



FRENCH

0520/42

Paper 4 Writing

May/June 2017

MARK SCHEME

Maximum Mark: 50

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 will not enter into discussions about these mark schemes.

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This document consists of **36** printed pages.

1 General Marking Principles**1.1 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 <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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).

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.

1.5 Optional questions: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

1.6 Spellings recognised by the Académie Française will be accepted.

Question	Answer	Marks
Question 1	<p>Candidates are required to list 8 items in French. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item (e.g. where a candidate has linked two words as in <i>gâteau au chocolat / gâteau chocolat</i> = 1 tick; however <i>gâteau et chocolat / gâteau, chocolat</i> (candidate intends these as two items) = 2 ticks).</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> • 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer? • Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created. • If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning). • Where letters are transposed, the word is likely to communicate (unless another word has been created). <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> • <i>gâteau, gâteau au chocolat</i>: award one mark to each item • <i>gâteau au chocolat, gâteau à la crème</i>: award one mark to each item • <i>gâteau, gâteau au chocolat, chocolat</i>: award one mark to each item • <i>gâteau, grand gâteau</i>: award one mark for the first <i>gâteau</i> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p>	

Question	Answer	Marks																																																												
1	<p>Vous allez au club des jeunes. Quelles activités peut-on faire ? Faites une liste, en français, de 8 activités.</p> <p>Look for nouns, ignore the verbs if given alongside the noun e.g. (jouer au) foot. Accept attempt at appropriate verb if used solo. Accept nouns and verbs/verbal expressions</p> <p style="text-align: center;">DO NOT ACCEPT MUSIQUE – IT IS THE EXAMPLE</p> <table border="1" data-bbox="421 467 1850 1390"> <thead> <tr> <th data-bbox="421 467 896 512">ACCEPT</th> <th data-bbox="896 467 1370 512">ACCEPT</th> <th data-bbox="1370 467 1850 512">REFUSE</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td data-bbox="1370 512 1850 557">jouer tc, jeux tc</td> </tr> <tr> <td data-bbox="421 557 896 601">basket</td> <td data-bbox="896 557 1370 601">baskette, basquette</td> <td data-bbox="1370 557 1850 601">basquet</td> </tr> <tr> <td data-bbox="421 601 896 646">cartes</td> <td data-bbox="896 601 1370 646">carts, poker</td> <td data-bbox="1370 601 1850 646">cards, cardes</td> </tr> <tr> <td data-bbox="421 646 896 691">chanter</td> <td></td> <td data-bbox="1370 646 1850 691">chanson</td> </tr> <tr> <td data-bbox="421 691 896 799">cuisine</td> <td data-bbox="896 691 1370 799">cuisiner</td> <td data-bbox="1370 691 1850 799">cuisine, cousine, cuisinier, chef, gastronomie, nourriture, cuisner, manger</td> </tr> <tr> <td data-bbox="421 799 896 844">danse</td> <td data-bbox="896 799 1370 844">dance, danser, dancier</td> <td data-bbox="1370 799 1850 844">dans, discothèque, disco, dancing</td> </tr> <tr> <td data-bbox="421 844 896 888">dessin</td> <td data-bbox="896 844 1370 888">dessiner</td> <td data-bbox="1370 844 1850 888">design, art, desin</td> </tr> <tr> <td data-bbox="421 888 896 933">équitation</td> <td></td> <td></td> </tr> <tr> <td data-bbox="421 933 896 978">film(s) cinéma</td> <td></td> <td data-bbox="1370 933 1850 978">TV</td> </tr> <tr> <td data-bbox="421 978 896 1023">football</td> <td data-bbox="896 978 1370 1023">foot, footbol, petit foot</td> <td data-bbox="1370 978 1850 1023">futball</td> </tr> <tr> <td data-bbox="421 1023 896 1067">gymnastique</td> <td data-bbox="896 1023 1370 1067">gym</td> <td data-bbox="1370 1023 1850 1067">gymnase</td> </tr> <tr> <td data-bbox="421 1067 896 1112">informatique / ordinateur(s)</td> <td data-bbox="896 1067 1370 1112">jeux vidéo</td> <td data-bbox="1370 1067 1850 1112">surf l'internet</td> </tr> <tr> <td data-bbox="421 1112 896 1157">lire</td> <td data-bbox="896 1112 1370 1157">lecture</td> <td data-bbox="1370 1112 1850 1157">lit</td> </tr> <tr> <td data-bbox="421 1157 896 1201">natation / nager</td> <td data-bbox="896 1157 1370 1201">natacion</td> <td data-bbox="1370 1157 1850 1201">nation, piscine</td> </tr> <tr> <td data-bbox="421 1201 896 1246">peindre</td> <td data-bbox="896 1201 1370 1246">peinture</td> <td data-bbox="1370 1201 1850 1246">peintre, peintre, peinteur</td> </tr> <tr> <td data-bbox="421 1246 896 1291">photo</td> <td data-bbox="896 1246 1370 1291">fotographie, (appareil de) photo</td> <td data-bbox="1370 1246 1850 1291">photographique, photographe</td> </tr> <tr> <td data-bbox="421 1291 896 1335">roller</td> <td data-bbox="896 1291 1370 1335">patin à roulettes, roler, skate</td> <td data-bbox="1370 1291 1850 1335">skating</td> </tr> <tr> <td data-bbox="421 1335 896 1380">sport</td> <td></td> <td></td> </tr> <tr> <td data-bbox="421 1380 896 1425">tennis de table / ping-pong</td> <td data-bbox="896 1380 1370 1425">petit tennis</td> <td></td> </tr> </tbody> </table> <p style="text-align: right;">Total for Question 1: 5 marks</p>	ACCEPT	ACCEPT	REFUSE			jouer tc , jeux tc	basket	baskette, basquette	basquet	cartes	carts, poker	cards, cardes	chanter		chanson	cuisine	cuisiner	cuisine, cousine, cuisinier, chef, gastronomie, nourriture, cuisner, manger	danse	dance, danser, dancier	dans, discothèque, disco, dancing	dessin	dessiner	design, art, desin	équitation			film(s) cinéma		TV	football	foot, footbol, petit foot	futball	gymnastique	gym	gymnase	informatique / ordinateur(s)	jeux vidéo	surf l'internet	lire	lecture	lit	natation / nager	natacion	nation, piscine	peindre	peinture	peintre, peintre, peinteur	photo	fotographie, (appareil de) photo	photographique, photographe	roller	patin à roulettes, roler, skate	skating	sport			tennis de table / ping-pong	petit tennis		5
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Question 2	Candidates are required to answer the question. Read the whole answer and award marks as follows: <ul style="list-style-type: none">• 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.	

