun) | Je vais les voir = 3 |
| Il la veut voir = 2 (for verbs) | Je te le donne = 3 |
| Je le te donne = 1 + 1 = 2 | |
| Il m'invitent = 1 (even if a compound tense would be correct) | |
| Il la vue = 2 (when 'il l'a vue' is the meaning) providing the pronoun would be feminine according to the context (ignore omission of the apostrophe – we do not take account of punctuation) | |

2 y and en = 1

J'y vais = 2 J'en ai acheté = 2 J'en ai trois = 2
See **(H) Expressions** for Il y a...

3 Disjunctive or Emphatic Pronouns = 1

| | |
|----------------------------------|---------------|
| chez moi = 1 | comme moi = 1 |
| avec moi = 1 | avec moi = 0 |
| Et toi (1) tu peux (1) venir (1) | moi-même = 1 |

4 Demonstrative Pronouns = 1

celui, celle, ceux and celles = 1
Mon cheval et celui de Pierre = 3 Celle-là = 1 Ceux que j'ai achetés = 3

5 Possessive Pronouns = 1

le mien, le tien etc = 1

6 Relative Pronouns = 1

Reward qui, que (qu'), dont, ce qui, ce que, lequel etc = 1

| | |
|-------------------------------------|--------------------------------------|
| le chien qui (1) dort (1) = 2 | la chien qui (1) dort (0) = 1 |
| le livre que il veut (1) (for verb) | Dis-moi ce qui se passe = 4 |
| dans lequel = 1 | Le monsieur qui (1) parle (1) |
| Le monsieur qui (1) parle (0) | Le monsieur que s'appelle (1) Dubois |

| Page 19 | Mark Scheme | Syllabus | Paper |
|---------|-------------------------------|----------|-------|
| | IGCSE – October/November 2013 | 0520 | 42 |

7 Interrogative Pronouns = 1

We reward interrogative pronouns in the same way as other pronouns:

| | |
|---|---|
| Qui a parlé? = 3 | 1 tick for correct pronoun (qui), 2 ticks for correct verb used interrogatively (a parlé?) (see A9) |
| Que penses-tu(?) = 3 | 1 tick for pronoun, 1 for correct verb, 1 for inversion |
| Que pense-tu(?) = 2 | 1 tick for pronoun, 1 for inversion |
| Lequel préfères-tu? = 3 | 1 tick for pronoun, 1 for correct verb, 1 for inversion |
| Qu' (1) est-ce que (1) tu penses? (1) = 3 | 1 tick for pronoun (Qu'), 1 for interrogative (est-ce que), 1 for correct verb (tu penses) |
| Avec quoi? / Pour qui? = 1 | as with all prepositions + pronouns |

8 Indefinite Pronouns = 1

chacun(e), cela, tout, quelqu'un, quelque chose, rien, personne, ceci and ça = 1

Chacun pour soi = 2 Ça ne te regarde pas = 4 J'aime ça = 2

NB Exceptionally ça is treated as a part of a unit in the discrete phrase ça va = 1, Ça va? = 2.

However ça va coûter cher = 4

Preposition + impersonal pronoun = 1: Comme ça = 1

9 C'est

Reward 'c'est' with an adjective in cases such as:

La leçon, c'est (1) intéressant (1) (inv.) = 2 (tolerate 'c'est' as current usage)

E PREPOSITIONS

| | | |
|------------------------|---|---|
| 1 With verbs | sans attendre = 1 avant de commencer = 1 | |
| 2 With nouns | en voiture = 1 avec l'enfant = 1 avec Alain = 1 See (B) Nouns for other examples | à pied = 1 Voilà Maman = 1 Voici Papa = 1 |
| 3 With pronouns | avec lui = 1 pour moi = 1 sans rien = 1 près de chez nous = 2 quant à elle = 1 | le voici = 1 les voilà = 1 |
| 4 In a phrase | au milieu de la foule = 2 en face de la cathédrale = 2 à côté du bistrot = 2 loin du village = 1 près de chez moi = 2 | |

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 20 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

F ADVERBS

All adverbs and adverbial phrases used correctly gain one tick except 'très' and 'bien'.

| | |
|-------------------------|----------------------------------|
| Il parle trop vite = 3 | Il ne conduit pas assez vite = 4 |
| d'habitude = 1 | comme d'habitude = 2 |
| Il habite très loin = 2 | près d'ici = 1 (one idea) |
| tout près = 1 | ici/là = 1 |
| pas/non loin d'ici = 2 | |

Treat Comparatives and Superlatives of Adverbs in the same way as Adjectives. See under C.

G CONJUNCTIONS

All conjunctions used correctly receive a tick except 'et' and 'mais'.

| | |
|--------------------------------|-------------------|
| pendant qu'il attendait... = 2 | parce que = 1 |
| comme il voulait sortir... = 3 | Elle sait que = 2 |
| Il dit qu'il viendra = 3 | |

H EXPRESSIONS

1 Time

| | |
|-------------------------------|--|
| dimanche = 1 | le soir (in the evening) = 1 |
| le dimanche = 1 | de bonne heure = 1 |
| dimanche prochain/dernier = 1 | en ce moment = 1 |
| dimanche matin = 1 | à ce moment-là = 1 |
| tard/tôt = 1 | à dix heures = 1 |
| trop tard/plus tard = 1 | à 10 h = 1 |
| (à) demain = 1 | à 10 h et demie = 2 |
| (à) tout à l'heure = 1 | à 10.00 = 0 |
| (à) bientôt = 1 | il est dix heures = 2 |
| hier/hier soir = 1 | à dix heures vingt = 2 |
| demain/demain matin = 1 | à dix heures et quart = 2 |
| le lendemain (matin) = 1 | à/après/avant/vers dix heures et demie = 2 |
| tant pis = 1 | à dix heures moins le quart = 2 |
| de temps en temps = 2 | une demi-heure = 0 |
| tout de suite = 1 | le 6 juin (in the body of the answer) = 1 |
| peu après = 1 | sur le 6 juin = 0 |
| de nos jours = 1 | en même temps = 1 |

