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Cambridge Assessment International Education

Cambridge IGCSE™

FRENCH **0520/42**

Paper 4 Writing **February/March 2023**

MARK SCHEME

Maximum Mark: 45

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2023 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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Additional Guidance

- **Crossing out:**

(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

- **Annotations used in the mark scheme:**

(a)	tc = ‘tout court’ and means that on its own the material is not sufficient to score the mark.

- **No response and ‘0’ marks:**

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

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

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- **Using mark schemes with grade descriptors:**
  Start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

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

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

  - If the candidate's work convincingly meets the level statement, award the highest mark.
  - If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
  - If the candidate's work just meets the level statement, award the lowest mark.

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Detailed Mark Scheme

Question	Answer	Marks
1	Candidates are required to complete 5 gaps in French. Read all of the items that the candidate has listed and award marks as follows: • **Award 1 mark for each correct item.** • In **Question 1**, award marks for items wherever the candidate has written them provided the candidate has made clear which part of the form they refer to. • Mark for communication. Tolerate inaccuracies, provided that communication is not impeded. • If spelling is inaccurate, start by referring to the table below. Refer to the questions below if no decision on the spelling you have encountered is recorded there. If you read aloud what the candidate has written, does it sound like the correct answer and would a native speaker of French understand it? Does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created? Would a native speaker of French understand it? • Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa. • All answers must fulfil the communicative purpose described in the rubric.	**5**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1</td><td>

Vous vous appelez Claude Dupont. Vous commandez des vêtements en ligne.

Complétez la fiche <u>en français</u>.

Words can only be credited once: beware repetitions and re-use of examples.

<table>
<tr><th></th><th>ACCEPT</th><th>REFUSE</th></tr>
<tr><td>Gap 1
(1 mark)</td><td>Any summer clothing, e.g. casquette, maillot de bain, manteau, sari, short</td><td>Refuse vocabulary which cannot be considered as an item of summer clothing.</td></tr>
<tr><td>Gap 2
(1 mark)</td><td>Any colour, e.g. blanc, bleu, noir, vert

blanc et noir: both must be correct/acceptable
blanc ou noir: both must be correct/acceptable
bleu foncé: both must be correct/acceptable</td><td>Refuse vocabulary which cannot be considered as a colour.</td></tr>
<tr><td>Gaps 3 and 4
(1 mark each)</td><td>Any item of winter clothing, e.g. chapeau, gants, gilet, manteau</td><td>Refuse vocabulary which cannot be considered as an item of winter clothing.</td></tr>
<tr><td>Gap 5
(1 mark)</td><td>Any appropriate accessory, e.g. boucles d’oreille, ceinture, chapeau, gants, montre, sac à main</td><td>Refuse vocabulary which cannot be considered as an accessory. e.g. stationery items, electronic goods</td></tr>
</table>

</td><td></td></tr>
</table>

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Question	Answer	Marks
2	**<u>La pause-déjeuner à l'école</u>** • **Combien de temps avez-vous pour la pause-déjeuner ?** • **Donnez des détails sur le déjeuner que vous prenez d'habitude.** • **Faites-vous des devoirs pendant la pause ? Pourquoi ?** • **Quelles autres activités faites-vous pendant cette pause ?** • **Quel changement aimeriez-vous faire à la pause-déjeuner ?** **Écrivez 80–90 mots <u>en français</u>.** Read the whole answer and award a mark out of 12 using the table below.	**12**

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

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Question	Answer	Marks
Répondez à la question 3(a) <u>ou</u> à la question 3(b). **Écrivez 130–140 mots <u>en français</u>.**		
3(a)	**<u>Mon ordinateur</u>** **Votre ordinateur est tombé en panne. Écrivez un e-mail à votre ami(e) francais(e) pour lui parler de cet incident et de vos activités en ligne.** • **Qu'est-ce que vous faisiez quand votre ordinateur est tombé en panne ?** • **Quelle a été votre réaction à ce moment-là ?** • **Expliquez l'importance de l'ordinateur dans votre vie quotidienne.** • **Que pensent vos parents de vos activités en ligne ?** • **Voudriez-vous travailler dans le monde de la technologie plus tard ? Pourquoi ?** Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for: • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks).	**28**
3(b)	**<u>OU</u>** **<u>Passer du temps à la maison</u>** **Vous êtes obligé(e) de rester chez vous après un petit accident de sport. Écrivez un blog sur votre expérience.** • **Décrivez ce qui s'est passé.** • **Qu'est-ce que vous faites pour passer le temps ?** • **Que faut-il faire pour rester en bonne santé quand on ne peut pas sortir ?** • **Quels sont les inconvénients de rester tous les jours à la maison ?** • **Qu'est-ce que vous allez faire quand vous pourrez à nouveau sortir ?** Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for: • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks).	**28**

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Task completion

Marks	Descriptor
9–10	• Completes all tasks. • Provides detailed information, opinions/reactions and explanations. • The writing is focused and wholly relevant.
7–8	• Completes most tasks. • Provides straightforward information, opinions/reactions and explanations. • The writing is mostly relevant.
5–6	• Completes some tasks. • Provides some information, opinions and simple explanations. • The writing is more relevant than irrelevant.
3–4	• Attempts some tasks with some success. • Provides basic information and opinions. • The writing is occasionally relevant.
1–2	• Attempts task(s) with little or no success. • Provides some information and is almost always irrelevant.
0	• No creditable response.

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Range

Marks	Descriptor
9–10	• Uses extended, well-linked sentences frequently. • Uses a wide range of simple and complex structures listed in the syllabus to produce sentences of varying length. • Uses a wide range of vocabulary appropriate to the task(s).
7–8	• Uses some extended sentences, mostly well linked. • Uses a range of structures listed in the syllabus, including some complex structures, to produce sentences of varying length. • Uses a range of vocabulary appropriate to the task(s) with occasional repetition.
5–6	• Uses some extended sentences, with some evidence of linkage. • Uses simple structures and attempts to use some complex structures listed in the syllabus. • Uses mostly straightforward vocabulary appropriate to the task(s) with some repetition.
3–4	• Uses simple structures and makes no attempt at using the complex structures listed in the syllabus. • Relies on repetition of a small range of straightforward vocabulary.
1–2	• Uses isolated phrases and makes some attempt at basic structures. • Relies on repetition of a small range of basic vocabulary.
0	• No creditable response.

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Accuracy

Marks	Descriptor
7–8	• Accurate spelling and grammar; not necessarily faultless. • Occasional errors in spelling and grammar do not impede communication.
5–6	• Mostly accurate spelling and grammar. • Errors in spelling and grammar sometimes impede communication.
3–4	• Some accurate spelling and grammar. • Errors in spelling and grammar frequently impede communication.
1–2	• Rarely accurate spelling and grammar. • Errors in spelling and grammar persistently impede communication.
0	• No creditable response.

Irrelevance

- Sections of material unrelated to any of the bullet points will be disregarded.
- If the whole answer to **Question 3** is irrelevant (e.g. contains no evidence of being related to the bullet points set), award 0 for *Task completion*, *Range* and *Accuracy*.
- If **Question 3** is attempted but communication is not achieved (i.e. the candidate misunderstood the question), award a maximum of 4 for *Range* and a best fit for *Task completion* and *Accuracy.*

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