Question	Answer	Marks
2	<p><i>On fait du shopping</i></p> <p><u>2.1: Award a mark out of 10 for Communication</u></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> • Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score. • See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning. • For language other than verbs, use ‘rules’ in Question 1: look alike, sound alike, etc. • Misplaced adjectives, negatives and adverbs will not usually compromise communication. <p>(v) <u>LISTS</u> = 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</p> <ul style="list-style-type: none"> • <i>elle a les cheveux noirs avec de beaux yeux et une petite bouche (1 verb, therefore treat as list of 3 items)</i> • <i>elle a les cheveux noirs, est de taille moyenne, et elle est jolie (3 verbs therefore each piece of information can score a separate communication mark)</i> <p>(vi) Only reward each piece of information once, e.g. <i>elle est super</i> cannot score both as description and reason for liking (<i>elle est super et sa musique est super</i> can both be rewarded as they each contain a different extra detail).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>	15

Question	Answer		Marks
	Tick		
	✓1	<p>Dites quels magasins il y a dans la ville/le village où vous habitez.</p> <p>REWARD: any statement relating to the shops there are in the candidate's town/village.</p> <p>Remember the list rule. dans ma ville, il y a une boucherie, une boulangerie et une charcuterie = 1✓ (list of 3 items) dans ma ville, il y a une boucherie, une boulangerie, une charcuterie et un supermarché = 2✓ (list of 4 items)</p> <p>il y a trois grands magasins / une grande surface / un marché il y a beaucoup de magasins où on peut acheter des vêtements / pour acheter des vêtements. il y a des centres commerciaux / commerciaux. dans mon village, il n'y a pas de magasins.</p> <p>Acceptable spelling of chaussures – must start chau / cho and end ure(s).</p> <p>Refuse brand names of shops Do not reward: restaurant, cinéma. il y a beaucoup de magasins/boutiques. magazine for magasin un mall</p>	
	✓2	<p>Dites quand vous faites du shopping et avec qui vous aimez faire du shopping.</p> <p>REWARD: any statement relating to when and with whom candidates go shopping.</p> <p>le week-end, je fais / j'aime faire du shopping avec mes amis = 2</p> <p>quand j'ai besoin de nouveaux vêtements = 1</p> <p>de temps en temps / quelquefois</p>	

Question	Answer	Marks
	<p>✓3 Préférez-vous faire des achats en ligne ou dans un centre commercial ?</p> <p>REWARD: any statement relating to whether candidates prefer to shop online or in a shopping centre.</p> <p>Do not reward je prefer je préfère faire des achats en ligne <u>ou</u> dans un centre commercial</p>	
	<p>✓4 Expliquez pourquoi.</p> <p>REWARD: any statement relating to reasons for choice.</p> <p>c'est moins cher / il y a plus de choix.</p> <p>Refuse parce qu'il y a des AC</p>	
	<p>✓5 Dites ce que vous voudriez acheter la prochaine fois que vous ferez des courses en ville.</p> <p>REWARD: any statement relating to what candidates would like to buy next time.</p> <p>Expect conditional / future</p> <p>j'achèterai des CDs</p> <p>Expect notion of future – absence of future tense / inaccurate future = max 4 for Language.</p> <p>Refuse je voundrais</p>	

Question	Answer	Marks												
	<p><u>2.2: Award a mark out of 5 for Language</u></p> <p>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (Appendix I)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="349 453 1805 1117"> <tbody> <tr> <td data-bbox="349 453 427 619">5</td> <td data-bbox="427 453 1805 619">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.</td> </tr> <tr> <td data-bbox="349 619 427 751">4</td> <td data-bbox="427 619 1805 751">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="349 751 427 884">3</td> <td data-bbox="427 751 1805 884">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.</td> </tr> <tr> <td data-bbox="349 884 427 986">2</td> <td data-bbox="427 884 1805 986">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="349 986 427 1050">1</td> <td data-bbox="427 986 1805 1050">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="349 1050 427 1117">0</td> <td data-bbox="427 1050 1805 1117">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for Language</p> <p style="text-align: right;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p>	5	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.	4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	3	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.	2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	0	One or two disjointed words or short phrases may be recognisable.	
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Question	Answer	Marks
Question 3		
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:		
<ul style="list-style-type: none"> • 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. 		
For question-specific guidance, see later in this mark scheme.		
<u>3.1: Award a mark out of 10 for Communication</u>		
(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 (in the body of the answer).		
2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	
0 ticks	Nothing of worth communicated.	
(iii) Look for a verb (finite or infinitive) before awarding a mark for communication. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.		
(iv) Add up the ticks to give a mark out of 10 for Communication.		

