FRENCH	**0520/41**
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 **43** 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

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

(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.

(ii)   On Question 1, award marks for items wherever the candidate has written them.

(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 *gâteau au chocolat / gâteau chocolat* = 1 tick; however *gâteau et chocolat / gâteau, chocolat* (candidate intends these as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v)   Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(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.
- '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).

(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.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
- *gâteau, gâteau au chocolat: award one mark to each item*
- *gâteau au chocolat, gâteau à la crème: award one mark to each item*
- *gâteau, gâteau au chocolat, chocolat: award one mark to each item*
- *gâteau, grand gâteau*: award one mark for the first *gâteau*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

Question	Answer	Marks
1	**Vous allez au centre de loisirs. Quels sports peut-on faire ? Faites une liste, en français, de 8 sports.** Look for nouns, ignore the verbs if given alongside the noun e.g. (jouer au) tennis. **Accept** attempt at appropriate verb **Accept** any form of a relevant verb: e.g. *danser, dansé, dansant* **Accept** nouns and verbs/verbal expressions **Accept** individual athletic events **Refuse** jouer **tc** **Refuse** all activities which are not sports	**5**

<div align="center">DO NOT ACCEPT FOOTBALL – IT IS THE EXAMPLE</div>

ACCEPT	ACCEPT	ACCEPT	REFUSE
boxe			boxing
acrobatie			acrobatique
athlétisme	courir, course(s)		athlétique, athletics, cour, cours, courrier
babyfoot			flipper, pinball
badminton		badmington	bandmington
baseball			
basket	basketball		
bateau			
billards			
cricket			criquette
cyclisme, vélo	bicyclette		cycle, cyclage, bici
danse	danser, ballet	dance	
équitation	cheval		équation, éqatation

Question	Answer				Marks
	ACCEPT	**ACCEPT**	**ACCEPT**	**REFUSE**	
	escalade	alpinisme, escalader, grimper		monter, escalder, escelade, scalade, alpinage, graimper, alpisme	
	escrime				
	fléchettes				
	golf		golfe		
	gymnastique	gym	gymnastic	gymnase, gynastique, gymastique	
	hockey				
	jogging				
	judo				
	karaté				
	kayak/canoë		cayak, kayaque	kajak	
	marathon				
	natation	nager, piscine	natacion, nage, picine	naiger, natition, nation, natasion	
	netball				
	parkour	parcour			
	pétanque	boules, bowling		potonque	
	planche à roulettes	roller, skateboard			
	planche à voile	planche			
	plongée	plonger			
	promenade	marcher, footing			

Question	Answer				Marks
	ACCEPT	**ACCEPT**	**ACCEPT**	**REFUSE**	
	randonnée	randonner			
	raquettes			racket	
	rugby				
	ski				
	snowboard				
	surf				
	tennis (de table)	ping-pong	tenis, petit tennis, (table de) tennis *if tennis not otherwise rewarded*	table tennis, table de tennis	
	volley			vollé	
				Total for Question 1: 5 marks	

Question	Answer	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.**		

Question	Answer	Marks
2	***Manger et boire*** **2.1: Award a mark out of 10 for Communication** (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (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: • <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). (iii) Add up the ticks to give a mark out of 10 for Communication. (iv) For COMMUNICATION • **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.** (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 • *elle <u>a</u> les cheveux noirs avec de beaux yeux et une petite bouche* (*1 verb, therefore treat as list of 3 items*) • *elle <u>a</u> les cheveux noirs, <u>est</u> de taille moyenne, et elle <u>est</u> jolie* (*3 verbs therefore each piece of information can score a separate communication mark*) (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* et *sa musique est super* can both be rewarded as they each contain a different extra detail. (vii) Do not penalise factual errors. (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.	15

