

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 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 2014 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is the registered trademark of Cambridge International Examinations.

| | | | |
|---------------|--|-----------------|--------------|
| Page 2 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 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 |
| E.g. 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 |
| | Cambridge IGCSE – October/November 2014 | 0520 | 42 |

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, e.g. 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*.

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.

| | | | |
|---------------|--|-----------------|--------------|
| Page 4 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 0520 | 42 |

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) *de l'argent, pour acheter, cet argent*

Question 1(b) *nouvelle maison, d'avoir changer, maison idéale*

Question 2 *la fin de l'année scolaire, pendant l'excursion*

| | | | |
|--------|---|----------|-------|
| Page 5 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 0520 | 42 |

MARKS FOR RELEVANT COMMUNICATION

General principles

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

- E.g. *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:

- E.g. *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:

- E.g. *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'était = 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:

- E.g. *J'ai resté en France* may score for Communication

However disallow for communication:

- E.g. *Je suis mangé* = 0; *J'étais peur* = 0; *J'avais fatigué* = 0

| | | | |
|--------|---|----------|-------|
| Page 6 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 0520 | 42 |

- (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.
- (g) When two ‘reactions’ are required in Question 2 and they are expressed as a list, e.g. *J’étais triste et fatigué* or *C’était intéressant et amusant*, award one communication mark only. However, if a verb is used, e.g. *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:
- E.g. *il a joue* = 0 (as a failed perfect tense)
 - E.g. *il joué* = 0 (as a failed present tense)
- Insist on an accent when an adjective is also a past participle
- E.g. *il était (1) fatigue* = 0
- Tolerate a grave accent for an acute accent:
- E.g. *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 *chocké/chockant*.
- (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.

| | | | |
|--------|---|----------|-------|
| Page 7 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 0520 | 42 |

QUESTION 1(a): Buying a new moped/bike

*** MAXIMUM 3 TICKS FOR COMMUNICATION FOR TASKS (i) and (iii)**

| | |
|------|---|
| (i)* | What the candidate wants to buy (show mark as '1' in left margin) |
| | <p>ACCEPT</p> <ul style="list-style-type: none"> • <i>Je veux / voudrais etc acheter + une moto / un vélo</i> • <i>J'achèterai une moto / un vélo</i> (allow <i>J'achèterais</i> for communication) • <i>J'achète...</i> <p>ACCEPT past decision with future intention, e.g. <i>J'ai décidé d'acheter</i> etc. BUT refuse past tense as in <u><i>J'ai acheté</i></u> for communication, though do reward for language if it works in context</p> |
| | Reason (show mark as '+1' in left margin) |
| | <p>ACCEPT ANY SENSIBLE REASON IN AN APPROPRIATE TENSE</p> <ul style="list-style-type: none"> • <i>Le bus est cher / Je veux faire des promenades le soir/le week-end / J'habite loin de la ville/de l'école / Je veux épater les filles / Mon vélo ne fonctionne pas / La moto est rouge</i> • Also accept: (i) <i>Je veux acheter un vélo = '1'</i> +(i) <i>C'est moins cher qu'une moto = '+1'</i> or <i>Les motos sont trop chères = '+1'</i> <p>Reward '1' '+1' for <i>Je veux acheter une moto/un vélo pour aller en ville</i> (etc.) as it fulfils each element of the task</p> |
| (ii) | How the candidate earned the money (show mark as '11' in left margin) |
| | <p>ACCEPT ANYTHING SENSIBLE IN PAST OR PRESENT</p> <ul style="list-style-type: none"> • (<i>pour acheter la moto</i> is implied) <i>J'ai pris un job le weekend / J'ai travaillé (à la ferme), etc</i> • <i>J'ai décidé de travailler (pour gagner de l'argent)</i> • <i>Papa m'a donné l'argent / I won the money on the lottery</i> (BUT do not reward <i>J'ai gagné l'argent</i> tc: it is not enough as it does not say 'how') • Accept a present: e.g. <i>Je travaille pour mon oncle</i> |

| | | | |
|--------|---|----------|-------|
| Page 8 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 0520 | 42 |