Question	Answer	Marks																				
<p><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></p> <p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. For question-specific guidance, see later in this mark scheme.</p> <p>(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) Place the tick so that it does not obscure the accent/tilde. (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.</p> <p style="text-align: center;">Conversion table for accurate use of Verbs (Question 3)</p> <table border="1" data-bbox="788 579 1442 1086"> <thead> <tr> <th>Number of ticks</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>18+</td> <td>8</td> </tr> <tr> <td>16,17</td> <td>7</td> </tr> <tr> <td>14,15</td> <td>6</td> </tr> <tr> <td>12,13</td> <td>5</td> </tr> <tr> <td>10,11</td> <td>4</td> </tr> <tr> <td>8,9</td> <td>3</td> </tr> <tr> <td>6,7</td> <td>2</td> </tr> <tr> <td>4,5</td> <td>1</td> </tr> <tr> <td>0,1,2,3</td> <td>0</td> </tr> </tbody> </table> <p>How to award ticks for accurate use of Verbs (Question 3):</p> <p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • 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 in the case of <i>-er</i> verbs and <i>être</i> 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 			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
Number of ticks	Mark																					
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4,5	1																					
0,1,2,3	0																					

Question	Answer		Marks
Tick	No tick	Note	
Je suis (✓)			
J'aime (✓)	Je aime (<i>no tick</i>)	«Je n'aime (✓) (pas) le camping»	
Je ne aime (✓) pas		treat as misuse of negative, not misuse of verb: verb is ticked	
Il est allé (✓)	Il est allée (<i>no tick</i>)	insist on correct agreement	
	Les professeurs sont (<i>no tick</i>) gentils	incorrect subject	
	Le voiture s'est approché (<i>no tick</i>)	incorrect subject	
Les nouveau professeurs sont (✓) gentils		«Les professeurs» is the subject and is correctly spelt. The incorrect adjective does not prevent the tick being awarded	
Les invites sont arrivés (✓)		missing accent on noun does not prevent tick being awarded	
	Les invités sont arrives (<i>no tick</i>)	past participle must have accent for tick to be awarded; grave is tolerated	
La site que j'ai adoré (✓)		despite wrong gender of noun the verb is correct	
	La site que j'ai adorée	gender of noun wrong; «site» is not a feminine noun, therefore verb should not agree and is not ticked	
Le site j'ai adoré (✓)		«que» clauses where the «que» is missing: tick the verb; take absence of «que» into account when awarding mark for Other linguistic features	
Mon frère a (✓) sept ans. Il y a (✓) 30 enfants dans sa classe		for «il y a/avait», allow the impersonal use to count as an extra	

Question	Answer	Marks
With direct and indirect object pronouns		
Tick	No tick	Note
Je l'aime (✓)		
Je le joue (✓)	Je se joue (<i>no tick</i>)	first example – «je joue» is correct despite incorrect object pronoun; second example – «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
Je les ai achetés (✓)	Je les ai acheté (<i>no tick</i>)	past participle must agree in number and gender with preceding direct object for verb tick to be awarded
With « y » and « en »		
Tick	No tick	Note
J'y vais (✓) / Elle en achète (✓)		
Je vais (✓) y en voiture		correct «je vais» scores despite incorrect position of «y»
Elle achète (✓) en		correct «elle achète» scores despite incorrect position of «en»
Passive		
Tick	No tick	Note
Elle a été attrapée (✓)		
Les vélos ont été vendus (✓)		

Question	Answer	Marks
Reflexive		
Tick	No tick	Note
Elle s'est levée (✓)	Elle est se levée (<i>no tick</i>)	
Je me lave (✓) les mains		
Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère		correct use of a reflexive and non-reflexive verb can both be credited
Impersonal		
Tick	No tick	Note
C'est comique (✓)		
Il y a (✓)		«Ilya» (✓) all right letters and in right order (by same rule «yatil» also gains a tick) «Il y a» does not score in expressions meaning 'ago'
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 (✓)		
Je ne aime (✓) pas		

Question	Answer	Marks
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, both verbs cannot be rewarded
Quand j'ai fini (<i>no tick</i>) de déjeuner (✓) je suis sorti (✓)		in time clauses, the pluperfect must be used for the verb to be rewarded. In other cases the perfect is acceptable
Quand j'avais fini (✓) de déjeuner (✓) je suis sorti (✓)		
Single auxiliary with multiple past participles		
Tick	No tick	Note
Nous avons chanté (✓) et dansé (✓)		Nous avons chanté = tick; Nous avons dansé = tick
Correct verb within meaningless statement		
Tick	No tick	Note
La journée est (✓) longue	La journée est (<i>no tick</i>) intelligente	do not reward correct verb in a meaningless statement
(b) Imperative		
Tick	No tick	Note
Viens (✓)		
Ne touche pas (✓)		

Question	Answer	Marks
(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 (<i>no tick</i>) sortir (✓)		award tick for any correct dependent infinitive, even if main verb is incorrect / in the wrong tense
Je veux (✓) sortir (<i>no tick</i>)		
Il a commencé (✓) à pleuvoir (✓)		
Il a commence (<i>no tick</i>) à pleuvoir (✓)		
Il a commencé (✓) de pleuvoir (<i>no tick</i>)		
J'ai essayé (✓) de travailler (✓)		
Il m'aide (<i>no tick</i>) à préparer le repas (✓)		a past tense required by the task: main verb is, therefore, in the wrong tense, but dependent infinitive is correct and is ticked
Visiter (✓) d'autres pays est (✓) important		
Sans hésiter (✓)	Sans hésité (<i>no tick</i>)	
Je veux (✓) sortir (✓) parce que je veux (<i>no tick</i>) aller (✓) aux magasins		<i>je veux</i> can only score once, but different infinitives can each score if correct
Après être arrivé(e) (✓) il/(elle) a mangé (✓) un sandwich		
Après être sorti il a commencé (✓) à pleuvoir (✓)		the subject of the perfect infinitive is not the subject of the main verb
Après avoir mangé (✓) je suis sorti (✓)		

Question	Answer		Marks
Ticking forms of the verb in the future: is the future tense appropriate to the task?			
Tick	No tick	Note	
Nous allons (✓) jouer (✓) au tennis		in all these cases the future tense is appropriate to the task on the question paper so both the finite verb and the infinitive are ticked in the normal way	
Je vais (✓) regardé (<i>no tick</i>) un film			
Elle vas (<i>no tick</i>) arriver (✓) ce soir			
Je vais (<i>no tick</i>) aller (<i>no tick</i>) en ville		task is: what did you do last weekend? Future tense is not appropriate therefore do not tick either verb	
(e) Inversion			
Tick	No tick	Note	
«...» a-t-il dit (✓)	... a-t-il dis (<i>no tick</i>)	accept both normal word order and inversion after direct speech	
«...» il a dit (✓)			
Viens-tu (✓) / Viens tu (✓)			
(f) Participle (past or present)			
Tick	No tick	Note	
En arrivant (✓)			
Ayant fini (✓)			
Une fois arrivé (✓)			