Question	Answer	Marks
	<table><tr><td>**Tick**</td><td>**Accept**</td></tr><tr><td>✓1</td><td>**Dites quels repas vous prenez normalement à la maison…** **REWARD:** any statement relating to meals eaten, specific dishes and drinks at home, all food and drink to be accepted je mange / je prends / je consomme / je bois / nous… / on… je ne mange rien chez moi je prends des céréales et/ou je mange du pain avec de la confiture et/ou je bois du thé nous mangons… = 1 (see Appendix II, B(v)) j'aime le bacon = 1 ma mère prépare le déjeuner / le repas de midi = 1 mon père cuisine des pizzas = 1 je mange la nourriture qui est bonne pour la santé = 1 / je mange sain = 1 à ma maison je mange des céréales le matin et du riz et du poulet à l'école à midi = 1 × Tick 1 and 1 × Tick 2 In the absence of *chez moi/à la maison* reward references to *avec ma famille* etc. déjeuner = 1 / déjuener = 1 / déjuner = 1 / déjouner = 1 goûter = 1 / goûté =1 / guter = 0 / goutte = 0 / goutes = 0 viande = 1 / viandre/viendre = 0 Remember the list rule.</td></tr></table>	

Question	Answer	Marks

Tick	Accept
✓2	**… et à l'école.** **REWARD:** any statement relating to meals eaten, specific dishes and drinks at school je déjeune à l'école = 1 je ne mange pas à l'école = 1 je mange le repas du jour = 1 à l'école / au collège / à la cantine il y a du bœuf etc. = 1 je mange beaucoup de choses = 0 au collège je mange du poulet au riz (= 1), c'est délicieux (= this links to Tick 3) In the absence of *au collège* reward references to *avec mes amis* Remember the list rule.

Question	Answer	Marks
	<table><tr><td>Tick</td><td>Accept</td></tr><tr><td>✓3</td><td>Dites ce que vous pensez de la nourriture à l'école. REWARD: any opinion about school food, including comments about canteen and reasons Accept je / nous / on / mon ami / mes ami(e)s j'aimerais avoir plus de choix / de variété il n'y a pas assez de choix c'est trop cher c'est toujours la même chose à l'école on mange trop = 1 / beaucoup = 0 Accept opinions of friends about school food Accept <i>la norriture</i> for <i>la nourriture</i> la nourriture est bonne = 1 la nourriture n'est pas mal = 1 la nourriture est comme ci comme ça = 1 la nourriture est mal pour la santé = 0 la nourriture est mal/bien = 0 délicieux = 1 / délisieux = 1 / déliceux = 1 / délecieux = 0 / délieceux = 0 / délicious = 0 / délicioux = 0 / déliceaux = 0 savoureux = 1 / savoreux = 1 / savour = 0 épicé = 1 / épice = 1</td></tr></table>	

Question	Answer	Marks

Tick	Accept
✓4	**Aimez-vous la nourriture des pays étrangers ? Pourquoi/pourquoi pas ?** **REWARD:** any statement about 'foreign' food and related opinions: this may include both positive and/or negative comments. e.g. j'adore la nourriture indienne comme le curry parce que c'est épicé mais je n'aime pas les plats japonais comme le sushi **Accept** la cuisine / les repas / la nourriture de Chine **Refuse** la cuisine / les repas / la nourriture Chine … parce que c'est différent … parce que j'aime le goût (**refuse** goûté / goûter / goutte / goutes) les baguettes sont magnifiques / la pizza est délicieuse **tc** = 1 j'aime manger dans les restaurants italiens / français / chinois = 1 **REWARD** words for exotic foods for which there is no direct French equivalent **Tolerate** misspelling of *étranger* Remember the list rule. No reference to *la nourriture des pays étrangers* but *je préfère la nourriture de mon pays* = 1 cuisine = 1 / cusine = 0 / cousine = 0 / cuisne = 0 / cuisen = 0

Question	Answer	Marks
	<table><tr><td>**Tick**</td><td>**Accept**</td></tr><tr><td>✓5</td><td>**Qu'est-ce que vous aimeriez manger pour fêter le Nouvel An ?** **REWARD:** any preference of food. **Expect** conditional tense for the reward of 5 for Language. je voudrais manger un repas traditionnel = 1 quelque chose que mon père prépare = 1 ma famille prépare les poissons différents avec du riz pour le Nouvel An = 1 je ne voudrais pas manger un repas très gras = 1 (non-specific) je ne voudrais pas manger de la dinde = 0 (specific foods) **Accept** absence of *pour fêter le Nouvel An* if the verb is in an appropriate tense. **List rule: if there is a list of more than 3 items of food in Task 1 and Task 5, only reward 'new' items in Task 5.** **Refuse** opinions/reasons for choice</td></tr></table>	

Question	Answer	Marks
	2.2: Award a mark out of 5 for Language	

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* (Appendix I)).

