

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 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 May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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## 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.

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### 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 hesitate before bracketing material as irrelevant, especially if is integrated into an essay which fulfils the requirements of the rubric in other ways, and consult their Team Leader if they are unsure.

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**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)** *mon école, hier, à l'école*

**Question 1(b)** *on propose de fermer, centre sportif, fermeture du centre*

**Question 2** *dans une colonie de vacances, avec des enfants*

|        |                       |          |       |
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### 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

However disallow for communication:

- e.g. *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.

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- (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, 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:

- e.g. *il a joué* = 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.

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**QUESTION 1(a): Mon école**

|      |   |
|------|---|
| (i)  | <p><b>Description of candidate's school</b> (show mark as 'I' in left margin)</p> <p><b>WILL NORMALLY BE EXPRESSED IN PRESENT TENSE</b><br/>Expect answers beginning <i>Mon école... / L'école... / Notre école...</i> or the name of the school</p> <ul style="list-style-type: none"> <li>• <i>Mon / notre école est</i> + suitable adjective eg <i>moderne / belle</i>, etc.</li> <li>• Location: <i>L'école est / se trouve au centre-ville / près de Lyon</i></li> <li>• Reference to the number of pupils / teachers / classrooms / uniform</li> <li>• <i>Il y a</i> + facilities, e.g. labs / libraries / playing fields / swimming pools / gardens / canteen</li> <li>• Descriptions of the facilities, e.g. <i>les terrains de sport sont...</i></li> <li>• Or any statement which describes the school</li> </ul> <p><b>BUT ALSO ACCEPT:</b> <i>L'année dernière on a installé...</i> (or equivalent)</p> <p>Do not give a communication mark for <i>Mon école s'appelle</i> with the name of the school or <i>J'aime mon école</i></p> |
| (ii) | <p><b>What the candidate did at school yesterday</b> (show mark as 'II' in left margin)</p> <p><b>REWARD ANYTHING WHICH CANDIDATE COULD HAVE DONE <u>AT SCHOOL</u> EXPRESSED IN A PAST TENSE:</b> (bear in mind that candidates may be boarders and also that their school set-up may be different to our expectations)</p> <ul style="list-style-type: none"> <li>• <i>Je / nous</i> + a past tense... (normally perfect but remember that for communication only any past tense is valid)</li> </ul> <p><b>Accept:</b> <i>Je me suis levé à 8 heures tc</i> (which could take place at school)<br/><b>But do not reward</b> for communication: <i>Je suis allé à l'école à 8 heures</i>, etc. (must take place <u>at</u> school)</p>  |

(iii) and (iv) each ask for a statement and a reason giving a potential four marks: **THREE MARKS ARE AVAILABLE, REWARD THE FIRST THREE STATEMENTS THAT MEET THE CRITERIA**

|       |   |
|-------|---|
| (iii) | <p><b>What candidate likes about school... and why</b> (show mark as 'III' and/or '+III' in left margin)</p> <p><b>ACCEPT ANYTHING PLAUSIBLE THE CANDIDATE MIGHT LIKE ABOUT SCHOOL</b></p> <ul style="list-style-type: none"> <li>• <i>J'aime</i> + anything plausible, e.g. classmates, a certain teacher or subject or activity, etc.</li> </ul> <p>Do not reward for communication <i>J'aime mon école</i> (not something the candidate likes about school)</p> <p><b>REWARD A REASON</b></p> <ul style="list-style-type: none"> <li>• <i>J'aime l'histoire. C'est intéressant</i> would score III +III in the margin</li> <li>• <i>J'aime mon école. Les profs sont gentils</i> would score 0 +III in the margin (<i>J'aime mon école</i> is not something the candidate likes about school)</li> </ul> <p><b>If III fails to score for communication we will still award a reason:</b> <i>J'aimez le sport. C'est bien organisé</i> would score 0 +III in the margin</p> |
|-------|---|

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|             |  |
|-------------|--|
| <b>(iv)</b> | <b>What candidate would change... and why</b> (show mark as 'IV' and/or '+IV' in left margin)  |
|             | <p><b>REWARD ANYTHING SENSIBLE EXPRESSED IN A CONDITIONAL OR FUTURE:</b></p> <ul style="list-style-type: none"> <li>• <i>Je changerais / Je voudrais changer</i> + what they would like to change</li> </ul> <p>NB Although we accept a future tense for communication when a conditional is correct, remember that we do not award a tick for language</p> <p><b>REWARD A REASON</b></p> <ul style="list-style-type: none"> <li>• <i>Je changerais la quantité de devoirs = IV</i></li> <li>• <i>Il y a trop de devoirs / Les élèves sont toujours fatigués = +IV</i></li> </ul> <p><b>If IV fails to score for communication we still award a reason:</b> <i>Je change les horaires. La journée scolaire est trop longue</i> would score 0 +IV in the margin</p> |