Question	Answer	Marks
	<p>(g) Reward only the first occurrence of a verb, e.g.</p> <ul style="list-style-type: none"> • J'aime (✓) la natation. J'aime (<i>no tick</i>) aussi le tennis • J'aime (✓) la natation. Je n'aime (<i>no tick</i>) pas le tennis • Dans ma région il y a (✓) des montagnes et des rivières. Il y a (<i>no tick</i>) aussi des... <p>However,</p> <ul style="list-style-type: none"> • 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 (<i>no tick</i>) le tennis – both third person usage • Elle est (✓) fâché, ce n'est (<i>no tick</i>) pas amusant – both third person usage • Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère: correct use of a reflexive and non-reflexive verb can both be credited • Mon frère a (✓) sept ans. Il y a (✓) 30 enfants dans sa classe: with «il y a/avait» allow the impersonal use to be credited as an extra (the same applies to «est-ce que» and «il/elle est») <p><u>3.3: Award a mark out of 12 for Other linguistic features</u></p> <p>(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 (Appendix I)).</p> <p>(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language.</p> <p>(iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> • Subordinate clauses, including <i>car / parce que, qui</i> and <i>que</i> (relative pronouns), <i>ce qui</i> and <i>ce que</i>. Indirect or reported speech (<i>il a dit que, je pense que</i>). Time clauses with <i>quand, pendant que</i> etc. and <i>si</i> (= if) • Object pronouns (<i>il m'a dit</i>) and 'strong' pronouns (<i>chez nous</i> etc.) • Conjunctions other than <i>et</i> and linking words (e.g. <i>cependant, malheureusement, toutefois</i>) • Prepositions – Time: <i>depuis, pendant, pour, du... au... etc.</i> / – Place: <i>en, dans</i> etc. • Negatives • Adverbs • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Partitive articles, especially <i>de</i> after negative, use of <i>du, de la, des</i> • Appropriate use of <i>politesses</i> in the letter. 	

Question	Answer	Marks
Grade descriptors for Other linguistic features (Question 3)		
11–12	<ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task. 	
9–10	<ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free^{^^}. • Uses a variety of relevant vocabulary at this level. 	
7–8	<ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing. 	
5–6	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. 	
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. 	
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. 	
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. 	
<p data-bbox="165 1043 1771 1077">^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="165 1078 1599 1112">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1442 1145 2063 1278" style="text-align: right;"> Total for Communication: 10 marks Total for Verbs: 8 marks Total for Other linguistic features: 12 marks Total for Question 3: 30 marks </p>		

