

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

**MARK SCHEME for the May/June 2011 question paper**  
**for the guidance of teachers**

**0520 FRENCH (FOREIGN LANGUAGE)**

**0520/41**

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 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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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 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 mark 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 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*.

### Repetition of material printed in the rubric

Such sections of the rubric which might score no marks for language are discussed at the Examiners' Coordination Meeting.

It was agreed that the following list of words lifted **en bloc** / **unchanged** from the rubric would not be rewarded:

**Question 1(a)** *à un parc d'attractions; parc d'attractions; l'année dernière; le weekend prochain*

**Question 1(b)** *récemment, à l'école, des vêtements de marque; beaucoup d'argent*

**Question 2** *de la rentrée scolaire; nouvelle école; aux évènements de la journée*

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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 Accuracy and Impression. When part of an answer is clearly irrelevant, include such material in the word count, but bracket it and award no Accuracy marks.

## 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) 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.

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- (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.
- (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) For Communication, disregard all accent errors with the exception of the past participles of '-er' verbs.
- elle a joue* (sic) = 0 (as an attempted perfect tense)
  - elle joué* (sic) = 0 (as an attempted present)

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

**QUESTION 1(a): letter to a friend re a visit to an amusement park**

- (i) **What candidate did with friend(s)** 1  
 Allow *nous* as subject with no mention of friend(s)  
 Allow *je* + activity with *avec* + name(s) (of friend(s))  
 Allow *nous sommes allés à un parc d'attractions/Alton Towers* TC for 'what we did'  
 Copying *avec vos amis* does not invalidate the task
- (ii) **Reason candidate does or does not like amusement park(s)** 1  
 Do not insist on *j'aime/je n'aime pas* as *les parcs sont divertissants/ennuyeux* etc TC implies that
- (iii) **Whether candidate prefers outings with friend(s) or parent(s)** 1  
 Insist on *je préfère* or equivalent as communication mark is given for this as a task
- (iv) **Reason** 1  
 Allow anything sensible
- (v) **What candidate would like to do (with friend(s)) next weekend** 1  
*Le weekend (prochain) je voudrais/veux* + infinitive is obviously ok (do not insist on 'with friend(s)')  
 Allow for communication a simple future, e.g. *nous irons en ville le weekend (prochain)* TC  
 Allow a present + *le week-end (prochain)*, e.g. *le week-end (prochain) nous allons en ville*  
 Allow *le weekend prochain nous avons décidé de...*

**QUESTION 1(b): fashion and clothes**

- (i) **Description of clothes candidate has bought recently** 1  
 Insist on past tense. Do not insist on description: reward *j'ai acheté une jupe* TC  
 Allow 'I haven't bought anything recently'
- (ii) **Reason candidate likes or does not like clothes s/he wears to school** 1  
 As with Question 1(a) allow omission of *j'aime/je n'aime pas*  
 Allow *les vêtements que je porte à l'école, c'est moche*
- (iii) **Whether the candidate buys designer clothes** 1  
 Do not insist on *j'achète*. Reward *j'aime* and *je porte* and any other sensible statements  
 Reward other tenses than the present if used logically
- (iv) **Reason why/why not** 1  
 Allow anything sensible
- (v) **What the candidate would like to wear if s/he had lots of money** 1  
*Si j'avais beaucoup d'argent je voudrais porter / je porterais / j'achèterais* + clothes. Allow future for communication only, not for language  
 Disallow *si j'ai beaucoup d'argent* etc AND *si j'aurais beaucoup d'argent* for communication

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**QUESTION 2: first day at new school**

**(i) Description of the first day back at new school** **1 + 1 + 1**

Award communication marks for 3 separate statements in past tenses

Allow *le premier cours c'était les maths* etc as events and reward with communication marks

Award communication marks only to events which took place **from** the candidate's arrival at school

Language ticks should be awarded in the normal way to events which take place before the candidate arrives at school (e.g. dressing, breakfast, journey to school etc) and context for the change of school

**(ii) Reactions to the school / to the events of that day** **1 + 1**

Reactions to the new school may be expressed in past or present tenses, e.g. *ma nouvelle école est/était* + adjective, *j'aime/j'aimais mon école*

Reactions to the events of the day should be expressed in past tenses, e.g. *j'étais* + adjective (*content/surpris* etc) or *c'était* + adjective

2 marks may be awarded to reactions to the school OR to reactions to the events of the day OR to a combination

Reward *excité* and *excitant* for language

Allow for communication *j'ai fait des amis*. Disallow *shocké/chocké* for communication; accept for communication *shoqué*

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

### Letter Etiquette

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

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

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

Thereafter ignore everything not related to the task set.

NB These *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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## 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

Tu viens. = 1 (no question mark)

Tu ne viens pas? = 3

(ii) Viens-tu? = 2

Viens-tu. = 2 (punctuation not penalised normally)

Est-ce que (1) tu viens? (1)

(iii) Interrogative adverbs score 1 tick separately.

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

Où (1) vas-tu (2)? = 3

Où (1) est le chat? (1 + 1) = 3

(iv) Pourquoi (1) ris-tu? (2)

Pourquoi (1) tu ris? (1)

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

le/la chambre des (1) enfants / du (1) garçon / de la (1) dame / d'(1)Alain – Each gain 1 mark despite the faulty gender of *chambre*

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

### 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

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

### 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) fatigued (sic) (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 |                       |

#### 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)

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## 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

## 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         |  |

### 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 (for both preposition and pronoun) | avec moi = 0 |
| Moi je préfère... = 2                           | 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

Qui a parlé? = 3  
 Qu' (1) est-ce que (1) tu penses? (1) = 3  
 Que penses-tu = 3  
 Avec quoi? = 1  
 Pour qui? = 1  
 Lequel préfères-tu? = 3

## 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

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

### 2 Weather

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

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

### 3 Avoir expressions

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



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#### 4 Miscellaneous

|                                     |             |
|-------------------------------------|-------------|
| à ce qu'il me semble                | = 2         |
| à ma grande surprise                | = 2         |
| à ma surprise                       | = 1         |
| à mon avis                          | = 1         |
| à mon avis (0) je pense (1) que (1) | = 2         |
| à quelle heure... (?)               | = 1         |
| à toute vitesse                     | = 1         |
| aussitôt dit aussitôt fait          | = 1 + 1 = 2 |
| aussitôt que possible               | = 2         |
| bien sûr/bien entendu               | = 1         |
| ça dépend                           | = 1         |
| ça (en) vaut la peine               | = 2         |
| ça m'est égal                       | = 2         |
| ça ne fait rien                     | = 2         |
| c'est à dire                        | = 1         |
| c'est dommage                       | = 1         |
| comme ça                            | = 1         |
| comme d'habitude                    | = 2         |
| comme moi                           | = 1         |
| (Comment) ça va(?)                  | = 2         |
| Comment vas-tu(?)                   | = 2         |
| comme si                            | = 1         |
| comme toujours                      | = 1         |
| de bonne/mauvaise humeur            | = 2         |
| depuis longtemps                    | = 2         |
| Eh bien                             | = 1         |
| en ce qui concerne                  | = 2         |
| en tout cas                         | = 1         |
| il y a                              | = 1         |
| 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         |
| un peu (TC)                         | = 1         |

#### Proverbs

Tout est bien qui finit bien = max 2  
Mieux vaut tard que jamais = max 2

|                |                              |                 |              |
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## 5 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).

### Conversion Table for 0520/4

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