Grade descriptors for Language (Question 2)

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.

*Consider the whole answer when awarding mark for Language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

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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: • **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.** **3.1: Award a mark out of 10 for Communication** (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). <table><tr><td>**2 ticks**</td><td>Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td></tr><tr><td>**1 tick**</td><td>Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td></tr><tr><td>**0 ticks**</td><td>Nothing of worth communicated.</td></tr></table> (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

3.2: Award a mark out of 8 for accurate use of Verbs

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.**

(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.

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

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 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.**

Question	Answer			Marks

Tick	No tick	Note
Je suis (✓)		
J'aime (✓)	Je aime (*no tick*)	«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 (*no tick*)	insist on correct agreement
	Les proffesseurs sont (*no tick*) gentils	incorrect subject
	Le voiture s'est approché (no tick)	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 (no tick)	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 (*no tick*)	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 (*no tick*) 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 (*no tick*)	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 (*no tick*)	
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 (*no tick*) le choix je voudrais (✓)		if sequence is incorrect, both verbs cannot be rewarded
Quand j'ai fini (*no tick*) 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 (*no tick*) 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 (*no tick*) sortir (✓)		award tick for any correct dependent infinitive, even if main verb is incorrect / in the wrong tense
Je veux (✓) sortier (*no tick*)		
Il a commencé (✓) à pleuvoir (✓)		
Il a commence (*no tick*) à pleuvoir (✓)		
Il a commencé (✓) de pleuvoir (*no tick*)		
J'ai essayé (✓) de travailler (✓)		
Il m'aide (*no tick*) 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 (*no tick*)	
Je veux (✓) sortir (✓) parce que je veux (*no tick*) aller (✓) aux magasins		*je veux* 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 (*no tick*) un film		
Elle vas (*no tick*) arriver (✓) ce soir		
Je vais (*no tick*) aller (*no tick*) 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 (*no tick*)	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

(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
- 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»)

3.3: Award a mark out of 12 for Other linguistic features

(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)).

(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.

(iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:
- 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)
- Object pronouns (*il m'a dit*) and 'strong' pronouns (*chez nous* etc.)
- Conjunctions other than *et* and linking words (e.g. *cependant, malheureusement, toutefois*)
- Prepositions – Time: *depuis, pendant, pour, du… au…* etc. / – Place: *en, dans* etc.
- Negatives
- Adverbs
- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Expressions of quantity
- Partitive articles, especially *de* after negative, use of *du, de la, des*
- Appropriate use of *politesses* in the letter.

Question	Answer	Marks
Grade descriptors for Other linguistic features (Question 3)		
11–12	- 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	- 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	- 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	- Attempts more than basic structures. - On balance, the work is more accurate than inaccurate. - Straightforward vocabulary relevant to the task.	
3–4	- Reliant on basic structures. - Some examples of correct language. Meaning usually conveyed. - Basic vocabulary.	
1–2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	
0	One or two disjointed words or short phrases may be recognisable.	

^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks
Total for Verbs: 8 marks
Total for Other linguistic features: 12 marks
Total for Question 3: 30 marks

