



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FRENCH

0520/42

Paper 4 Writing

March 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.

Cambridge is publishing the mark schemes for the March 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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

This document consists of **40** 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
<p>Question 1</p>	<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>	

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1	<p>Qu'est-ce qu'il y a à l'auberge de jeunesse ? Faites une liste, en français, de 8 endroits.</p> <p>Refuse all furniture, all food, all people, all shops other than those listed Refuse camping, patinoire, rez-de-chaussée</p> <table border="1" data-bbox="378 384 1888 1364"> <thead> <tr> <th data-bbox="378 384 757 435">ACCEPT</th> <th data-bbox="757 384 1135 435">ACCEPT</th> <th data-bbox="1135 384 1514 435">ACCEPT</th> <th data-bbox="1514 384 1888 435">REFUSE</th> </tr> </thead> <tbody> <tr> <td data-bbox="378 435 757 520">ascenseur</td> <td data-bbox="757 435 1135 520">escalier</td> <td data-bbox="1135 435 1514 520">assenseur, asenseur, assanseur</td> <td data-bbox="1514 435 1888 520">élevateur, ascenser, escilater</td> </tr> <tr> <td data-bbox="378 520 757 571">bibliothèque</td> <td data-bbox="757 520 1135 571"></td> <td data-bbox="1135 520 1514 571"></td> <td data-bbox="1514 520 1888 571"></td> </tr> <tr> <td data-bbox="378 571 757 655">boutique</td> <td data-bbox="757 571 1135 655">magasin, alimentation</td> <td data-bbox="1135 571 1514 655"></td> <td data-bbox="1514 571 1888 655"></td> </tr> <tr> <td data-bbox="378 655 757 842">cantine</td> <td data-bbox="757 655 1135 842">salle à manger, cafétéria, café, restaurant</td> <td data-bbox="1135 655 1514 842">resto, self, restaurante, resturant, restuarant, salle de manger</td> <td data-bbox="1514 655 1888 842">cafeterie, cafetria, cafetière, restuarante, resturante, canteen, contine, cantin, salle à/de mange</td> </tr> <tr> <td data-bbox="378 842 757 893">cinéma</td> <td data-bbox="757 842 1135 893">théâtre</td> <td data-bbox="1135 842 1514 893">ciné</td> <td data-bbox="1514 842 1888 893"></td> </tr> <tr> <td data-bbox="378 893 757 978">court de... basket / tennis</td> <td data-bbox="757 893 1135 978">tennis tc max 2</td> <td data-bbox="1135 893 1514 978"></td> <td data-bbox="1514 893 1888 978"></td> </tr> <tr> <td data-bbox="378 978 757 1098">cuisine</td> <td data-bbox="757 978 1135 1098"></td> <td data-bbox="1135 978 1514 1098">cuizine</td> <td data-bbox="1514 978 1888 1098">cuisine, cuisinier, cusinière, cuisiner, quisine, cuizene, cuisin</td> </tr> <tr> <td data-bbox="378 1098 757 1182">dortoir</td> <td data-bbox="757 1098 1135 1182">chambre</td> <td data-bbox="1135 1098 1514 1182"></td> <td data-bbox="1514 1098 1888 1182">lit, dortitoire, internat, logement</td> </tr> <tr> <td data-bbox="378 1182 757 1233">gymnase</td> <td data-bbox="757 1182 1135 1233"></td> <td data-bbox="1135 1182 1514 1233"></td> <td data-bbox="1514 1182 1888 1233">gym</td> </tr> <tr> <td data-bbox="378 1233 757 1284">hall</td> <td data-bbox="757 1233 1135 1284">entrée, vestibule</td> <td data-bbox="1135 1233 1514 1284"></td> <td data-bbox="1514 1233 1888 1284">halle</td> </tr> <tr> <td data-bbox="378 1284 757 1364">infirmerie</td> <td data-bbox="757 1284 1135 1364">pharmacie</td> <td data-bbox="1135 1284 1514 1364"></td> <td data-bbox="1514 1284 1888 1364">infirmier/ère, hôpital</td> </tr> </tbody> </table>			ACCEPT	ACCEPT	ACCEPT	REFUSE	ascenseur	escalier	assenseur, asenseur, assanseur	élevateur, ascenser, escilater	bibliothèque				boutique	magasin, alimentation			cantine	salle à manger, cafétéria, café, restaurant	resto, self, restaurante, resturant, restuarant, salle de manger	cafeterie, cafetria, cafetière, restuarante, resturante, canteen, contine, cantin, salle à/de mange	cinéma	théâtre	ciné		court de... basket / tennis	tennis tc max 2			cuisine		cuizine	cuisine, cuisinier, cusinière, cuisiner, quisine, cuizene, cuisin	dortoir	chambre		lit, dortitoire, internat, logement	gymnase			gym	hall	entrée, vestibule		halle	infirmerie	pharmacie		infirmier/ère, hôpital	5
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	parc		park		
	parking	garage		stationnement	
	piscine		picine, pisine	piscien, pisene	
	réception	accueil, bureau, centre d'information	acceuil, buro	réceptionniste, accil, acceul	
	salle de bains	douche, salle d'eau	douch	bains, doche, dusche, doucher, baignoire, lavabos	
	salle de classe				
	salle de jeux	salle de danse, ...d'activités ...de sport	... de jouets/jouer salle à jouer	salle de joue, tennis de table, ping-pong	
	salon	(salle de) séjour, salle			
	terrain de... sports / de foot	max 2		club de... centre de...	
	toilettes	cabinet, w.c.	toilete, toilette(s)	toilet, toilet	
	vestiaire				
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: <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.	