Question	Answer	Marks												
3(a)	<p>Une randonnée à la campagne</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above</p> <table border="1" data-bbox="367 352 1904 1366"> <thead> <tr> <th data-bbox="367 352 488 400">Tick</th> <th data-bbox="488 352 1747 400">Accept</th> <th data-bbox="1747 352 1904 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="367 400 488 756">✓1</td> <td data-bbox="488 400 1747 756"> <p>Dites où et avec qui vous avez fait une randonnée.</p> <p>For où: do not accept à la campagne tc as it is the title.</p> <p>Appropriate verbs: j'ai fait / je suis allé faire une randonnée.</p> <p>j'ai fait une randonnée à la campagne en France avec mon père = 2 j'ai fait une randonnée dans une forêt / près de chez moi / dans les montagnes = 2</p> <p>je suis allée une randonnée en France avec mon père = max 1</p> </td> <td data-bbox="1747 400 1904 756">2</td> </tr> <tr> <td data-bbox="367 756 488 1078">✓2</td> <td data-bbox="488 756 1747 1078"> <p>Décrivez cette randonnée (par exemple: distance ? paysages ? pique-nique ?)</p> <p>il y avait beaucoup d'arbres = 2 nous avons fait un pique-nique = 2</p> <p>nous avons eu un pique-nique = 1</p> <p>Refuse opinions e.g. c'était très fatigant Refuse voyage avant la randonnée</p> </td> <td data-bbox="1747 756 1904 1078">2</td> </tr> <tr> <td data-bbox="367 1078 488 1366">✓3</td> <td data-bbox="488 1078 1747 1366"> <p>Expliquez pourquoi vous appréciez les randonnées à la campagne.</p> <p>Reward reason – it must be a general comment</p> <p>parce que c'est calme = 2 j'aime la nature = 2</p> <p>Accept a positive comment in the present tense <u>even when j'apprécie is not used.</u></p> </td> <td data-bbox="1747 1078 1904 1366">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>Dites où et avec qui vous avez fait une randonnée.</p> <p>For où: do not accept à la campagne tc as it is the title.</p> <p>Appropriate verbs: j'ai fait / je suis allé faire une randonnée.</p> <p>j'ai fait une randonnée à la campagne en France avec mon père = 2 j'ai fait une randonnée dans une forêt / près de chez moi / dans les montagnes = 2</p> <p>je suis allée une randonnée en France avec mon père = max 1</p>	2	✓2	<p>Décrivez cette randonnée (par exemple: distance ? paysages ? pique-nique ?)</p> <p>il y avait beaucoup d'arbres = 2 nous avons fait un pique-nique = 2</p> <p>nous avons eu un pique-nique = 1</p> <p>Refuse opinions e.g. c'était très fatigant Refuse voyage avant la randonnée</p>	2	✓3	<p>Expliquez pourquoi vous appréciez les randonnées à la campagne.</p> <p>Reward reason – it must be a general comment</p> <p>parce que c'est calme = 2 j'aime la nature = 2</p> <p>Accept a positive comment in the present tense <u>even when j'apprécie is not used.</u></p>	2	30
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✓1	<p>Dites où et avec qui vous avez fait une randonnée.</p> <p>For où: do not accept à la campagne tc as it is the title.</p> <p>Appropriate verbs: j'ai fait / je suis allé faire une randonnée.</p> <p>j'ai fait une randonnée à la campagne en France avec mon père = 2 j'ai fait une randonnée dans une forêt / près de chez moi / dans les montagnes = 2</p> <p>je suis allée une randonnée en France avec mon père = max 1</p>	2												
✓2	<p>Décrivez cette randonnée (par exemple: distance ? paysages ? pique-nique ?)</p> <p>il y avait beaucoup d'arbres = 2 nous avons fait un pique-nique = 2</p> <p>nous avons eu un pique-nique = 1</p> <p>Refuse opinions e.g. c'était très fatigant Refuse voyage avant la randonnée</p>	2												
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Question	Answer		Marks												
	✓4 Reward reason parce que la campagne est belle / jolie = 2 c'est l'habitat des animaux = 2 les animaux habitent dans la campagne = 1 (inappropriate verb)	À votre avis, pourquoi est-il important de protéger la campagne ?	2												
	✓5	Any extra detail contained <u>in a finite clause</u> in any of the four tasks.	2												
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>															
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3(b)	<p><i>Un échange scolaire</i></p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="383 384 1890 1230"> <thead> <tr> <th data-bbox="383 384 506 432">Tick</th> <th data-bbox="506 384 1760 432">Accept</th> <th data-bbox="1760 384 1890 432">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 432 506 687">✓1</td> <td data-bbox="506 432 1760 687"> <p>Décrivez ce que les élèves français ont fait pendant leur séjour à votre école.</p> <p>Accept the use of nous / on nous avons fait des excursions = 2</p> <p>ils ont fait beaucoup d'activités tc = 0 (too vague) ils ont joué des sports = 0 (inappropriate verb)</p> </td> <td data-bbox="1760 432 1890 687">2</td> </tr> <tr> <td data-bbox="383 687 506 906">✓2</td> <td data-bbox="506 687 1760 906"> <p>Quelle activité ont-ils préférée ? Expliquez pourquoi.</p> <p>Award the mark flexibly for the activity or the reason.</p> <p>Accept ils ont beaucoup aimé faire de la natation car il faisait très chaud</p> </td> <td data-bbox="1760 687 1890 906">2</td> </tr> <tr> <td data-bbox="383 906 506 1230">✓3</td> <td data-bbox="506 906 1760 1230"> <p>À votre avis, est-il important de faire des échanges scolaires ? Pourquoi ?</p> <p>Reward reason (general comment)</p> <p>on peut découvrir de nouvelles cultures = 2 on peut <u>se</u> faire de nouveaux amis = 2</p> <p>Note: on peut faire de nouveaux amis = max 1 on peut apprendre de nouvelles cultures = max 1</p> </td> <td data-bbox="1760 906 1890 1230">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>Décrivez ce que les élèves français ont fait pendant leur séjour à votre école.</p> <p>Accept the use of nous / on nous avons fait des excursions = 2</p> <p>ils ont fait beaucoup d'activités tc = 0 (too vague) ils ont joué des sports = 0 (inappropriate verb)</p>	2	✓2	<p>Quelle activité ont-ils préférée ? Expliquez pourquoi.</p> <p>Award the mark flexibly for the activity or the reason.</p> <p>Accept ils ont beaucoup aimé faire de la natation car il faisait très chaud</p>	2	✓3	<p>À votre avis, est-il important de faire des échanges scolaires ? Pourquoi ?</p> <p>Reward reason (general comment)</p> <p>on peut découvrir de nouvelles cultures = 2 on peut <u>se</u> faire de nouveaux amis = 2</p> <p>Note: on peut faire de nouveaux amis = max 1 on peut apprendre de nouvelles cultures = max 1</p>	2	30
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Question	Answer	Marks
	<p data-bbox="398 220 1877 703"> ✓4 Dans quel pays aimeriez-vous faire un échange scolaire? Expect future / conditional to identify the country Spelling of country must be phonetically correct. Ignore incorrect use of <i>en / au</i> je voudrais / j'aimerais faire un échange en France = 2 je voudrais aller en Italie tc = 1 à Paris / Rome tc max 1 Refuse the use of adjective instead of country, e.g. en français / en espagnol je voudrais / j'aimerais faire un échange en français = 0 je voudrais aller en vacances en Italie = 0 </p> <p data-bbox="398 703 1877 1265"> ✓5 Donnez vos raisons. Accept any explanation (culture, weather, food, people...) It must refer back to the chosen country. j'aime la nourriture française = 2 j'étudie l'anglais = 2 j'adore la culture japonaise = 2 je ne suis jamais allé(e) en Angleterre = 2 (je voudrais aller en Italie) pour améliorer mon italien = 2 c'est / il est chaud instead of il fait chaud = max 1 ce sera intéressant / amusant = max 1 (vague) c'est intéressant = 0 </p>	<p data-bbox="1765 220 1877 703">2</p> <p data-bbox="1765 703 1877 1265">2</p>