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**QUESTION 1(b): On propose de fermer le centre sportif dans votre ville/village**

|       |   |
|-------|---|
| (i)   | <b>Description of sports centre</b> (show mark as 'I' in left margin)   |
|       | <p><b>WILL NORMALLY BE EXPRESSED IN A PRESENT TENSE:</b></p> <ul style="list-style-type: none"> <li>• <i>Le centre est</i> + suitable adjective eg <i>moderne / belle</i>, etc.</li> <li>• Location: <i>le centre est / se trouve au centre-ville / près de Lyon</i></li> <li>• <i>Il y a</i> + facilities, e.g. tennis courts / swimming pools / canteen</li> <li>• Descriptions of the facilities, e.g. <i>la piscine est...</i></li> <li>• Or any statement which describes the sports centre</li> </ul> <p><b>BUT ALSO ACCEPT:</b> <i>L'année dernière on a installé...</i> (or equivalent)<br/>Do not give a communication mark for <i>Le centre s'appelle</i> with the name of the centre</p>   |
| (ii)  | <b>Sports candidate has recently done at the sports centre</b> (show mark as 'II' in left margin)   |
|       | <p><b>INSIST ON JE... / ON... / NOUS... + A PAST TENSE:</b> (normally perfect but remember that for communication only any past tense is valid)</p> <ul style="list-style-type: none"> <li>• <i>J'ai / nous avons pratiqué</i> + any sport (indoors or outdoors)</li> <li>• <i>J'ai joué au</i> + a game</li> <li>• <i>J'ai fait du / de la</i> + any likely activity</li> </ul> <p>Ignore the omission of <i>récemment</i> (even if changed to, for example, <i>l'an dernier</i>)</p>  |
| (iii) | <b>Whether candidate is for or against closure</b> (show mark as 'III' in left margin)  |
|       | <p><b>ACCEPT</b><br/>eg <i>Je suis pour / contre la fermeture</i></p> <p><b>Also allow if this is implied</b></p> <ul style="list-style-type: none"> <li>• <i>J'étais choqué quand j'ai appris qu'on allait fermer le centre</i> (or equivalent)</li> </ul>   |
| (iii) | <b>Reason why</b> (show mark as '+III' in left margin or as +0 if fails to score)   |
|       | <p><b>REWARD A REASON</b></p> <p>If the reason fails to score here, look back to task (i) and reward a statement which amounts to a 'reason to close/not to close':</p> <ul style="list-style-type: none"> <li>• e.g. <u>the following answer</u>: <i>Le centre est super et il y a une piscine magnifique. Je suis contre la fermeture parce que je allez au centre tous les jours</i></li> </ul> <p><u>should be marked in this way</u>: <i>Le centre est super</i> (= I for description) <i>et il y a une piscine magnifique</i> (= +III as the reason for opposing closure as the reason the candidate goes on to give is invalidated by the verb). <i>Je suis contre la fermeture</i> (= III) <i>parce que je allez au centre tous les jours</i> (verb invalidates communication mark)</p> <p><b>If III (for or against closure) fails to score for communication we still award a reason:</b></p> <ul style="list-style-type: none"> <li>• <i>J'ai contre la fermeture. Le centre est important pour la santé des gens</i> scores 0 +III</li> </ul> |

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|      |   |
|------|---|
| (iv) | How youngsters would react to the closure (show mark as 'IV' in left margin)  |
|      | <p><b>REWARD A REACTION OF YOUNG PEOPLE EXPRESSED IN A CONDITIONAL OR FUTURE:</b></p> <ul style="list-style-type: none"> <li>• <i>Les jeunes seront tristes / Les jeunes n'auront rien à faire si on ferme le centre</i></li> <li>• <i>Je serais triste / On serait triste / Nous serons tristes / etc.</i></li> <li>• what young people will do / what will happen to them if the centre closes, e.g. misbehave / get unfit / be bored</li> </ul> <p><b>Do not reward a present tense</b></p> <p>NB Although we accept a future tense for communication when a conditional is correct and vice versa, the tense must be the correct one for the language tick to be scored</p> |

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**QUESTION 2: working with children in a *colonie de vacances***

**Bracket** and ignore in the word count if the printed introduction occurs as a whole phrase at the start of the essay

- *L'année dernière j'ai travaillé avec des enfants dans une colonie de vacances.*

If individual elements (apart from *avec des enfants* and *dans une colonie de vacances*) from this introduction occur in the body of the essay, tick for language in the usual way

The rubric directs candidates to say what activities the candidate undertook with the children. A thunderstorm, an accident to a child, a description of the *colonie*, etc. do not therefore qualify for communication marks but such material should be regarded as pertinent to the topic and must not be treated as irrelevance.