Question	Answer	Marks
3(a)	*Ma nouvelle maison*	30

3.1: Award a mark out of 10 for Communication – see generic guidance above

Tick	Accept	Mark
✓1	**Dites quand vous avez déménagé de votre ancienne maison.** **Expect** past tense **Accept** nous, on, ma famille et moi… j'ai déménagé (^ notre maison) la semaine dernière = 2 j'ai déménagé (de m'ancienne maison) hier = 2 … il y a une semaine ça fait une semaine que j'ai déménagé = 2 j'ai déménagé récemment = 2 je viens de déménager = 2 je suis arrivé à ma nouvelle maison hier = 2 j'ai déménagé depuis deux jours = 1 je déménage depuis deux jours = 1 … la dernière semaine / le dernier mois = 1 … en/dans une semaine = 1 … deux jours avant = 0 je suis parti (de) ma maison + correct time frame = 1 j'ai quitté mon ancienne/ma maison + correct time frame = 1 … la dernière semaine / le dernier mois = 1 j'ai changé de maison il y a deux jours = 1 j'ai changé ma maison…/ j'ai bougé… = 0 j'ai déménagé de **votre** maison = 0 j'ai démangé = 0 **Note: Max 1** for verb in Present or Future + time frame	2

Question	Answer	Marks

Tick	Accept	Mark
✓2	**Étiez-vous triste de partir ? Pourquoi/pourquoi pas ?** **Expect** past tense **Reward** any valid positive or negative reason **Do not reward** j'étais triste **tc** = 0 j'étais triste parce que j'aimais beaucoup ma chambre = 2 (tick both verbs) j'étais triste parce que j'ai beaucoup de bons souvenirs de ma vie dans cette maison = 2 (tick both verbs) je suis triste parce que j'aimais bien ma chambre = 1 (tick second verb) Similarly: je suis content / heureux de partir… Alternatively: expect aimer/adorer/détester/préférer… in a past tense e.g. je n'aimais pas beaucoup ma chambre (tick verb) = 2 je préférais mon ancienne maison parce qu'elle était plus grande = 2 je préfère ma nouvelle maison = 1 (no tick for verb) je suis triste parce que mes amis me manquent = 1 (tick second verb) je suis heureux parce que je préfère ma nouvelle maison = 1 (tick second verb) **Isolated positive / negative comment in past tense = 1** m'ancienne maison était moche = 1 (no tick for verb) mon ancienne maison c'était trop petit = 1 **Isolated positive / negative comment in present tense = 0** ma nouvelle maison est (plus) moderne = 0 (no tick for verb)	2

Question	Answer	Marks

Tick	Accept	Mark
✓3	**Décrivez votre nouvelle maison.** Physical description: il y a trois chambres etc. = 2 il n'y a pas de garage = 2 Location: elle est près de mon école = 2 la maison est en campagne = 2 Furniture / equipment: il y a un frigo dans la cuisine = 2 dans ma chambre j'ai une armoire et un grand lit = 2 Qualitative: la nouvelle maison est plus grande que l'ancienne maison = 2 la maison est magnifique = 2 c'est magnifique/merveilleux = 1 c'est intéressant/bon/bien = 0	2
✓4	**Expliquez les avantages de vivre dans cette maison.** **Do not reward** the same information as for Tick 3. l'avantage est que… is not required, reward any positive comment il y a moins de pollution dans le quartier = 2 j'ai ma propre chambre = 2 je ne partage plus ma chambre avec ma sœur = 2 la cuisine est plus grande = 2 le jardin est très joli = 2 la maison est près de mon école = 2 la maison n'est pas aussi vieille que mon ancienne maison = 2 l'ancienne maison était moins grande = 2 ma maison était grande = 1 c'est + adjective = 0	2

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Question	Answer	Marks

Tick	Accept	Mark
✓5	**Dites ce que vous allez faire le week-end prochain dans la région où vous habitez maintenant.** **Expect** future tense je vais jouer au foot / je ferai une promenade / j'irai visiter la région… = 2 je voudrais inviter mes amis à visiter ma nouvelle maison = 2 le week-end prochain je joue au tennis / je vais à la campagne = 2 (tick for verb) samedi prochain je veux regarder un film = 2 (tick for verbs) je vais aller en ville = 2 (tick for verbs) je joue au tennis / je vais à la campagne **tc** = 1 (no tick for verb) See generic scheme for alternative future forms worth 2 marks.	2

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

Communication point	For Verbs, accept:
1	Past
2	Past
3	Present
4	Present
5	Future/conditional

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

Question	Answer	Marks
3(b)	*Une ville que j'aime* **3.1: Award a mark out of 10 for Communication – see generic guidance above** 	

