

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**

**0520 FRENCH (FOREIGN LANGUAGE)**

**0520/43**

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.

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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
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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## 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*.

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### **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 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)** *stage de cuisine à Paris; dans la cuisine d'un hôtel; ce stage*

**Question 1(b)** *à l'avenir; mes études; pour le site web*

**Question 2** *au restaurant; quelle catastrophe*

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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* =

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. *J'étais triste et fatigué* or *C'était intéressant et amusant*, award one communication mark only. However, if a verb is used, e.g. *J'étais triste[...]J'étais fatigué*, award two communication marks.

(h) As with Language marks (see page 10) 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

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### 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): le stage de cuisine

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

Either accept: *Je m'appelle X* or equivalent (*Mon nom est... / Je suis...*)

Or accept: *Je veux / voudrais etc. faire ce stage parce que...* with any sensible reason, e.g. *J'aime la cuisine TC* or *La cuisine est intéressante* (the communication mark is probably already secured by *Je m'appelle...*)

In this case, accept in the word count and tick for language a brief self portrait (*présentez-vous*). Tick *J'ai 15 ans, Je suis anglais, J'habite à X* etc. Any further self-portrait (family members etc.): include in word-count but bracket and do not award language ticks

**(ii) When candidate would like to do the cookery course [1]**

Accept: *Je voudrais* (etc.) *faire ce stage* with a time e.g. *...l'an prochain / en mai / en été*

Accept: *Je veux faire ce stage...* 'in the evening' / 'on Thursdays' / 'on 19 June'

Refuse: *J'aime faire ce stage...*

**(iii) Statement that candidate has already worked in a hotel kitchen [1]**

Expect: *J'ai travaillé dans la cuisine d'un hôtel / dans un restaurant / une cuisine = 1* as a minimum response

Accept: a present tense

**(iv) 1 positive aspect of this work [1]**

Accept: anything reasonable

Accept *C'était/c'est intéressant / J'aime (faire) la cuisine TC* as a minimum response

Refuse: *C'était/c'est bien TC* for communication

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

Allow the omission of *Je suis / serai(s) un bon candidat* as a preface (it might be implied)

Accept any reason: *J'adore faire la cuisine* implies that they will work well so reward it. *Je suis... travailleur / sérieux / patient* etc. would score for communication

Do not reward a repetition from (i) if it was awarded the communication mark in (i)

Allow for communication and language *Je peux...* or *Je sais faire la pâtisserie* etc.

Do not reward again *J'ai déjà travaillé dans un restaurant / une cuisine* if it scored in (iii)

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'.

Accept *cordialement*

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### QUESTION 1(b): mes études

- (i) **When and where candidate started his/her studies** [1]  
 Reward: *J'ai commencé mes études* (or equivalent) +  
 either ...*Quand*, e.g. ...*quand j'avais 5 ans / en 2004 / il y a 10 ans* etc.  
 or ...*Où*, e.g. at a certain place which might be a town or country or at a certain school. The latter may be a named establishment (tolerate non French names) or ...*dans une petite école à X / à l'école / au lycée / au collège*  
 Refuse: *Je commence mes études* (must be past tense/time frame)  
 Be tolerant over inappropriate prepositions of place for communication  
 (Name of school: count as 1 word in word-count)
- (ii) **Whether the candidate likes studying at his/her school** [1]  
 Accept: *J'aime mon école* or a negative, OR *Mon école est super / horrible* (don't insist on *J'aime...*) etc. OR *J'aime étudier à mon école*
- (iii) **Why/why not** [1]  
 Any sensible reason  
 Accept, for example: *J'aime les maths / J'avais beaucoup d'amis*
- (iv) **What candidate would like to study in the future** [1]  
 Insist on the subject(s) s/he would like to study  
 Do not reward a place **TC**, e.g. abroad, in France or Oxford
- (v) **Reason why** [1]  
 Reward a reason why they would choose that subject, probably their love of it (*C'est ma passion*) or it being useful for their future career  
 If they put a place (e.g. university) not a subject in (iv) reward a sensible reason for studying there in (v)

### QUESTION 2: catastrophe au restaurant

- (i) **What happened in the restaurant** [1 + 1 + 1]  
 Award a communication mark for each of 3 statements in past tenses saying what occurred **at** the restaurant  
 Award a communication mark for a description of arrival at the restaurant  
 Bracket and ignore in the word count an account of 'how I spent the day before going to the restaurant' events at school etc.: do not award ticks for language  
 Reward for language but not communication planning the visit, getting ready and the journey to the restaurant  
 Reward for language but not for communication events which take place **after** leaving the restaurant e.g. a road accident on the way home  
 Make a downward adjustment to the Impression Mark (-2) in extreme cases, e.g. the candidate reaches the restaurant, it is closed (*Quelle catastrophe!*) and the rest is an account unconnected with the restaurant – ring the PE if you have a problem
- (ii) **Reactions to events** [1 + 1]  
 In the body of the answer: these should be expressed in past tenses and convey feelings or opinions  
 At the end: they may use a present or future appropriately to say the lesson they have learned: e.g. 'I (shall) never go back there again'  
 Any member of the family may have the 'reaction' or it may be expressed by *C'était...* with an adjective  
 Accept: reactions to events at the restaurant or after leaving the restaurant  
*Papa a éclaté de rire* and *Maman a pleuré* could be treated as an event or a reaction: reward whichever is in the interests of the candidate in such cases



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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. *Aujourd'hui* = 1 tick. *Il ma vu* (sic) = 2 ticks  
*L'ami Anglais* = 1 tick. *Il à tête phoné* (sic) = 1 tick. *Il a du partir* = 2 ticks.

An exception is made with *-er* verbs and *être* (*été*). We insist on the accent on the past participle in a compound tense and the absence of such an accent in the present tense.

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

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

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 (ie varying with the perfect tense). Disallow obvious accidental past historic, e.g. *il dit* in isolation. Treat such inconsistency with – in the right hand margin. Disallow the past historic in Question 1.

### **Letter etiquette**

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

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

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

Thereafter ignore everything not related to the task set.

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.

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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 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.

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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'arbo 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

NB 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

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.

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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  
 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.  
 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 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
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### 4 Adjectives used as nouns = 0

les riches = 0	les Français = 0	l'important (0) c'est (1)
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### 5 Comparatives and superlatives

aussi... (que) = 1	plus... (que) = 1	moins... (que) = 1
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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 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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## 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                      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

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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/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)

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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 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'

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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