



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**FRENCH**

**0520/04**

Paper 4 Writing

**For Examination from 2015**

SPECIMEN MARK SCHEME

**1 hour**

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**MAXIMUM MARK: 50**

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The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

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This document consists of **13** printed pages and **1** blank page.



## SECTION 1

## Question 1

Candidates are required to list 8 items in French. Read all the items the candidate has listed and award marks as follows:

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**

NB the pictures provided on the question paper are only suggestions. Accept any place the candidate could go to in a town.

**Generic mark scheme for Question 1**

- Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:
  - (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
  - (b) Look-alike test: does what the candidate has written look like the correct answer?
  - (c) Ignore any article.

**Session-specific instructions for Question 1: des endroits à visiter en ville**

- The following are examples. Accept any place the candidate could go to in a town.

ACCEPT	
banque	magasin
bibliothèque	mairie
cathédrale	marché
centre (commercial / sportif)	musée
centre-ville	office de tourisme
château	patinoire
cinéma	piscine
église	place
école	pont
garage	poste
gare (snCF/routière)	restaurant
gendarmerie	stade
hôtel (de ville)	théâtre
hôpital	zoo
jardin public	

**Total for Question 1: 5 marks**

## Question 2

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **Communication:** award a mark out of 10, according to the instructions in 2.1
- **Language:** award a mark out of 5, according to the instructions in 2.2.

### 2.1: award a mark out of 10 for Communication

#### **Generic mark scheme for Communication (Question 2)**

- (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:
  - If 1 of the tasks is missing, the maximum communication mark is 9.
  - If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).
- (iii) Add up the ticks to give a mark out of 10 for Communication.
- (iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc.).
- (v) LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks
  - elle a les cheveux noirs avec de beaux yeux et une petite bouche = 1 mark (1 verb = a list of 3)
  - elle a les cheveux noirs (1), est de taille moyenne (1), et elle est jolie (1) = 3 marks (3 verbs).
- (vi) Only reward each piece of information once, e.g. «elle est super» cannot score both as description and reason for liking («elle est super» and «sa musique est super» can both be rewarded).
- (vii) Do not penalise factual errors.

**Total marks for Communication: 10**

#### **Session-specific instructions for Communication marks (Question 2): un chanteur / acteur / musicien que vous aimez**

- If subject is not a singer/actor/musician, do not award tick 1, but do award ticks 2, 3 and 4.

Tick	Accept
1	<b>Dites qui il/elle est et ce qu'il/elle fait comme métier</b> name = 1 mark; profession = 1 mark. As long as either given, consider task complete
2	<b>Décrivez cette personne</b> <b>REWARD:</b> any form of description: e.g. <b>anything about the person</b> – appearance, character, age, more detail about what they do, family background, likes/dislikes, etc.
3	<b>Dites pour quelles raisons vous l'aimez</b> <b>REWARD:</b> a positive comment even if 'aimer' not stated
4	<b>Allez-vous faire le même métier plus tard? Pourquoi / pourquoi pas?</b> <b>ACCEPT:</b> 'yes' or 'no' or 'don't know' and/or what they are going to do as a job <b>ACCEPT:</b> reason why/why not even if not clear whether or not they will do same job/what job they will do.

**2.2: award a mark out of 5 for Language****Generic mark scheme for Language (Question 2):**

- Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

**Grade descriptors for Language (Question 2)**

<b>5</b>	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
<b>4</b>	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
<b>3</b>	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
<b>2</b>	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
<b>0</b>	One or two disjointed words or short phrases may be recognisable.

**Total marks for Language: 5****Total for Question 2: 15 marks**

## SECTION 2

## Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:

- **Communication:** award a mark out of 10, according to the instructions in 3.1
- **Language:** award a mark out of 8 for Verbs, according to the instructions in 3.2  
award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.

### 3.1 – award a mark out of 10 for Communication

#### **Generic mark scheme for Communication (Question 3):**

- (i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.
- (ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point.

<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
<b>0 ticks</b>	Nothing of worth communicated.

- (iii) Add up the ticks to give a mark out of 10 for Communication.

**Total marks for Communication: 10**

#### • **Generic guidance on awarding ticks for Communication**

##### **Example 1:** *Comment passez-vous les vacances normalement?*

<b>Candidate's response</b>	<b>Ticks for Communication</b>	<b>Reason for mark</b>
<i>Oui je passé les vacances</i>	0	Nothing of worth communicated.
<i>Je travaillez dans le bureau de mon père</i>	1	Some meaning conveyed – use of 'travaillez' makes message ambiguous.
<i>Je travaille dans le bureau de mon père</i>	2	Message clearly communicated.

##### **Example 2:** *Où et avec qui avez-vous fait du shopping?*

<b>Candidate's response</b>	<b>Ticks for Communication</b>	<b>Reason for mark</b>
<i>Avec qui j'avez-vous fait shopping</i>	0	Nothing of worth communicated.
<i>J'ai fait du shopping en ville</i>	1	Some meaning is conveyed but the message is incomplete.
<i>J'ai fait du shopping en ville avec mon ami</i>	2	Message clearly communicated.

