

**MARK SCHEME for the October/November 2011 question paper
for the guidance of teachers**

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 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.

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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.

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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 address.
- (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'.

- (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.
- (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. Bracket and ignore 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)** *échange scolaire; aspects positifs; d'un échange; à l'avenir*
- Question 1(b)** *à travailler; ce travail; pendant les vacances; plus tard dans la vie*
- Question 2** *à la campagne; mon frère; de la journée*

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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

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 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.

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(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 all errors of accent or punctuation are ignored for Communication marks 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 est fatigue = 0

Tolerate a grave accent for an acute accent:

- e.g. il a jouè = 1

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A maximum of 5 marks is available for each of the two questions. Marks are to be awarded on the following points:

QUESTION 1(a): school exchanges

- (i) **Where candidate went** 1
Reward a statement saying where they went for a school exchange
Insist on past tense, e.g. *Je suis allé en France, J'ai fait mon échange scolaire en/à...*
- (ii) **What s/he did** 1
Accept one activity in past tense
- (iii) **Positive aspects of school exchanges** 1
Reward one positive aspect in either past or present
- (iv) **Country candidate would like to visit next on school exchange** 1
Reward statement saying where they would like to go
Accept *Je veux/voudrais...* or equivalent + infinitive OR simple future
- (v) **Why** 1
Accept any sensible reason

QUESTION 1(b): working in the holidays

- (i) **Description of work/job the candidate did** 1
Accept *J'ai travaillé...* with place, e.g. *dans une ferme* OR for employer, e.g. *pour un fermier* OR *J'ai travaillé comme + job, e.g. vendeur*
- (ii) **Advantages of working during the holidays** 1
Accept any one advantage in past or present
- (iii) **Disadvantages of working during the holidays** 1
Accept any one disadvantage in past or present
- (iv) **What the candidate would like to do when grown up (*plus tard dans la vie*)** 1
Expect *Je voudrais/veux...* or equivalent + infinitive + place of work or job, e.g. *Je voudrais travailler dans une galerie / comme docteur / être prof*
- (v) **Reason why** 1
Accept any sensible reason

QUESTION 2: candidate's brother has accident during countryside walk

- (i) **Description of what happened** 1 + 1 + 1
Award 3 marks for 3 statements saying what happened
Insist on past tenses
Include the accident, but no communication marks for what happened prior to the accident
- (ii) **Candidate's reaction to the events of the day** 1 + 1
Award 2 marks for 2 different reactions

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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 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 *qu'il* 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.

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Allow the use of the past historic in narratives in Question 2 and tolerate inconsistencies (not to be marked with the perfect tense). Disallow obvious accidental past historic, e.g. *il dit* in isolation. Tolerate inconsistency with – in the right hand margin. Disallow the past historic in Question 1.

Letter etiquette

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

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

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

Thereafter ignore everything not related to the task set.

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

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

Letter ending

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

Veillez agréer l'expression de mes salutations distinguées etc
Réponds-moi bientôt. Je t'embrasse. etc Mark for language in the normal way up to a maximum of 3 ticks. This is in addition to the marks awarded for the *politesses* described above.

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.

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A VERBS

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

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

Insist on correct agreement in cases such as:

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

2 Imperative = 1

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

3 Participle (past or present) = 1

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

4 Verb + infinitive = 1 + 1

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

5 Preposition + verb = 1

| | |
|------------------|--------------------|
| sans hésiter = 1 | avant d'entrer = 1 |
|------------------|--------------------|

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

N.B. Avant de partir (0) le téléphone a sonné (1) (Unrelated)

6 Inversion = 1 + 1

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

7 Passive

Reward by usual rules

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

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8 Negatives

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

| | |
|-----------------------------------|-------------------------------------|
| Ils ne jouent pas = 2 | Je n'ai pas fini = 2 |
| Elle ne fait rien = 2 | Je n'ai vu personne = 2 |
| Elle ne écoute pas = 1 (for verb) | Je ne parles pas = 1 (for negative) |

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

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

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

Similarly: Il ne vient pas = 1 for the negative (when a Future is required)

A negative may be rewarded when it stands alone

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

9 Interrogatives

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

(i) Tu viens? = 2 1 tick for correct verb, 1 for interrogative, provided the '?' is there)
 Tu viens. = 1 1 tick for correct verb with no evidence of interrogative
 Tu ne viens pas? = 3

(ii) Viens-tu? = 2 1 tick for correct verb, 1 tick for inversion
 Viens-tu. = 2 punctuation not penalised normally
 Est-ce que (1) tu viens? (1) 1 tick for interrogative element (est-ce que), 1 for correct verb (tu viens)

(iii) Interrogative adverbs score 1 tick separately.

Où? = 1 Quand? = 1 Comment? = 1 Pourquoi? = 1 Combien? = 1

Où (1) vas-tu (1+1)? = 3 1 tick for interrogative, 1 for correct verb, 1 for inversion

(iv) Pourquoi (1) ris-tu? (2) (1 tick for interrogative, 1 for correct verb, 1 for inversion)
 Pourquoi (1) tu ris? (1) (1 tick for interrogative, 1 for correct verb, no inversion)
 Pourquoi (1) est-ce que (1) tu ris? (1)

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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

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.

3 Noun/pronoun + adjective = 1

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

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

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

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

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

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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 |
| la plupart des gens = 1 | combien de mes amis(?) = 2 | assez de courage = 1 |

Quantities with prepositions, adjectives and verbs:

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

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

N.B. no credit is given to a noun + number.

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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 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 | | |

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) 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 |

| | | |
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F ADVERBS

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

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

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

G CONJUNCTIONS

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

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

H EXPRESSIONS

1 Time

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

2 Weather

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

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

3 Avoir expressions

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

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 | = 1 |
| 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 tout cas | = 1 |
| il y a | = 1 |
| j'en ai marre | = 2 |
| je vous en prie | = 2 |
| le plus tôt possible | = 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 |

N.B. Non, oui and etc = 0

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

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

| | | | |
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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.

| 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 |