Question	Answer	Marks												
	<p data-bbox="344 213 1496 245"><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <table border="1" data-bbox="344 280 1917 619"> <thead> <tr> <th data-bbox="344 280 618 363">Communication point</th> <th data-bbox="618 280 1917 363">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 363 618 416">1</td> <td data-bbox="618 363 1917 416">Past</td> </tr> <tr> <td data-bbox="344 416 618 469">2</td> <td data-bbox="618 416 1917 469">Past</td> </tr> <tr> <td data-bbox="344 469 618 521">3</td> <td data-bbox="618 469 1917 521">Present</td> </tr> <tr> <td data-bbox="344 521 618 574">4</td> <td data-bbox="618 521 1917 574">Future / conditional</td> </tr> <tr> <td data-bbox="344 574 618 619">5</td> <td data-bbox="618 574 1917 619">Appropriate tense</td> </tr> </tbody> </table> <p data-bbox="344 654 1545 686"><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>	Communication point	For Verbs, accept:	1	Past	2	Past	3	Present	4	Future / conditional	5	Appropriate tense	
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Question	Answer	Marks																		
3(c)	<p data-bbox="344 213 689 245"><i>Une mauvaise surprise !</i></p> <p data-bbox="344 284 1429 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="376 351 1895 1366"> <thead> <tr> <th data-bbox="383 355 488 400">Tick</th> <th data-bbox="488 355 1765 400">Accept</th> <th data-bbox="1765 355 1888 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 400 488 555">✓1</td> <td data-bbox="488 400 1765 555"> <p data-bbox="501 411 1124 443">Dites ce que vous avez trouvé dans la valise.</p> <p data-bbox="501 481 1249 545">dans la valise, il y avait des vêtements de fille / garçon = 2 ce n'était pas mes vêtements = 2</p> </td> <td data-bbox="1765 400 1888 555">2</td> </tr> <tr> <td data-bbox="383 555 488 710">✓2</td> <td data-bbox="488 555 1765 710"> <p data-bbox="501 566 1370 598">Dites ce que vous avez fait ensuite pour <u>retrouver</u> votre valise.</p> <p data-bbox="501 636 878 700">j'ai téléphoné à l'aéroport = 2 j'ai téléphoné la réception = 2</p> </td> <td data-bbox="1765 555 1888 710">2</td> </tr> <tr> <td data-bbox="383 710 488 895">✓3</td> <td data-bbox="488 710 1765 895"> <p data-bbox="501 721 1348 753">Expliquez ce que le directeur de l'hôtel a fait pour vous aider.</p> <p data-bbox="501 791 810 823">il a appelé l'aéroport = 2</p> <p data-bbox="501 861 878 893">il a appelé l'aéroport = max 1</p> </td> <td data-bbox="1765 710 1888 895">2</td> </tr> <tr> <td data-bbox="383 895 488 1214">✓4</td> <td data-bbox="488 895 1765 1214"> <p data-bbox="501 906 1048 938">Donnez vos réactions aux événements.</p> <p data-bbox="501 976 1102 1008">j'étais en colère / déçu(e) / triste / content(e) = 2</p> <p data-bbox="501 1046 788 1110">quelle galère ! = max 1 j'étais fatigué = max 1</p> <p data-bbox="501 1149 1079 1212">Do not accept j'ai eu une mauvaise surprise Refuse j'étais affreux / irritant / ennuyeux</p> </td> <td data-bbox="1765 895 1888 1214">2</td> </tr> <tr> <td data-bbox="383 1214 488 1366">✓5</td> <td data-bbox="488 1214 1765 1366"> <p data-bbox="501 1225 1048 1257">Donnez vos réactions aux événements.</p> <p data-bbox="501 1295 1720 1359">Note: if candidates use the future tense to say what they are going to do next, there should be no reward for verbs.</p> </td> <td data-bbox="1765 1214 1888 1366">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="501 411 1124 443">Dites ce que vous avez trouvé dans la valise.</p> <p data-bbox="501 481 1249 545">dans la valise, il y avait des vêtements de fille / garçon = 2 ce n'était pas mes vêtements = 2</p>	2	✓2	<p data-bbox="501 566 1370 598">Dites ce que vous avez fait ensuite pour <u>retrouver</u> votre valise.</p> <p data-bbox="501 636 878 700">j'ai téléphoné à l'aéroport = 2 j'ai téléphoné la réception = 2</p>	2	✓3	<p data-bbox="501 721 1348 753">Expliquez ce que le directeur de l'hôtel a fait pour vous aider.</p> <p data-bbox="501 791 810 823">il a appelé l'aéroport = 2</p> <p data-bbox="501 861 878 893">il a appelé l'aéroport = max 1</p>	2	✓4	<p data-bbox="501 906 1048 938">Donnez vos réactions aux événements.</p> <p data-bbox="501 976 1102 1008">j'étais en colère / déçu(e) / triste / content(e) = 2</p> <p data-bbox="501 1046 788 1110">quelle galère ! = max 1 j'étais fatigué = max 1</p> <p data-bbox="501 1149 1079 1212">Do not accept j'ai eu une mauvaise surprise Refuse j'étais affreux / irritant / ennuyeux</p>	2	✓5	<p data-bbox="501 1225 1048 1257">Donnez vos réactions aux événements.</p> <p data-bbox="501 1295 1720 1359">Note: if candidates use the future tense to say what they are going to do next, there should be no reward for verbs.</p>	2	30
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Question	Answer	Marks												
	<p data-bbox="344 213 1496 245"><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <table border="1" data-bbox="344 280 1917 619"> <thead> <tr> <th data-bbox="344 280 618 363">Communication point</th> <th data-bbox="618 280 1917 363">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 363 618 416">1</td> <td data-bbox="618 363 1917 416">Past</td> </tr> <tr> <td data-bbox="344 416 618 469">2</td> <td data-bbox="618 416 1917 469">Past</td> </tr> <tr> <td data-bbox="344 469 618 521">3</td> <td data-bbox="618 469 1917 521">Past</td> </tr> <tr> <td data-bbox="344 521 618 574">4</td> <td data-bbox="618 521 1917 574">Past</td> </tr> <tr> <td data-bbox="344 574 618 619">5</td> <td data-bbox="618 574 1917 619">Past</td> </tr> </tbody> </table> <p data-bbox="344 654 1545 686"><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>	Communication point	For Verbs, accept:	1	Past	2	Past	3	Past	4	Past	5	Past	
Communication point	For Verbs, accept:													
1	Past													
2	Past													
3	Past													
4	Past													
5	Past													

Appendix I**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. This is extremely rare.

A 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.