Tick	Accept	Mark
✓1	**Décrivez ce que vous avez vu…** **Expect** past tense nous, on etc. j'ai vu la Tour Eiffel = 2 **Reward** regarder, observer, admirer… il y avait un musée = 0 (apply same rule to Task 2)	2
✓2	**… et fait la dernière fois que vous avez visité cette ville.** **Expect** past tense j'ai fait des courses = 2 j'ai regardé un match = 2 j'ai visité le musée = 2 j'ai mangé dans un hôtel / au restaurant = 2 je suis descendu / resté à l'hôtel = 0	2

Question	Answer			Marks
	Tick	**Accept**	**Mark**	
	✓3	**Expliquez pourquoi vous aimez cette ville.** il y a beaucoup de choses à faire = 2 la ville est très belle = 2 les gens sont gentils = 2 c'est une ville intéressante = 2 j'aime la ville (parce que) c'est magnifique / merveilleux / intéressant / cool = 2 Paris / Londres / New York est ma ville préférée **tc** = 0 Past tenses = 1 i.e. j'aime cette ville parce qu'elle était belle = 1 c'est magnifique / merveilleux / intéressant / cool **tc** = 1 c'est bon / bien = 0	2	
	✓4	**Dites quels sont les inconvénients de vivre dans une grande ville.** il y a trop de pollution = 2 il y a beaucoup de bruit = 2 je n'aime pas le bruit = 2 je déteste la circulation en ville = 2 l'inconvénient est la pollution = 2 les inconvénients **est** la pollution = 1 (grammar) les inconvénients sont la pollution = 1 (grammar) Paris est bruyant = 1 (not general comment) **Note: If there are no disadvantages, there is no reward for an advantage**	2	

Question	Answer				Marks
	Tick	**Accept**		**Mark**	
	✓5	**À l'avenir, voudriez-vous habiter en ville ou à la campagne ? Pourquoi ?** **Reward** any sensible reason **Insist on** je voudrais / j'aimerais / je préférerais vivre / habiter… parce que… je voudrais habiter à Londres / Paris / Durban etc.… + reason = 2 je ne voudrais pas habiter en ville parce que… = 2 à l'avenir je veux vivre… = 2 **Note** je ne *voundrais* pas vivre à la campagne car je n'aime pas la nature = 1 Isolated comment: la campagne est tranquille = 1 (no choice expressed)		2	

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

Communication point	For Verbs, accept:
1	Past
2	Past
3	Present
4	Present
5	Future/conditional

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

Question	Answer	Marks
3(c)	***Mon stage dans une école primaire*** **3.1: Award a mark out of 10 for Communication – see generic guidance above**	

Tick	Accept	Mark
✓1	**Racontez ce que vous avez fait avec les élèves pendant la semaine.**	2
✓2	**Expect** past tense	2
✓3	j'ai lu… on a joué… j'ai travaillé comme maîtresse dans la petite classe = 2 j'ai aidé la maîtresse = 2 j'ai pris les enfants au parc = 0 les enfants ont écrit une histoire = 0	2
✓4	**Donnez vos réactions et les réactions des élèves aux activités de la semaine.** **Expect** past tense je me suis beaucoup amusé(é) = 2 les élèves m'ont remercié(é) = 2	2
✓5	**En quoi cette expérience a-t-elle influencé votre futur choix de carrière ?** **Reward** any suitable tense je ne veux plus être professeur = 2 j'ai décidé que je voudrais travailler avec les enfants = 2 cette expérience ne m'a pas influencé = 1	2

Question	Answer	Marks
	3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above	

Communication point	For Verbs, accept:
1	Past
2	Past
3	Past
4	Past but could be appropriate use of present when explaining why
5	Past / Present / Future

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

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 <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE,</u> 2 communication marks are awarded in the following cases.