**Session-specific instructions for Communication marks (Question 3):**

Place up to 2 'numbered' ticks as close as possible to each relevant communication point:

<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.
<b>1 tick</b>	Communication of some meaning is achieved but the message may be ambiguous or incomplete.
<b>0 ticks</b>	Nothing of worth communicated.

• **Question 3(a): letter to a friend about a visit to an amusement park**

Tick	Accept	Mark
1	<b>What candidate did with friend(s)</b> Insist on past tense Allow <i>nous</i> as subject with no mention of friend(s) Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s))	2
2	<b>What candidate did with friend(s)</b> Insist on past tense Allow <i>nous</i> as subject with no mention of friend(s) Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s))	2
3	<b>Reason candidate does or does not like amusement park(s)</b> Do not insist on <i>j'aime/je n'aime pas</i> as <i>les parcs sont divertissants/ennuyeux</i> etc. tout court implies that	2
4	<b>Reason for preferring outings with friend(s)/parent(s)</b> Allow anything sensible	2
5	<b>What candidate would like to do (with friend(s)) next weekend</b> <i>Le weekend (prochain) je voudrais/veux</i> + infinitive is obviously ok (do not insist on 'with friend(s)') Allow for communication a simple future, e.g. <i>nous irons en ville le weekend (prochain)</i> tout court Allow a present + <i>le week-end (prochain)</i> , e.g. <i>le week-end (prochain) nous allons en ville</i> Allow <i>le weekend prochain nous avons décidé de...</i>	2

• **Question 3(b): shopping and fashion**

Tick	Accept	Mark
1	<b>Description of a day the candidate spent shopping</b> Insist on past tense	2
2	<b>Description of a day the candidate spent shopping</b> Insist on past tense	2
3	<b>Negative aspects of designer clothes</b> Allow anything sensible	2
4	<b>Positive aspects of designer clothes</b> Allow anything sensible	2
5	<b>What the candidate would like to wear if s/he had lots of money</b> <i>Si j'avais beaucoup d'argent je voudrais porter / je porterais / j'achèterais</i> + clothes (allow future for communication)	2

• **Question 3(c): left behind at the train station (continuation of story)**

Tick	Accept	Mark
1	<b>What candidate did to contact friend</b> Award communication mark for statement in past tense of what candidate did to contact friend after train left	<b>2</b>
2	<b>What candidate did to arrive at destination</b> Award communication mark for statement in past tense of what candidate did to arrive at destination Allow <i>j'ai acheté un café</i> etc. and reward with communication marks (even though not exactly what the candidate did to arrive at destination)	<b>2</b>
3	<b>Third communication mark</b> to be awarded flexibly for extra detail relating to either of first two bullet points in the question	<b>2</b>
4	<b>Reaction to the events</b> Expect opinions/emotions Do not insist on past tenses. Allow <i>j'étais / c'était / je suis / c'est ...</i>	<b>2</b>
5	<b>Reaction to the events</b> Expect opinions/emotions Do not insist on past tenses. Allow <i>j'étais / c'était / je suis / c'est ...</i>	<b>2</b>

### **3.2 – award a mark out of 8 for Accurate use of verbs**

#### **Generic mark scheme for Accurate use of verbs (Question 3):**

- (i) Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).
- (ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.

#### **Conversion table for Accurate use of verbs (Question 3)**

Number of ticks	Mark
18+	8
16,17	7
14,15	6
12,13	5
10,11	4
8,9	3
6,7	2
4,5	1
0,1,2,3	0

**Total marks for Accurate use of verbs: 8**

#### **• How to award ticks for Accurate use of verbs (Question 3):**

##### **(a) Subject (noun or pronoun) + any finite verb**

- both subject and verb must be correct for the verb to score a tick
- verb must be in the appropriate tense to score a tick
- inaccuracies in the use of accents are ignored except for in the case of *-er* verbs and *être* where there must be an accent on the past participle in a compound tense, and the absence of such an accent in the present tense
- do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features.

Tick	No tick	Note
Je suis (✓)		
J'aime (✓)	Je aime ( <i>no tick</i> )	
Il est allé (✓)	Il est allée ( <i>no tick</i> )	insist on correct agreement
	Les proffesseurs sont ( <i>no tick</i> ) gentils	incorrect subject



**With direct and indirect object pronouns**

Tick	No tick	Note
Je l'aime (✓)		
Je le joue (✓)	Je se joue ( <i>no tick</i> )	«jouer» is not a reflexive verb
Je lave (✓) les voitures	Je me lave ( <i>no tick</i> ) les voitures	«laver» should not be used reflexively in this statement
Je t'ai dit (✓)		
J'ai te dit (✓)		basic verb formation is correct

**With «y» and «en»**

Tick	No tick	Note
J'y vais (✓) / Elle en achète (✓)		
Je vais y (✓)		correct «je vais» scores despite incorrect position of «y»
Elle achète (✓) en		correct «elle achète» scores despite incorrect position of «en»

