



# Cambridge IGCSE™ (9–1)

---

**FRENCH**

**7156/04**

Paper 4 Writing

**For examination from 2021**

MARK SCHEME

Maximum Mark: 45

---

**Specimen**

---

This document has **12** pages. Blank pages are indicated.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Additional guidance**

- **Crossing out:**

<b>(a)</b>	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
<b>(b)</b>	If a candidate crosses out an answer to a <u>whole question</u> but makes no second attempt at it, mark the crossed out work.
- **For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:**

- |            |   |
|------------|---|
| <b>(a)</b> | there is an indication from the candidate that other material should be considered. |
| <b>(b)</b> | the candidate has continued their answer outside the space provided.                |
| <b>(c)</b> | there is no answer in the space provided.   |

• **Annotation used in the Mark Scheme:**

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

• **No response and '0' marks**

- |            |   |
|------------|---|
| <b>(a)</b> | <b>Award NR (No Response):</b><br>If there is nothing written at all in the answer space or<br>If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or<br>If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark). |
| <b>(b)</b> | <b>Award 0:</b><br>If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.   |

- **Optional questions:**

Mark all questions attempted by the candidate. Where the candidate attempts more than one of the alternatives in Question 3, the marking system will take the best mark.

- **Using mark schemes with grade descriptors:**

Start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

- Where the candidate's work convincingly meets the level statement, award the highest mark.
- Where the candidate's work adequately meets the level statement, award the mark in the middle of the range (if applicable).
- Where the candidate's work just meets the level statement, award the lowest mark.

Question	Answer	Marks
1	<p>Candidates are required to complete 5 gaps in French. Read all of the items that the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Award 1 mark for each correct item.</b></li> <li>• On Question 1, award marks for items wherever the candidate has written them provided the candidate has made clear which part of the form they refer to.</li> <li>• Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite/indefinite article, possessive adjective, etc. Ignore any verbs.</li> <li>• If spelling is inaccurate, start by referring to the table below. Refer to the questions below if no decision on the spelling you have encountered is recorded there.</li> </ul> <p>If you read aloud what the candidate has written, does it sound like the correct answer and would a native speaker of the target language understand it?</p> <p>Does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created? Would a native speaker of the target language understand it?</p> <ul style="list-style-type: none"> <li>• Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</li> <li>• All answers must fulfill the communicative purpose described in the rubric.</li> </ul>	5

Question	Answer		Marks															
1	<p data-bbox="197 891 229 1944">Vous vous appelez Sam. Vous cherchez un(e) correspondant(e) français(e).</p> <p data-bbox="261 1509 293 1944">Complétez la fiche <u>en français</u>.</p> <table border="1" data-bbox="336 309 770 1935"> <thead> <tr> <th data-bbox="336 1720 384 1935"></th> <th data-bbox="336 1016 384 1713">ACCEPT</th> <th data-bbox="336 309 384 1010">REJECT</th> </tr> </thead> <tbody> <tr> <td data-bbox="384 1720 475 1935"><b>Gap 1</b> (1 mark)</td> <td data-bbox="384 1016 475 1713">Accept any nationality, e.g. marocain(e), français(e), anglais(e)</td> <td data-bbox="384 309 475 1010">Reject vocab which cannot be considered as a nationality, e.g. France</td> </tr> <tr> <td data-bbox="475 1720 566 1935"><b>Gap 2</b> (1 mark)</td> <td data-bbox="475 1016 566 1713">Accept any job/type of work, e.g. élève, étudiant(e), médecin, boulanger/boulangère</td> <td data-bbox="475 309 566 1010">Reject vocab which cannot be considered as an occupation, e.g. supermarché, médecine</td> </tr> <tr> <td data-bbox="566 1720 683 1935"><b>Gap 3</b> (1 mark)</td> <td data-bbox="566 1016 683 1713">Accept any adjective to describe character, e.g. drôle, généreux/généreuse, sympa(thique)</td> <td data-bbox="566 309 683 1010">Reject vocab which cannot be considered as adjectives to describe character, e.g. mince, grand(e)</td> </tr> <tr> <td data-bbox="683 1720 770 1935"><b>Gaps 4 and 5</b> (1 mark each)</td> <td data-bbox="683 1016 770 1713">Accept any hobbies, e.g. musique, sport, chanter</td> <td data-bbox="683 309 770 1010">Reject vocab which cannot be considered as a hobby</td> </tr> </tbody> </table>			ACCEPT	REJECT	<b>Gap 1</b> (1 mark)	Accept any nationality, e.g. marocain(e), français(e), anglais(e)	Reject vocab which cannot be considered as a nationality, e.g. France	<b>Gap 2</b> (1 mark)	Accept any job/type of work, e.g. élève, étudiant(e), médecin, boulanger/boulangère	Reject vocab which cannot be considered as an occupation, e.g. supermarché, médecine	<b>Gap 3</b> (1 mark)	Accept any adjective to describe character, e.g. drôle, généreux/généreuse, sympa(thique)	Reject vocab which cannot be considered as adjectives to describe character, e.g. mince, grand(e)	<b>Gaps 4 and 5</b> (1 mark each)	Accept any hobbies, e.g. musique, sport, chanter	Reject vocab which cannot be considered as a hobby	
	ACCEPT	REJECT																
<b>Gap 1</b> (1 mark)	Accept any nationality, e.g. marocain(e), français(e), anglais(e)	Reject vocab which cannot be considered as a nationality, e.g. France																
<b>Gap 2</b> (1 mark)	Accept any job/type of work, e.g. élève, étudiant(e), médecin, boulanger/boulangère	Reject vocab which cannot be considered as an occupation, e.g. supermarché, médecine																
<b>Gap 3</b> (1 mark)	Accept any adjective to describe character, e.g. drôle, généreux/généreuse, sympa(thique)	Reject vocab which cannot be considered as adjectives to describe character, e.g. mince, grand(e)																
<b>Gaps 4 and 5</b> (1 mark each)	Accept any hobbies, e.g. musique, sport, chanter	Reject vocab which cannot be considered as a hobby																