(i)	For 2 communication marks: accept a Present where a Future context is apparent	
	L'an prochain je voyage en France = 2 for communication.	(*Je voyage* 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	
	J'ai passer/passez les vacances = 2 for communication *Les gens pense/pensait que* = 2 for communication *Il a commencé à joué* = 2 for communication	(*Il a commencé à joue* = 1 for communication – *joue* 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 *avoir* with a past participle when *être* is correct: award 2 communication marks**	
	J'ai resté en France = 2 marks for communication	However the use of *être* when *avoir* is correct= 1 communication mark, eg *Je suis mangé la pomme* (see B (iii))
(vi)	**Errors of accent: award 2 communication marks (eg *il va telephoner* = 2; *il commencais* = 2; *j'achete* = 2), except in the following cases**	
	For 2 communication marks, **insist** on the accent on a past participle of –er verbs	*Il a joue* = 1 for communication (as an attempted perfect tense) *Il joué* = 1 for communication (as an attempted present tense)
	For 2 communication marks **insist** on an accent when an adjective is also a past participle	*Il était fatigue* = 1 for communication *Il être fatigue* = 1 for communication *Il et fatigue* = 1 for communication
	For 2 communication marks, tolerate a grave accent for an acute accent	*Il a jouè* = 2 for communication
(vii)	**Errors of punctuation: award 2 communication marks in spite of errors of punctuation**	
	Jai fait… = 2 for communication in spite of missing apostrophe	In addition *jai fait* scores a tick for the verb
(viii)	**Errors of elision: award 2 communication marks in spite of errors of elision**	
	Je aime… / *Je habite…* = 2 for communication in spite of missing elision	*Je aime / Je habite*: 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**	
	J'appele / J'apelle / J'apele / J'appelle ma mère au téléphone= 2 for communication	*J'appelle ma mere au téléphone*= 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)**	
	Mon ami a dit qu'il avait mal au genou = 2 for communication (in addition both verbs can receive a tick) *Mon ami annonce (*wrong tense) *qu'il avait mal au genou* = 2 for communication (in addition second verb can receive a tick)	However, *Mon ami a dit qu'il a mal au genou* = 1 for communication (see B(viii)) (in addition first verb can receive a tick) *Mon ami a dit qu'il mal au genou* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	Je pensais que j'étais malade = 2 for communication (in addition both verbs receive a tick)	However: *Je pensais qu'il pleut* = 1 for communication (see B (viii)) *Je pensais que j'avais malade* = 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**	
	Il faut que j'aille chez ma grand-mère = 2 for communication (plus both verbs receive a tick) *Il faut que je vais chez ma grand-mère* = 2 for communication (plus both verbs receive a tick)	
(xii)	**Treat the verbs *retourner*, *revenir* and *rentrer* as synonyms: award 2 communication marks**	
(xiii)	**«ne» omitted in a negative statement: award 2 communication marks**	
	J'aime pas la biologie = 2 for communication (in addition, the verb receives a tick)	However *Je n'aime la biologie* = 1 for communication (see B (ix)) (verb receives a tick)

B   **QUESTIONS 2 AND 3: where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS</u> 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**	
	Task: where <u>did</u> you go on holiday. Candidate writes: *Je passe les vacances en France* *Je passons les vacances en France* *Je passé les vacances en France* *Je vais passer les vacances en France* *Je suis passer les vacances en France* *J'irons en France* *Je allez en France* *J'aille en France* *Je vas en France* **All score 1 mark for communication**	In all these cases, *passer* 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 Ticks are not scored for these verbs
	Task: how <u>did</u> you and your friends react? Candidate writes: *Mes amis est contents* *J'été triste* *Ils avons pleure* **All score 1 mark for communication**	
	Task: what do you want to eat for lunch. Candidate writes. *Je veux mange un sandwich* = 1 for communication	*Je veux* = tick for verb

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

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

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(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))	
	Mon ami a dit qu'il a mal au genou = 1 for communication	*il a mal au genou,* contains an appropriate verb in the wrong time frame which is awarded 1 mark for communication (in addition, first verb receives a tick)
	Je pensais qu'il pleut = 1 for communication	The subordinate clause, *qu'il pleut,* 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**	
	Je n'aime la biologie = 1 for communication *J'étais ne content pas* = 1 for communication (verb receives a tick)	However *J'aime pas la biologie* = 2 for communication (in addition, the verb receives a tick)

C <u>**QUESTIONS 2 AND 3**</u>: award 0 communication marks in the following cases:

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