| | |
|--------|--|
| (iii)* | Did the candidate enjoy earning the money (show mark as 'III' in left margin) |
| | <p>LOOK FOR A PAST OR PRESENT TENSE AND ANYTHING SENSIBLE</p> <ul style="list-style-type: none"> • Accept <i>J'ai aimé / Je n'ai pas aimé + gagner cet argent</i> • <i>J'aime / Je n'aime pas gagner cet argent</i> • <i>C'était amusant / C'était difficile / C'est amusant / C'est difficile</i> • For communication, accept <i>Je n'ai aimé pas</i> and <i>J'ai pas aimé</i> <p>N.B. <i>C'était/C'est amusant</i> can be rewarded for either 'III' or '+III', but not both</p> |
| | Why/why not (show mark as '+ III' in left margin) |
| | <p>ACCEPT ANYTHING SENSIBLE IN A PAST OR PRESENT TENSE</p> <ul style="list-style-type: none"> • <i>C'était amusant</i> • <i>C'était amusant</i> (equivalent of <i>J'ai aimé</i>). <i>Le garagiste me faisait rire</i> = 'III' and '+III' • Accept any combination of past and present when awarding 'II', 'III' and '+III' <ul style="list-style-type: none"> (ii) <i>Pour acheter la moto, j'ai travaillé / je travaille dans un garage</i> = 'II' (iii) <i>J'ai aimé</i> or <i>J'aime gagner cet argent</i> = 'III' + (iii) <i>C'était / C'est intéressant</i> = '+III' <p>N.B. <i>C'était/C'est amusant</i> can be rewarded for either 'III' or '+III', but not both</p> |
| (iv) | Outings (show mark as 'IV' in left margin) |
| | <p>FOR COMMUNICATION, REWARD ANYTHING SENSIBLE EXPRESSED IN AN APPROPRIATE TENSE</p> <ul style="list-style-type: none"> • (<i>sur mon vélo</i> is implied) <i>Je voudrais</i> (accept <i>Je voudrai</i> for communication) <i>faire des sorties à + suitable place</i> • <i>Je voudrai(s) faire des sorties avec + person(s)</i> e.g. <i>avec mes amis</i> • <i>Je voudrai(s) aller à + suitable place(s)</i> • <i>Je voudrai(s) faire un long voyage</i> • <i>Je veux/désire faire...</i> • <i>Je ferai des sorties à... / avec...</i> • <i>Je pourrai / pourrais / peux aller en ville</i> • <i>J'ai organisé une sortie à la campagne</i> <p>Refuse <i>Je voudrais faire des sorties</i> tc, BUT ACCEPT <i>Je voudrais faire des promenades</i> tc Refuse the same information expressed in the same language for the reason for Task (i) and the proposed outings for Task (iv)</p> |

| | | | |
|--------|---|----------|-------|
| Page 9 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 0520 | 42 |

QUESTION 1(b): moving house

| | |
|-------|---|
| (i) | Description of new house (show mark as 'I' in left margin) |
| | <p>ACCEPT</p> <ul style="list-style-type: none"> • <i>La... / Ma... / Notre... (nouvelle) maison est</i> + suitable adjective, e.g. <i>moderne</i> • Location, e.g. <i>La maison est au bord de la mer</i> • Facilities, e.g. <i>Dans la (nouvelle) maison il y a un grand salon / Dans la maison il y a trois chambres / Devant la maison il y a un joli jardin</i> etc. <p>REFUSE: <i>Votre... / Ta... / Sa...</i> (wrong message)</p> |
| (ii) | Sad or glad to move |
| | <p>ACCEPT</p> <ul style="list-style-type: none"> • <i>Je suis triste / content(e) (d'avoir changé de maison) = 'II'</i> • <i>Nous sommes tristes</i>, etc. • <i>J'aime la maison / Je n'aime pas la maison</i> (<u>OR</u> could be the reason) |
| | Reason (show mark as '+II' in left margin) |
| | <p>ACCEPT ANY SENSIBLE REASON</p> <ul style="list-style-type: none"> • e.g. <i>Je suis content(e). La maison est plus grande = 'II', '+II'</i> • Disallow if illogical: e.g. <i>Je suis content(e) = 'II'. La maison est horrible = 0</i>. No mark for reason • The reason may be part of the description in Task (i). However, do not reward the same language as the reason as was already rewarded as description |
| (iii) | Reason for the move (show mark as '+ III' in left margin) |
| | <p>ACCEPT ANY SENSIBLE REASON FOR THE MOVE EXPRESSED IN AN APPROPRIATE TENSE</p> <ul style="list-style-type: none"> • e.g. (<i>Ma/La famille a déménagé parce que...</i> may be implied) <i>Papa a un nouvel emploi / L'autre maison était trop petite / L'autre maison était trop chère / L'autre maison était trop loin du collège</i>, etc • Errors in <i>Ma/La famille a déménagé parce que...</i> do not invalidate the reason |
| (iv) | Description of ideal house (show mark as 'IV' in left margin) |
| | <p>FOR COMMUNICATION, REWARD ANYTHING SENSIBLE EXPRESSED IN AN APPROPRIATE TENSE</p> <ul style="list-style-type: none"> • <i>Ma maison idéale serait/sera/est</i> + suitable adjective or location • <i>Dans ma maison il y aurait</i> + facilities desired • <i>J'aimerais vivre en France</i> • <i>Ma maison idéale est/sera un appartement/une villa</i> • Disallow <i>Votre... / Ta... / Ses...</i> |

| | | | |
|---------|---|----------|-------|
| Page 10 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 0520 | 42 |

