



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FRENCH

0520/04

Paper 4 Writing

For examination from 2017

MARK SCHEME

Maximum Mark: 50

Specimen

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

This document consists of **23** printed pages and **1** blank page.

© UCLES 2016 1 General Marking Principles

1.1 Crossing out:

- If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- If a candidate crosses out an answer to a whole question 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:

- there is an indication from the candidate that other material should be considered
- the candidate has continued their answer outside the space provided
- there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme and/or Marking:

- tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- 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

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 a 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, only the candidate's best result will be aggregated.

2 Detailed Mark Scheme

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 candidate has linked two words as in <i>boîte à crayons / boîte crayons</i> = 1 tick; however <i>boîte et crayons / boîte, crayons</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: <i>baskets, chaussures</i>: award one mark to each item <i>baskets, baskets de sport</i>: award one mark for the first basket.</p> <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	<i>Vous allez en ville. Où allez-vous? Faites une liste en français de 8 endroits à visiter.</i>		5
	banque	magasin	
	bibliothèque	mairie	
	cathédrale	marché	
	centre (commercial / sportif)	musée	
	centre-ville	office de tourisme	
	château	patinoire	
	cinéma	piscine	
	église	place	
	école	pont	
	garage	poste	
	gare (snCF/routière)	restaurant	
	gendarmerie	stade	
	hôtel (de ville)	théâtre	
	hôpital	zoo	
	jardin public		
Total for Question 1: 5 marks			

Question	Answer	Marks
Question 2	<p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <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	<i>Il y a sans doute un chanteur, un acteur, ou un musicien que vous aimez beaucoup.</i>	15
<p>2.1: Award a mark out of 10 for Communication</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. • 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</i> = 1 mark (1 verb = a list of 3) • <i>elle a les cheveux noirs (1), est de taille moyenne (1), et elle est jolie (1)</i> = 3 marks (3 verbs). <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</i> and <i>sa musique est super</i> can both be rewarded).</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>		

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

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 <i>Note on using mark schemes with grade descriptors</i> (last page of mark scheme)).		
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		

Question	Answer	Marks						
Question 3	<p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <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. <p>For question-specific guidance, see later in this mark scheme.</p> <p><u>3.1: Award a mark out of 10 for Communication</u></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(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).</p> <table border="1" data-bbox="143 756 2040 911"> <tbody> <tr> <td data-bbox="143 756 264 807">2 ticks</td> <td data-bbox="264 756 2040 807">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="143 807 264 858">1 tick</td> <td data-bbox="264 807 2040 858">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="143 858 264 911">0 ticks</td> <td data-bbox="264 858 2040 911">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Look for a verb (finite or infinitive) before awarding a mark for communication.</p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p>	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.	
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.							

Question	Answer	Marks																				
3.2: Award a mark out of 8 for accurate use of Verbs	<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).</p> <p>(ii) Place the tick so that it does not obscure the acute accent on a past participle.</p> <p>(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="645 651 1547 1169"> <thead> <tr> <th data-bbox="645 651 1095 703">Number of ticks</th> <th data-bbox="1095 651 1547 703">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="645 703 1095 756">18+</td> <td data-bbox="1095 703 1547 756">8</td> </tr> <tr> <td data-bbox="645 756 1095 809">16,17</td> <td data-bbox="1095 756 1547 809">7</td> </tr> <tr> <td data-bbox="645 809 1095 861">14,15</td> <td data-bbox="1095 809 1547 861">6</td> </tr> <tr> <td data-bbox="645 861 1095 914">12,13</td> <td data-bbox="1095 861 1547 914">5</td> </tr> <tr> <td data-bbox="645 914 1095 967">10,11</td> <td data-bbox="1095 914 1547 967">4</td> </tr> <tr> <td data-bbox="645 967 1095 1019">8,9</td> <td data-bbox="1095 967 1547 1019">3</td> </tr> <tr> <td data-bbox="645 1019 1095 1072">6,7</td> <td data-bbox="1095 1019 1547 1072">2</td> </tr> <tr> <td data-bbox="645 1072 1095 1125">4,5</td> <td data-bbox="1095 1072 1547 1125">1</td> </tr> <tr> <td data-bbox="645 1125 1095 1169">0,1,2,3</td> <td data-bbox="1095 1125 1547 1169">0</td> </tr> </tbody> </table>	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																					
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																					

Question	Answer	Marks
How to award ticks for accurate use of Verbs (Question 3):		
<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. 		
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; though 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

Question	Answer		Marks
Tick	No tick	Note	
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	
With direct and indirect 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	

Question	Answer	Marks
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 (✓)		
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

Question	Answer	Marks
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		
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 (✓)		

Question	Answer	Marks
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 (✓)		
(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 (?) (✓)		

Question	Answer	Marks
(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 (✓)		past tense required by the task: main verb is 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 <i>Note on using mark schemes with Grade descriptors (Appendix I)</i>).</p> <p>(ii) 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. 	