Appendix II: Communication**Rules on how to decide whether a verb is accurate enough to convey meaning****Communication**

- an attempt at a verb is required for any communication mark to be awarded
- for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B.
- for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below), in order for a verb to score a LANGUAGE tick, it must be correct
- ‘ticks’ for communication are to be placed just above the end of the qualifying sentence/phrase

A QUESTION 3 ONLY: where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE, 2 communication marks are awarded in the following cases.

(i)	For 2 communication marks: accept a Present where a Future context is apparent	
	<i>L'an prochain je voyage en France</i> = 2 for communication.	(<i>Je voyage</i> receives a tick for verb)
(ii)	For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa	
(iii)	For 2 communication marks: accept a 'phonetic version' of the correct time frame	
	<i>J'ai passer/passez les vacances</i> = 2 for communication <i>Les gens pense/pensait que</i> = 2 for communication <i>Il a commencé à joué</i> = 2 for communication	(<i>Il a commencé à joue</i> = 1 for communication – <i>joue</i> is not phonetic)

(iv)	For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate	
	Allow Perfect, Imperfect, Pluperfect or Past Historic. Ignore inconsistency of the Perfect and Past Historic if it occurs	
(v)	Use of <i>avoir</i> with a past participle when <i>être</i> is correct: award 2 communication marks	
	<i>J'ai resté en France</i> = 2 marks for communication	However the use of <i>être</i> when <i>avoir</i> is correct= 1 communication mark, eg <i>Je suis mangé la pomme</i> (see B (iii))
(vi)	Errors of accent: award 2 communication marks (eg <i>il va téléphoner</i> = 2; <i>il commençais</i> = 2; <i>j'achete</i> = 2), except in the following cases	
	For 2 communication marks, insist on the accent on a past participle of <i>-er</i> verbs	<i>Il a joue</i> = 1 for communication (as an attempted perfect tense) <i>Il joué</i> = 1 for communication (as an attempted present tense)
	For 2 communication marks insist on an accent when an adjective is also a past participle	<i>Il était fatigue</i> = 1 for communication <i>Il être fatigue</i> = 1 for communication <i>Il et fatigue</i> = 1 for communication
	For 2 communication marks, tolerate a grave accent for an acute accent	<i>Il a jouè</i> = 2 for communication
(vii)	Errors of punctuation: award 2 communication marks in spite of errors of punctuation	
	<i>Jai fait...</i> = 2 for communication in spite of missing apostrophe	In addition <i>jai fait</i> scores a tick for the verb
(viii)	Errors of elision: award 2 communication marks in spite of errors of elision	
	<i>Je aime... / Je habite...</i> = 2 for communication in spite of missing elision	<i>Je aime / Je habite</i> : no tick for the verb as elision has not been made
(ix)	Single consonant where there should be double and vice versa: award 2 communication marks	
	<i>J'appelle / J'apelle / J'apele / J'appelle ma mère au téléphone</i> = 2 for communication	<i>J'appelle ma mere au téléphone</i> = tick for the verb

(x)	In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)	
	<i>Mon ami a dit qu'il avait mal au genou</i> = 2 for communication (in addition both verbs can receive a tick) <i>Mon ami annonce</i> (wrong tense) <i>qu'il avait mal au genou</i> = 2 for communication (in addition second verb can receive a tick)	However, <i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication (see B(viii)) (in addition first verb can receive a tick) <i>Mon ami a dit qu'il mal au genou</i> = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	<i>Je pensais que j'étais malade</i> = 2 for communication (in addition both verbs receive a tick)	However: <i>Je pensais qu'il pleut</i> = 1 for communication (see B (viii)) <i>Je pensais que j'avais malade</i> = 0 for communication (see B (iv)) (In both cases, first verb can receive a tick)
(xi)	Use of a verb in the 'indicative' where a subjunctive would be expected: award 2 communication marks	
	<i>Il faut que j'aille chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick) <i>Il faut que je vais chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick)	
(xii)	Treat the verbs <i>retourner</i>, <i>revenir</i> and <i>rentrer</i> as synonyms: award 2 communication marks	
(xiii)	«ne» omitted in a negative statement: award 2 communication marks	
	<i>J'aime pas la biologie</i> = 2 for communication (in addition, the verb receives a tick)	However <i>Je n'aime la biologie</i> = 1 for communication (see B (ix)) (verb receives a tick)

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B QUESTIONS 2 AND 3: where **THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS** but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded:

(i)	The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark	
	<p>Task: where <u>did</u> you go on holiday. Candidate writes: <i>Je passe les vacances en France</i> <i>Je passons les vacances en France</i> <i>Je passé les vacances en France</i> <i>Je vais passer les vacances en France</i> <i>Je suis passer les vacances en France</i> <i>J'irons en France</i> <i>Je allez en France</i> <i>J'aïlle en France</i> <i>Je vas en France</i> All score 1 mark for communication</p>	<p>In all these cases, <i>passer</i> is an appropriate choice of verb in terms of meaning. The task ('where did you go on holiday') requires a past tense (or phonetic version of a past tense) for 2 communication marks to be awarded: these versions do not meet this requirement. However, in all these cases the candidate has produced an existing part/tense/form of what is an appropriate verb and therefore 1 communication mark is awarded</p> <p>Ticks are not scored for these verbs</p>
	<p>Task: how <u>did</u> you and your friends react? Candidate writes: <i>Mes amis est contents</i> <i>J'éété triste</i> <i>Ils avons pleure</i> All score 1 mark for communication</p>	
	<p>Task: what do you want to eat for lunch. Candidate writes. <i>Je veux mange un sandwich = 1 for communication</i></p>	<p><i>Je veux</i> = tick for verb</p>