Question	Answer	Marks
2	<p><u>Ma maison</u></p> <ul style="list-style-type: none"> <li>• Décrivez votre maison (où ? pièces ?).</li> <li>• Qu'est-ce que vous faites pour aider à la maison ?</li> <li>• Qu'est-ce que vous n'aimez pas faire à la maison ?</li> <li>• Où voudriez-vous habiter à l'avenir ? Expliquez pourquoi.</li> </ul> <p>Écrivez 80–90 mots <u>en français</u>.</p> <p>Read the whole answer and award a mark out of 12 using the table below.</p>	12

Marks	Descriptor	Guidance
<b>10–12</b>	<ul style="list-style-type: none"> <li>• Completes all tasks in the required level of detail.</li> <li>• Provides consistently relevant information and opinions.</li> <li>• Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies.</li> <li>• Uses straightforward vocabulary and structures.</li> <li>• Links words and phrases using a range of simple connectors.</li> </ul>	<p>Examples of linguistic inaccuracies: lapses in agreements, tenses/time frames, spelling</p> <p>Examples of linking words and phrases: <i>and, or, but, because, then</i></p>
<b>7–9</b>	<ul style="list-style-type: none"> <li>• Completes most tasks in the required level of detail.</li> <li>• Provides mostly relevant information and opinions.</li> <li>• Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies.</li> <li>• Uses limited vocabulary and structures with some repetition.</li> <li>• Some attempt to link words and phrases using a range of simple connectors.</li> </ul>	
<b>4–6</b>	<ul style="list-style-type: none"> <li>• Completes some tasks with some of the required detail.</li> <li>• Provides some relevant information.</li> <li>• Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies.</li> <li>• Uses basic vocabulary and structures with frequent repetition.</li> <li>• Some attempt to link words or phrases using a limited range of simple connectors repetitively (e.g. <i>and, or</i>).</li> </ul>	
<b>1–3</b>	<ul style="list-style-type: none"> <li>• Attempts task(s), with little or none of the required detail.</li> <li>• May provide information; is almost always irrelevant.</li> <li>• Meaning is unclear and communication is rarely achieved.</li> <li>• Uses isolated words/phrases appropriate to the task.</li> <li>• Little attempt to link words or phrases.</li> </ul>	
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>	