^^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)	<p>Une visite à un parc d'attractions. L'année dernière vous êtes allé(e) à un parc d'attractions. Écrivez un e-mail à un(e) ami(e) français(e).</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> <table border="1" data-bbox="302 371 1928 1310"> <thead> <tr> <th data-bbox="302 371 392 419">Tick</th> <th data-bbox="392 371 1825 419">Accept</th> <th data-bbox="1825 371 1928 419">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="302 419 392 616">✓1</td> <td data-bbox="392 419 1825 616"> What candidate did with friend(s) Insist on past tense Allow <i>nous</i> as subject with no mention of friend(s) Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s)) </td> <td data-bbox="1825 419 1928 616">2</td> </tr> <tr> <td data-bbox="302 616 392 807">✓2</td> <td data-bbox="392 616 1825 807"> What candidate did with friend(s) Insist on past tense Allow <i>nous</i> as subject with no mention of friend(s) Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s)) </td> <td data-bbox="1825 616 1928 807">2</td> </tr> <tr> <td data-bbox="302 807 392 927">✓3</td> <td data-bbox="392 807 1825 927"> Reason candidate does or does not like amusement park(s) Do not insist on <i>j'aime/je n'aime pas</i> as <i>les parcs sont divertissants/ennuyeux</i> etc. tout court implies that </td> <td data-bbox="1825 807 1928 927">2</td> </tr> <tr> <td data-bbox="302 927 392 1046">✓4</td> <td data-bbox="392 927 1825 1046"> Reason for preferring outings with friend(s)/parent(s) Allow anything sensible </td> <td data-bbox="1825 927 1928 1046">2</td> </tr> <tr> <td data-bbox="302 1046 392 1310">✓5</td> <td data-bbox="392 1046 1825 1310"> What candidate would like to do (with friend(s)) next weekend <i>Le weekend (prochain) je voudrais/veux</i> + infinitive is obviously ok (do not insist on 'with friend(s)') Allow for communication a simple future, e.g. <i>nous irons en ville le weekend (prochain)</i> tout court Allow a present + <i>le week-end (prochain)</i>, e.g. <i>le week-end (prochain) nous allons en ville</i> Allow <i>le weekend prochain nous avons décidé de...</i> </td> <td data-bbox="1825 1046 1928 1310">2</td> </tr> </tbody> </table> <p>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> <p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p>	Tick	Accept	Mark	✓1	What candidate did with friend(s) Insist on past tense Allow <i>nous</i> as subject with no mention of friend(s) Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s))	2	✓2	What candidate did with friend(s) Insist on past tense Allow <i>nous</i> as subject with no mention of friend(s) Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s))	2	✓3	Reason candidate does or does not like amusement park(s) Do not insist on <i>j'aime/je n'aime pas</i> as <i>les parcs sont divertissants/ennuyeux</i> etc. tout court implies that	2	✓4	Reason for preferring outings with friend(s)/parent(s) Allow anything sensible	2	✓5	What candidate would like to do (with friend(s)) next weekend <i>Le weekend (prochain) je voudrais/veux</i> + infinitive is obviously ok (do not insist on 'with friend(s)') Allow for communication a simple future, e.g. <i>nous irons en ville le weekend (prochain)</i> tout court Allow a present + <i>le week-end (prochain)</i> , e.g. <i>le week-end (prochain) nous allons en ville</i> Allow <i>le weekend prochain nous avons décidé de...</i>	2	30
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3(c)	<p>«Je voyageais avec un(e) ami(e). Notre train s’est arrêté dans une petite gare et je suis descendu(e) pour acheter un journal. À mon retour le train était parti ...» Continuez l’histoire.</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> <table border="1" data-bbox="302 371 1928 1137"> <thead> <tr> <th data-bbox="302 371 398 419">Tick</th> <th data-bbox="398 371 1825 419">Accept</th> <th data-bbox="1825 371 1928 419">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="302 419 398 547">✓1</td> <td data-bbox="398 419 1825 547"> What candidate did to contact friend Award communication mark for statement in past tense of what candidate did to contact friend after train left </td> <td data-bbox="1825 419 1928 547">2</td> </tr> <tr> <td data-bbox="302 547 398 738">✓2</td> <td data-bbox="398 547 1825 738"> What candidate did to arrive at destination Award communication mark for statement in past tense of what candidate did to arrive at destination Allow <i>j’ai acheté un café</i> etc. and reward with communication marks (even though not exactly what the candidate did to arrive at destination) </td> <td data-bbox="1825 547 1928 738">2</td> </tr> <tr> <td data-bbox="302 738 398 826">✓3</td> <td data-bbox="398 738 1825 826"> Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question </td> <td data-bbox="1825 738 1928 826">2</td> </tr> <tr> <td data-bbox="302 826 398 978">✓4</td> <td data-bbox="398 826 1825 978"> Reaction to the events Expect opinions/emotions Do not insist on past tenses. Allow <i>j’étais / c’était / je suis / c’est ...</i> </td> <td data-bbox="1825 826 1928 978">2</td> </tr> <tr> <td data-bbox="302 978 398 1137">✓5</td> <td data-bbox="398 978 1825 1137"> Reaction to the events Expect opinions/emotions Do not insist on past tenses. Allow <i>j’étais / c’était / je suis / c’est ...</i> </td> <td data-bbox="1825 978 1928 1137">2</td> </tr> </tbody> </table> <p>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> <p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p>	Tick	Accept	Mark	✓1	What candidate did to contact friend Award communication mark for statement in past tense of what candidate did to contact friend after train left	2	✓2	What candidate did to arrive at destination Award communication mark for statement in past tense of what candidate did to arrive at destination Allow <i>j’ai acheté un café</i> etc. and reward with communication marks (even though not exactly what the candidate did to arrive at destination)	2	✓3	Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question	2	✓4	Reaction to the events Expect opinions/emotions Do not insist on past tenses. Allow <i>j’étais / c’était / je suis / c’est ...</i>	2	✓5	Reaction to the events Expect opinions/emotions Do not insist on past tenses. Allow <i>j’étais / c’était / je suis / c’est ...</i>	2	30
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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.

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