

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

**MARK SCHEME for the May/June 2012 question paper**  
**for the guidance of teachers**

**0685 FRENCH**

**0685/04**

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2012	0685	

## 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: Teachers' version	Syllabus	
	IGCSE – May/June 2012	0685	

### 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 140<sup>th</sup> 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 140<sup>th</sup> 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.
- (h) In letters count a maximum of 2 words only for the addressee as in *Cher Monsieur Dupont*.

Page 4	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2012	0685	

### Irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploiting a technicality or 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. 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.')

### 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)** *à la montagne; pendant les vacances\**; *les aspects positifs de ce travail*

*\*Pendant mes vacances (tick mes but not pendant in this phrase, but do not reward pendant elsewhere)*

**Question 1(b)** *à l'avenir; (les) aspects négatifs/positifs / en ce moment*

**Question 2** *pour résoudre ce problème; mon sac*

Page 5	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2012	0685	

## 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* =

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

- e.g. *J'ai resté en France* may score

However disallow the use of *être* for *avoir*, as in:

- e.g. *Je suis mangé* = 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: Teachers' version	Syllabus	
	IGCSE – May/June 2012	0685	

(g) When two 'reactions' are required in Question 2 and they are expressed as a list, e.g. *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 (see page 11) 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

Page 7	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2012	0685	

### Communication marks for specific questions

A maximum of 5 communication marks is available for each question. Points may be made in any order. Indicate the award of a communication mark with a Roman numeral in the L margin. Marks are to be awarded for the following points:

#### **QUESTION 1(a): une demande d'emploi**

If *travail* is confused with travel: consider whether the candidate has fulfilled the task on a task-by-task basis; do not withhold ticks for language

**(i) Candidate introduces him/herself and says what work s/he would like to do** [1]

**Either** accept: *Je m'appelle... / Mon nom est... / Je suis... X*

**Or** accept: *Je veux / voudrais / aimerais... etc. travailler... (or avoir un emploi...) comme X / dans un hôtel etc.*

Tolerate the future for the conditional for communication

A short introduction about themselves by the candidate is relevant to the task and should be rewarded with ticks for language

**(ii) What work the candidate has already done** [1]

Expect: *J'ai (déjà) travaillé... comme X / dans un hôtel / J'ai aidé... un fermier / dans une ferme etc.*

Insist on past tense

**(iii) Positive aspects of this work** [1]

One detail is enough: anything sensible, expressed in a past tense

Accept: *C'était intéressant / C'était utile / C'était tout près de chez moi / J'ai beaucoup appris TC*

Accept as past tense: *J'ai aimé parce que c'est intéressant...*

Refuse: *C'était bien TC*

**(iv) When the candidate will be available or for how long** [1]

Accept: present, conditional or future tenses

Accept: *Je suis / serai(s) libre du 15 juillet au 20 septembre TC* for a full mark

Accept: *Je serai libre le 15 juin TC* etc.

Also accept: *Je suis libre pour deux semaines / en juin TC* (precise dates not required)

Accept: *Je serais libre tous les soirs / Je serais libre entre 7 heures et 10 heures TC*

Accept: *au moins de juin* for communication (no language tick for *au* or *de*)

Award no communication mark to: *au 6 mai du 20 mai / au 6 mai au 20 mai*

Refuse: *Je libre du 15 juillet au 20 septembre (no verb)*

Tick for language: both *pendant* and *pour* with a period of time (with a future tense)

**(v) What makes the candidate a good applicant** [1]

Accept: *Je suis...* with suitable adjective, e.g. *travailleur / patient / gentil* etc.

Also accept: *J'aime les enfants / animaux / gens* etc. (though it does not quite fulfil the task – it implies enthusiasm, ie therefore, I'll do a good job)

Do not insist on: *Je suis un bon candidat...* as preface

Future or conditional tenses may be acceptable as in: *Je serai(s) capable de...*

Past tenses may be used as in: *Je suis un bon candidat parce que... j'ai eu beaucoup d'expérience / j'ai déjà voyagé à l'étranger*

Also accept: *Je parle français* (and accept for communication and language ticks: *Je peux parler français*)

Letter etiquette – Start: award a tick for language for formal *Monsieur/Madam* or *Cher Monsieur/Madame* (do not reward *Bonjour!/Salut!*); bracket and ignore 'thank you for your letter'. – Ending: *Je vous remercie d'avance* etc.: include in letter ending, e.g. mark for language in the normal way up to a maximum of 3 ticks. Accept *cordialement*

Page 8	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2012	0685	

### QUESTION 1(b): le pays où j'habite

Include in word-count and reward for language: '*Salut/Bonjour! Je m'appelle...X*'; bracket and from word-count further self-portrait such as age, family members etc.