Question	Answer	Marks
<p>Répondez à la question 3(a) <u>ou</u> à la question 3(b).</p> <p>Écrivez 130–140 mots <u>en français</u>.</p>	<p><b>3(a)</b></p> <p><u>Une fête au restaurant</u></p> <p>Vous êtes allé(e) à une fête dans un restaurant. Écrivez un e-mail à un(e) ami(e) français(e) à ce sujet.</p> <ul style="list-style-type: none"> <li>• Quand <u>et</u> avec qui avez-vous mangé au restaurant ?</li> <li>• Qu'est-ce que vous avez fêté ?</li> <li>• Quelle sorte de cuisine aimez-vous manger ? Expliquez pourquoi.</li> <li>• Préférez-vous faire la fête avec vos ami(e)s ou avec votre famille ? Donnez vos raisons.</li> <li>• Comment aimeriez-vous fêter votre prochain anniversaire ?</li> </ul> <p>Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for:</p> <ul style="list-style-type: none"> <li>• task completion (maximum 10 marks)</li> <li>• range (maximum 10 marks)</li> <li>• accuracy (maximum 8 marks).</li> </ul>	28
<p><b>3(b)</b></p>	<p><u>OU</u></p> <p><u>Mon emploi de vacances</u></p> <p>Pendant les vacances, vous avez travaillé dans un monument historique (par exemple : un château, un musée). Écrivez un article pour le magazine de votre collège.</p> <ul style="list-style-type: none"> <li>• Dites où vous avez travaillé <u>et</u> pendant combien de temps.</li> <li>• Décrivez ce que vous deviez faire.</li> <li>• Quelles sont vos impressions de cette expérience ?</li> <li>• Est-il important pour les jeunes d'avoir un emploi de vacances ? Expliquez pourquoi/pourquoi pas.</li> <li>• Où est-ce que vous aimeriez travailler pendant les prochaines vacances ?</li> </ul> <p>Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for:</p> <ul style="list-style-type: none"> <li>• task completion (maximum 10 marks)</li> <li>• range (maximum 10 marks)</li> <li>• accuracy (maximum 8 marks).</li> </ul>	28

**Task completion**

<b>Marks</b>	<b>Descriptor</b>
<b>9–10</b>	<ul style="list-style-type: none"> <li>• Completes all tasks.</li> <li>• Gives detailed information, opinions/reactions and explanations.</li> <li>• The writing is focused and wholly relevant.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• Completes most tasks.</li> <li>• Gives straightforward information, opinions/reactions and explanations.</li> <li>• The writing is mostly relevant.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• Completes some tasks.</li> <li>• Gives some information, opinions and simple explanations.</li> <li>• The writing is more relevant than irrelevant.</li> </ul>
<b>3–4</b>	<ul style="list-style-type: none"> <li>• Attempts some tasks with some success.</li> <li>• Gives basic information and opinions.</li> <li>• The writing is occasionally relevant.</li> </ul>
<b>1–2</b>	<ul style="list-style-type: none"> <li>• Attempts task(s) with little or no success.</li> <li>• Gives some information and is almost always irrelevant.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

**Range**

<b>Marks</b>	<b>Descriptor</b>
<b>9–10</b>	<ul style="list-style-type: none"> <li>• Uses extended, well-linked sentences frequently.</li> <li>• Uses a wide range of simple and complex structures listed in the syllabus to produce sentences of varying length.</li> <li>• Uses a wide range of vocabulary appropriate to the task(s).</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• Uses some extended sentences, mostly well linked.</li> <li>• Uses a range of structures listed in the syllabus, including some complex structures, to produce sentences of varying length.</li> <li>• Uses a range of vocabulary appropriate to the task(s) with occasional repetition.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• Uses some extended sentences, with some evidence of linkage.</li> <li>• Uses simple structures and attempts to use some complex structures listed in the syllabus.</li> <li>• Uses mostly straightforward vocabulary appropriate to the task(s) with some repetition.</li> </ul>
<b>3–4</b>	<ul style="list-style-type: none"> <li>• Uses simple structures and makes no attempt at using the complex structures listed in the syllabus.</li> <li>• Relies on repeated use of a small range of straightforward vocabulary.</li> </ul>
<b>1–2</b>	<ul style="list-style-type: none"> <li>• Uses isolated phrases and makes some attempt at basic structures.</li> <li>• Relies on repetition of a small range of basic vocabulary.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

**Accuracy**

<b>Marks</b>	<b>Descriptor</b>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• Accurate spelling and grammar; not necessarily faultless.</li> <li>• Occasional errors in spelling and grammar do not impede communication.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• Mostly accurate spelling and grammar.</li> <li>• Errors in spelling and grammar sometimes impede communication.</li> </ul>
<b>3–4</b>	<ul style="list-style-type: none"> <li>• Some accurate spelling and grammar.</li> <li>• Errors in spelling and grammar frequently impede communication.</li> </ul>
<b>1–2</b>	<ul style="list-style-type: none"> <li>• Rarely accurate spelling and grammar.</li> <li>• Errors in spelling and grammar persistently impede communication.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>