This is an open ended task and anything which could reasonably have happened and which the candidate chooses to tell us must be rewarded. However, where candidates write a lengthy account of events only marginally relevant to the question, the examiner should consider reducing the Impression mark by 1. If in doubt you should consult your Team Leader.

|             |   |
|-------------|---|
| <b>(i)</b>  | <b>Account of activities done with children</b> (show as 'I' and 'I' and 'I' in the left margin margin)   |
|             | <p><b>REWARD ANY THREE ACTIVITIES UNDERTAKEN WITH CHILDREN EXPRESSED IN PAST TENSES:</b></p> <p>Remember that for communication only, any past tense is valid</p> <p>Do not reward for communication <i>Nous avons fait beaucoup d'activités</i> TC as the rubric asks for <b>what</b> activities were undertaken</p>   |
| <b>(ii)</b> | <b>Reactions</b> (show as 'II', 'II')   |
|             | <p><b>AWARD 1 MARK EACH FOR 2 REACTIONS</b> (these may occur at any point in the story):</p> <ul style="list-style-type: none"> <li>• Award 1 mark each for 2 reactions. These may occur at any point in the story</li> <li>• They are usually obtained for such as: <i>C'était amusant / J'étais heureux / Je n'oublierai jamais cette expérience</i>, etc.</li> </ul> <p>Expect past tenses, as indicated by the rubric. However, accept a present in such cases as 'I am very happy now I am back home' or a future, as in 'I hope to return next year'</p> <p>Remember:</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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## 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.

e.g. *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.

e.g. *Il a parle* = 0. *Il parlé* = 0. *Il a parlé/parlè* = 1. *Il a éte* = 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

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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.

Allow the use of the past historic in narratives in Question 2 and tolerate inconsistencies (i.e. 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.

NB These *politesse*s 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 *politesse*s:

*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 *politesse*s described above.

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

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### 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.



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## 7 Passive

Reward by usual rules:

Elle a été (1) attrapée (1)  
Nous avons été (1) suivis (1)

Elle a été (1) attrapé (0)  
Nous avons été (0) suivis (1)

## 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)

Je ne mange ni viande ni poisson = 3

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)





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### 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:  
 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

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

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### 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 beau = 0           |
| il est beau = 2                           | il sont beaux = 0            | les bleus oiseaux = 0 |
| des oiseaux bleus = 2                     | ces petits oiseaux bleus = 3 | la belle jour = 0     |
| la jour est beau = 0 (gender invalidates) |                              |                       |
| 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

|         |                       |          |       |
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## 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 a vous parlé = 1 (for the verb)  
 Il lui écoute = 1 (for the verb)  
 Je les ai vu = 1 (for the pronoun)  
 Il la veut voir = 2 (for verbs)  
 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)

Il t'a vu = 2  
 Je le lui vends = 3  
 Il nous cherches = 1 (for the pronoun)  
 Je vais les voir = 3  
 Je te le donne = 3

### 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    avic 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

|                |                              |                 |              |
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## 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)<br>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)

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**E PREPOSITIONS**

- 1 With verbs**      sans attendre = 1  
avant de commencer = 1
- 2 With nouns**      en voiture = 1              à pied = 1  
avec l'enfant = 1          Voilà Maman = 1  
avec Alain = 1            Voici Papa = 1  
See **(B) Nouns** for other examples
- 3 With pronouns**    avec lui = 1              le voici = 1  
pour moi = 1            les voilà = 1  
sans rien = 1  
près de chez nous = 2  
quant à elle = 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

**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

|         |                       |          |       |
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## 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)                   |

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#### 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       |



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|                             |     |
|-----------------------------|-----|
| 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'.

## 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).

|                |                              |                 |              |
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### 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.

| <b>Number of ticks<br/>Maximum 60</b> | <b>Mark out of 15<br/>(for Accuracy of<br/>Language)</b> | <b>Pro rata<br/>(General Impression)<br/>Max 5</b> |
|---------------------------------------|--|--|
| 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  |