	<p>Task: what will you do <u>next</u> year. Candidate writes: <i>L'an dernier je voyage en France</i> = 1 for communication <i>L'an dernier je vais voyager en France</i> = 1 for communication <i>L'année prochaine j'allait en ville</i> = 1 for communication (if the task required a past tense, <i>J'allait en ville</i> tout court could score 2 for communication as a phonetic rendering of <i>J'allais en ville</i>)</p>	<p><i>...je voyage...</i> verb is not rewarded as there is no future context (eg <i>L'an prochain...</i>) <i>...je vais voyager...</i> scores 2 ticks for verbs (<i>je vais, voyager</i>) as the task requires a future <i>...j'allait...</i> verb does not receive a tick</p>
	<p><i>L'année prochaine j'aille en ville</i> = 1 for communication (<i>aller</i> is an appropriate verb, <i>aille</i> is a form of the verb <i>aller</i> (subjunctive)) <i>L'année prochaine j'irais visiter La Grèce</i> = 1</p>	<p><i>L'année prochaine j'aillait en ville</i> = 0 for communication (<i>aillait</i> is not any part of the verb <i>aller</i>)</p>
(ii)	The candidate has produced a phonetic spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark	
	<p>Task is to say what s/he enjoyed doing on holiday. Candidate writes: <i>J'aim le tennis</i> = 1 for communication (phonetic version of the incorrect tense (<i>j'aime</i>) of an appropriate verb)</p>	<p><i>J'amie (le tennis)</i> = 0 for communication (<i>amie</i> is not any form/part/tense of the verb <i>aimer</i>)</p>
	<p>Task is to say how s/he got home. Candidate writes: <i>Je prenez le bus</i> = 1 for communication (phonetic version of an incorrect part/tense (<i>Je prenez</i>) of an appropriate verb)</p>	<p><i>Je prendais le bus</i> = 0 for communication (<i>prendais</i> is not any form/part/tense (nor a phonetic version thereof) of the verb <i>prendre</i>)</p>
(iii)	Use of <i>être</i> as the auxiliary when <i>avoir</i> would be correct: award 1 communication mark (see also A (v))	
	<p><i>Je suis mangé la pomme</i> = 1</p>	

(iv)	Use of être instead of avoir in some clearly defined idiomatic phrases: award 1 communication mark	
	<i>J'étais peur = 1</i> <i>J'étais soif = 1</i> <i>J'étais faim = 1</i> <i>Elle était cinq ans = 1</i>	(no tick for the verb) (no tick for the verb) (no tick for the verb) (no tick for the verb) However <i>Elle est les cheveux gris = 0</i> <i>J'avais malade = 0</i> <i>J'avais fatigué = 0</i> Note: <i>J'étais fatigue = 0</i> (adj from pp must have accent)
(v)	Manger, nager, ranger etc. – 'e' missing from nous form and imperfect: award 1 communication mark	
	<i>Je mangais des pommes = 1</i> (no tick for the verb) <i>Nous nagons après l'école = 1</i> (no tick for the verb)	<i>Je mang des pommes = 0</i>
(vi)	The following commonly seen inappropriate usages: award 1 communication mark	
	Accept for 1 mark <i>il est beau for il fait beau</i> <i>j'ai écouté un bruit for j'ai entendu un bruit</i> <i>c'est chaud for il fait chaud</i> <i>j'ai fait une promenade à l'école for je suis allé à l'école à pied</i> <i>j'ai regardé un accident for j'ai vu un accident</i>	Refuse <i>j'ai regardé pour mon sac for j'ai cherché mon sac</i>
(vii)	The following commonly seen mis-usages: award 1 communication mark	
	<i>je s'appelle (Carole)</i> <i>il et (venu me voir)</i> <i>je return(e) etc. (accept retourner for retourner)</i> <i>je se réveille ...</i>	However, <i>Il m'appelle (Carole)</i> when the candidate is trying to give his/her own name = 0 as nothing of worth is communicated <i>J'habille ... / il lève ... / elle lave ... = 0</i>

(viii)	In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules (see also A(x))	
	<i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication	<i>il a mal au genou</i> , contains an appropriate verb in the wrong time frame which is awarded 1 mark for communication (in addition, first verb receives a tick)
	<i>Je pensais qu'il pleut</i> = 1 for communication	The subordinate clause, <i>qu'il pleut</i> , contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)
(ix)	«pas», or equivalent, is omitted in a negative statement / misplaced negative = 1 for communication	
	<i>Je n'aime la biologie</i> = 1 for communication <i>J'étais ne content pas</i> = 1 for communication (verb receives a tick)	However <i>J'aime pas la biologie</i> = 2 for communication (in addition, the verb receives a tick)

PUBLISHED**C QUESTIONS 2 AND 3: award 0 communication marks in the following cases:**

(i)	No attempt at a verb = 0 for communication	
	<i>je pied à l'école</i> = 0 for communication <i>je promenade mon chien</i> = 0 for communication <i>il pluie</i> = 0 for communication	However, <i>je travail à l'école</i> (in response to <i>Qu'est-ce que vous faites à l'école?</i>) = 2 for communication because <i>travail</i> works phonetically
(ii)	The verb attempted delivers a message different from the desired one = 0 for communication	
	<i>mon père a un prof</i> for <i>mon père est prof</i> = 0 for communication <i>j'ai travaillé en Australie</i> for <i>j'ai voyagé en Australie</i> = 0 for communication <i>il pleure</i> for <i>il pleut</i> = 0 for communication	
(iii)	The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication	
	<i>L'année prochaine j'aillait en ville</i> = 0 for communication (<i>aillait</i> is not any part of the verb <i>aller</i>) <i>Je prendais le bus</i> = 0 for communication (<i>prendais</i> is not any part of the verb <i>prendre</i>) <i>J'amie (le tennis)</i> <i>J'alle au cinema</i> <i>Je m'apple Carole</i>	
(iv)	There are two subjects = 0 for communication	
	<i>il j'aime</i> = 0 for communication	
(v)	Attempt at present tense is compromised by the inappropriate rendering of the personal pronoun = 0 for communication	
	<i>J'ai prend</i> = 0 for communication <i>J'ai me réveille</i> = 0 for communication <i>J'ai vais aller</i> = 0 for communication	