Accept for all tasks the rendering of pays as a country, a town, a village, quartier or an are. Disallow for communication an unnamed town or village (ie *une/la ville, un/le village*) and *à la campagne*

#### (i) Where the candidate was born and where s/he spent his/her childhood [1]

**Either** accept: *Je suis né à... / Je viens de...* or equivalent with a place (not necessarily a country in this task). Also accept: *Je suis parisien/français / J'habite Norwich depuis mon enfance* or equivalent

**Or** accept: *J'ai passé mon enfance...* with a place (allow *J'ai né* for communication)

Be tolerant over inappropriate prepositions of place e.g. *en Canada / dans France* for communication

For names of countries, insist on correct preposition and correct French spelling for language ticks; for communication mark tolerate minor spelling errors

For towns, and places other than countries, tolerate incorrect spelling, e.g. London for *Londres*, for communication marks and language ticks

#### (ii) Negative aspects of country where candidate currently lives [1]

Accept: one or more negative aspects of the country in which they live now. Normally present tenses would be apt

Expect: answers referring to pollution, noise, traffic, bad weather, unpleasant people, overpopulation or a lack of desirable facilities/boredom

#### (iii) Positive aspects of country where candidate currently lives [1]

Accept: one or more positive aspects. Present tenses would normally be expected

Expect: answers referring to things to do and see, good weather, pleasant people etc. It would be enough to say *La France est un beau pays*

Answers must refer to qualities of the country or its inhabitants: 'I live near my friends' / 'We have a big house' **TC** would not merit a mark

#### (iv) Where the candidate would like to live [1]

Accept: *Je voudrais / veux / voudrai...* (for communication only) *habiter / demeurer / vivre* with a country or a named city or region when the country is implied

Allow: continents such as *...en Afrique, ...en Asie, ...en Amérique* here. Again be tolerant re prepositions for communication marks

Disallow for communication: *...dans une ville / dans un village / à la campagne* **TC** (award language ticks)

#### (v) Reason why [1]

Reward anything sensible in the context. Normally they might refer to the positive qualities of the country, in which case do not reward a response already given in (iii)

Exceptionally we must give a full communication mark for an infinitive used appropriately e.g. **(Task (iv))** *Je voudrais habiter en Ethiopie* **(Task (v))** *pour soigner les malades* = 2 communication marks



Page 9	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2012	0685	

**QUESTION 2: waking up on a beach and finding one's belongings missing**

Bracket and ignore in word-count any of the 'lead in' copied from the rubric wherever it occurs in the answer

**(i) What the candidate did to solve the problem****[1 + 1 + ]**

Only award **communication** marks for statements in past tenses saying what occurred **after** the realisation that the bag has disappeared. The statements may not necessarily be 'what the narrator did' but may include any plausible events relevant to the situation e.g. initiatives taken by friends / parents / police, the finding of the bag etc.

**Bracket and ignore in the word count an opening unrelated to the events at the beach**, e.g. 'in the morning we went to the swimming pool', 'we had breakfast in the hotel, we got washed, dressed etc.': do not award language ticks

**Award language ticks to material 'in the spirit of the answer'**, e.g. material which relates to the events on the beach including statements such as 'il faisait beau' etc.

**(ii) Reactions to this experience****[1 + 1]**

Only reward reactions that take place after the loss of the bag

In the body of the answer: these should be expressed in past tenses and convey feelings or opinions. Often they take the form of *C'était* or *J'étais* + an adjective as in *C'était triste* or *J'étais étonné*. *J'ai ri / pleuré* etc. are of course accepted

At the end: they may use a present or future appropriately to say the lesson they have learned: e.g. 'now I do not / will not take a bag to the beach'

They do not score for an exact repetition of a reaction or for a list: e.g. *J'étais étonné et déçu* = 1 mark. However *J'étais étonné* and later on *J'étais déçu* score 2 marks.

Page 10	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2012	0685	

## 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. *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).

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 11	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2012	0685

Allow the use of the past historic in narratives in Question 2 and tolerate inconsistencies (with the perfect tense). Disallow obvious accidental past historic, e.g. *il dit* in isolation. Treat 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.

### 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.

Page 12	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2012	0685	

## 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 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 *chocké/chockant*.

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





Page 15	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2012	0685

## 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 17	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2012	0685

## 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: Teachers' version	Syllabus
	IGCSE – May/June 2012	0685

## D PRONOUNS

All pronouns other than subject pronouns (je, tu, il, elle, nous, vous, ils, elles, on, ce) 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: Teachers' version	Syllabus
	IGCSE – May/June 2012	0685

## 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: Teachers' version	Syllabus
	IGCSE – May/June 2012	0685

## 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/tôt / plus tard/tôt = 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: Teachers' version	Syllabus
	IGCSE – May/June 2012	0685

#### 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 fait rien	= 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 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	= 2
pas mal de choses	= 1
peut-être	= 1
plus ou moins	= 1
que faire(?)	= 2
quoi de neuf?	= 2
rue de la paix (place name)	= 0
s'il te/vous plaît	= 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: Teachers' version	Syllabus	
	IGCSE – May/June 2012	0685	

## 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: Teachers' version	Syllabus
	IGCSE – May/June 2012	0685

### 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