**Reflexive/passive**

Tick	No tick	Note
Elle s'est levée (✓)	Elle est se levée ( <i>no tick</i> )	
Elle a été attrapée (✓)		
Je me lave (✓) les mains		

**Impersonal**

Tick	No tick	Note
C'est comique (✓)		
Il y a (✓)		
Est-ce que (✓)		

**With negative**

Tick	No tick	Note
Ils ne jouent pas (✓)		tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features'
Ils ne pas jouent (✓)		

**Sequence of tenses**

Tick	No tick	Note
Si j'avais (✓) le choix je voudrais (✓)	Si j'ai eu ( <i>no tick</i> ) le choix je voudrais (✓)	if sequence is incorrect, <b>both</b> verbs cannot be rewarded

**Single auxiliary with multiple past participles**

Tick	No tick	Note
Nous avons chanté et dansé (✓) (✓)		Nous avons chanté = tick 1; Nous avons dansé = tick 2

**Correct verb within meaningless statement**

Tick	No tick	Note
La journée est longue (✓)	La journée est (no tick) intelligente	do not reward correct verb in a meaningless statement

**(b) Imperative**

Tick	No tick	Note
Viens (✓)		
Ne touche pas (✓)		

**(c) Interrogative**

Tick	No tick	Note
Tu viens? (✓) / Tu viens. (✓)		question mark not required for mark to be awarded
Est-ce que (✓) tu viens(?) (✓)		
Comment ça va(?) (✓)		

**(d) Infinitive**

Tick	No tick	Note
Je veux (✓) sortir (✓)		
Je veut (no tick) sortir (✓)		
Je veux (✓) sortir (no tick)		
Il a décidé (✓) de sortir (✓)		
Il a décidé (✓) à sortir (no tick)		
Sans hésiter (✓)	Sans hésité (no tick)	

**(e) Inversion**

Tick	No tick	Note
...a-t-il dit (✓)	... a-t-il dis (no tick)	
...il a dit (✓)		
Viens-tu / Viens tu (✓)		

**(f) Participle (past or present)**

Tick	No tick	Note
En arrivant (✓)		
Ayant fini (✓)		
Une fois arrivé (✓)		

**(g) Reward only the first occurrence of a verb, e.g.**

- J'aime (✓) la natation. J'aime (*no tick*) aussi le tennis
- J'aime (✓) la natation. Je n'aime (*no tick*) pas le tennis
- Dans ma région il y a (✓) des montagnes et des rivières. Il y a (*no tick*) aussi des...

**However,**

- Je préfère (✓) la natation et mon frère préfère (✓) le tennis – 2 different persons of the verb
- Mon frère préfère (✓) la natation et ma sœur préfère (*no tick*) le tennis – both third person usage
- Elle est (✓) fâché, ce n'est (*no tick*) pas amusant – both third person usage

### 3.3 – award a mark out of 12 for Other linguistic features

#### Generic mark scheme for Other linguistic features (Question 3):

- (i) Award a mark out of 12 for Other linguistic features according to the Grade descriptors in the table below (please see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

#### Grade descriptors for Other linguistic features (Question 3)

11–12	<ul style="list-style-type: none"> <li>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</li> <li>• Highly accurate at this level, though not necessarily faultless.</li> <li>• Makes effective use of a wide range of vocabulary fully appropriate to the task.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>• Attempts a range of structures with a good degree of success.</li> <li>• More complex language usually error-free.</li> <li>• Uses a variety of relevant vocabulary at this level.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• In control of simple structures. Varied success with more complex structures.</li> <li>• Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.</li> <li>• Has sufficient vocabulary to add some interest to the writing.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Attempts more than basic structures.</li> <li>• On balance, the work is more accurate than inaccurate.</li> <li>• Straightforward vocabulary relevant to the task.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Reliant on basic structures.</li> <li>• Some examples of correct language. Meaning usually conveyed.</li> <li>• Basic vocabulary.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</li> </ul>
0	<ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul>

- (ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Object pronouns (*il m'a dit*) and 'strong' pronouns (*chez nous* etc.)
- Negatives
- A variety of prepositions and adverbs
- Expressions of quantity
- Use of *du, de la, des*
- Use of *pendant, pour, du, au, depuis*, etc.
- Linking words (e.g. *cependant, malheureusement, toutefois*) and conjunctions other than *et*
- Subordinate clauses, including *car / parce que, qui* and *que* (relative pronouns), *ce qui* and *ce que*. Indirect or reported speech (*il a dit que, je pense que*). Time clauses with *quand, pendant que* etc. and *si* (= if)
- Appropriate use of *politesse*s in the letter.

**Total mark for Other linguistic features: 12**

**Total for Question 3: 30 marks**

### Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

### Note on 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 is given. These are extremely rare. 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. You should consult your Team Leader.

When part of an answer is clearly irrelevant, highlight it and do not consider it when deciding on the Language mark. (e.g. Highlight and do not consider for Language 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* or letter etiquette where a letter is not required.)