QUESTION 2: class outing

Do not insist on a journey as it may be implied. However, withhold communication marks for 'what happened' if the answer is not related to a shared excursion, day outing or visit to a location such as a *parc d'attractions* / seaside / country / football match or simply to town / cinema.

Do not reward for communication what happened prior to the excursion (e.g. *nous avons préparé des sandwiches, nous nous sommes levés/habillés* etc.), but what happened afterwards e.g. after the trip, we went on and did other things, will score for communication.

Answers which cover only end of year celebrations such as a party at school (food, balloons etc.) or at home should not qualify for what happened during the day out. However, such answers would score for language in the usual way. Reactions such as *On s'est bien amusé(s)*, which could apply to any situation, should also be rewarded for communication.

| | |
|-------------|---|
| (i) | <p>What happened on the outing (show as 'I', 'I', 'I' in left margin)</p> <p>INSIST ON PAST TENSES</p> <ul style="list-style-type: none"> Reward 3 events which occurred during the day out (e.g. starting with <i>We got on the bus / We sang on the bus, etc.</i>) Only reward weather when it moves the story on, e.g. <i>Il a commencé à pleuvoir</i> = 'I'. (But do not award a communication mark for <i>Il faisait beau, etc.</i>) <p>Refuse for communication: activities in preparation, whether for the day out or for a party, but do reward for language</p> <p>Remember that for communication only, any past tense is valid</p> |
| (ii) | <p>Reactions (show as 'II', 'II')</p> <p>AWARD 1 MARK EACH FOR 2 APPROPRIATE REACTIONS (these could be the candidate's reactions or those of the group)</p> <ul style="list-style-type: none"> These may occur at any point in the story. These can be reactions to any event in the narrative or to the whole experience They are usually obtained for such as: <i>C'était amusant / J'étais heureux / Je n'oublierai jamais ce jour-là</i> etc. <p>Expect past tenses, as indicated by the rubric. However, accept a present in such cases as 'we are happy now that we decided to go to X' or a future, as in 'we shall organise a similar day next year'</p> <p>Remember:</p> <ul style="list-style-type: none"> <i>C'était amusant. C'était formidable</i> = 2 communication marks (each statement has a verb, even if it is the same one) <i>C'était amusant et formidable</i> = 1 (a list with one verb) |

| | | | |
|---------|---|----------|-------|
| Page 11 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 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 e.g. *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.

E.g. *Mon pere* = 1 tick. *Son grandpere* = 1 tick. *Aujourd'hui* = 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.

E.g. *Il a parle* = 0. *Il parlé* = 0. *Il a parlé/parlè* = 1. *Il a été* = 0

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

Tolerate a grave accent for an acute accent: e.g. *il a jouè* = 1

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

Units containing consequential errors are not rewarded.

E.g. *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.

E.g. *...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 12 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 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, e.g. *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.

N.B. 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 13 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 0520 | 42 |

Tolerances

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

E.g. *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.

E.g. *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.

E.g. *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 language and communication.

Allow *réellement* for *vraiment*.

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

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 15 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 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 | Je n'ai pas fini = 2 |
| Elle ne fait rien = 2 | Je n'ai vu personne = 2 |
| Elle ne écoute pas = 1 (for verb) | 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 16 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 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 damne (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 17 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 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

N.B. 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:
 E.g. 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 18 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 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 19 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 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 20 | Mark Scheme | Syllabus | Paper |
|---------|---|----------|-------|
| | Cambridge IGCSE – October/November 2014 | 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

N.B. 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 21 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 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 |

| Page 22 | Mark Scheme | Syllabus | Paper |
|---------|---|----------|-------|
| | Cambridge IGCSE – October/November 2014 | 0520 | 42 |

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) |

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 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 |

| Page 23 | Mark Scheme | Syllabus | Paper |
|---------|---|----------|-------|
| | Cambridge IGCSE – October/November 2014 | 0520 | 42 |

| | |
|-----------------------------|-----|
| 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 |

N.B. 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'.

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 24 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – October/November 2014 | 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 |