2 Weather

Treat expressions with 'faire' by usual rules as follows:

| | |
|--|-------------------------------------|
| Il fait (1) beau/froid/chaud/gris etc (1) = 2 | C'est beau/froid/chaud/gris etc = 1 |
| Il fait du vent/soleil etc = 2 | Il fait un temps splendide etc = 2 |
| Il pleut à verse = 2 | Il pleut = 1 |
| C'est (0) chaud (1) when 'il fait chaud' is intended | Il y a du brouillard etc = 2 |

3 Avoir expressions

| | |
|-------------------------|--------------------------------------|
| Il a vingt/20 ans = 1 | J'ai faim/froid/chaud/besoin etc = 2 |
| Je besoin = 0 | Un accident a eu lieu = 2 |
| J'avais (0) content (1) | J'étais (0) peur (1) |

| Page 21 | Mark Scheme | Syllabus | Paper |
|---------|-------------------------------|----------|-------|
| | IGCSE – October/November 2013 | 0520 | 42 |

4 Miscellaneous

| | |
|-------------------------------------|-----------|
| à ce qu'il me semble | = 2 |
| à ma grande surprise | = 2 |
| à ma surprise | = 1 |
| à mon avis | = 1 |
| à mon avis (0) je pense (1) que (1) | = 2 |
| à quelle heure... (?) | = 1 |
| à toute vitesse | = 1 |
| aussitôt dit aussitôt fait | = 1+1 = 2 |
| aussitôt que possible | = 2 |
| bien sûr/bien entendu | = 1 |
| ça dépend | = 1 |
| ça (en) vaut la peine | = 2 |
| ça m'est égal | = 2 |
| ça ne me dit rien | = 2 |
| ça ne (me) fait rien | = 2 |
| ça va sans dire | = 2 |
| c'est à dire | = 1 |
| c'est dommage | = 2 |
| comme ça | = 1 |
| comme ci comme ça | = 2 |
| comme d'habitude | = 2 |
| comme moi | = 1 |
| (Comment) ça va(?) | = 2 |
| Comment vas-tu(?) | = 2 |
| comme si | = 1 |
| comme toujours | = 2 |
| de bonne/mauvaise humeur | = 2 |
| depuis longtemps | = 2 |
| Eh bien | = 1 |
| en ce qui (me) concerne | = 2 |
| en plein air | = 1 |
| en pleine forme | = 2 |
| en tout cas | = 1 |
| il y a | = 1 |
| j'en ai marre | = 2 |
| je vous en prie | = 2 |
| Le Grand Meaulnes (book title) | = 0 |
| le plus tôt possible | = 2 |
| même si | = 2 |
| merci (beaucoup) | = 1 |
| merci de la lettre | = 2 |
| moi aussi | = 1 |
| n'est-ce pas? | = 1 |
| n'importe quoi | = 1 |
| pas mal de choses | = 1 |
| peut-être | = 1 |
| plus ou moins | = 1 |
| que faire(?) | = 2 |
| quand même | = 1 |
| quoi de neuf? | = 2 |
| rue de la paix (place name) | = 0 |
| s'il te/vous plaît | = 1 |
| super/hyper chouette etc | = 1 |
| (tout) d'abord | = 1 |
| un (petit) peu | = 1 |

NB. Non, oui and etc = 0

Where a set phrase which carries 2 ticks contains one error, award 1 tick, e.g. 'de temps en temp (sic)' = 1

Accept and tick such items as 'un parc avec une piscine'.

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 22 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

5 Proverbs

Tout est bien qui finit bien = max 2
Mieux vaut tard que jamais = max 2

6 Greetings and expletives

Bonjour/Au revoir/Salut etc = 1 Mon dieu/Zut (alors)!/Oh là! là! etc = 1

Treat valedictions as language. (Max 3)

In the case of immediate repetition of an identical item such as 'Merci. Merci' or 'Quelle horreur! Quelle horreur!' reward the first instance only.

Treat as valedictions such phrases as: Merci de votre temps, Répondez moi vite and J'attends ta réponse (Max 3).

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 23 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2013 | 0520 | 42 |

CONVERSION TABLE

The pro rata mark based on the Language mark should serve as the first guide. This mark should be adjusted up or down by one mark where this is justified by positive qualities, such as unusually good vocabulary or ambitious use of language, or by negative qualities, such as excessive repetition. Indicate positive qualities by a plus sign and negative qualities by a minus sign in the right-hand margin.

| Number of ticks Maximum 60 | Mark out of 15 (for Accuracy of Language) | Pro rata (General Impression) Max 5 |
|-------------------------------|--|---|
| 60+ | 15 | 5 |
| 55–59 | 14 | 5 |
| 51–54 | 13 | 4 |
| 48–50 | 12 | 4 |
| 45–47 | 11 | 4 |
| 42–44 | 10 | 3 |
| 38–41 | 9 | 3 |
| 34–37 | 8 | 3 |
| 30–33 | 7 | 2 |
| 26–29 | 6 | 2 |
| 22–25 | 5 | 2 |
| 19–21 | 4 | 1 |
| 15–18 | 3 | 1 |
| 11–14 | 2 | 0 |
| 7–10 | 1 | 0 |
| 0–6 | 0 | 0 |