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2	<p>Les vêtements</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</i> et <i>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

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✓4	<p>Quels vêtements voudriez-vous porter à l'école ? Pourquoi ?</p> <p>EXPECT: conditional / future je voudrais porter / mettre un jean je voudrais porter l'uniforme je porterais une jupe</p> <p>REWARD: je veux porter un jean but max 4 for Accuracy je voudrais porter mes (propres) vêtements</p> <p>je ne voudrais pas porter l'uniforme = 0 je voudrais un t-shirt et un jean = 0 (parce que) je sens... = 0</p> <p>Exact repetition of opinion given for Tick 2 = 0 c'est confortable, c'est très confortable, c'est assez confortable: REWARD the first two only</p> <p>Remember rule that reasons are to be rewarded even if main statement is incorrect or missing.</p>					

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	<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 1)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="360 453 1816 1155"> <tbody> <tr> <td data-bbox="360 453 443 624">5</td> <td data-bbox="443 453 1816 624">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="360 624 443 746">4</td> <td data-bbox="443 624 1816 746">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="360 746 443 887">3</td> <td data-bbox="443 746 1816 887">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="360 887 443 984">2</td> <td data-bbox="443 887 1816 984">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="360 984 443 1074">1</td> <td data-bbox="443 984 1816 1074">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="360 1074 443 1155">0</td> <td data-bbox="443 1074 1816 1155">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.	
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.													

Question	Answer	Marks						
<p>Question 3</p> <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="174 794 1971 948"> <tbody> <tr> <td data-bbox="174 794 327 845">2 ticks</td> <td data-bbox="327 794 1971 845">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="174 845 327 896">1 tick</td> <td data-bbox="327 845 1971 896">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="174 896 327 948">0 ticks</td> <td data-bbox="327 896 1971 948">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(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.</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
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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 (<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="159 1209 1765 1241">^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="159 1241 1592 1273">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1451 1310 2074 1442" 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 data-bbox="360 217 600 245"><i>Le cinéma et moi</i></p> <p data-bbox="360 285 1440 314"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="387 347 1888 1279"> <thead> <tr> <th data-bbox="387 347 488 395">Tick</th> <th data-bbox="488 347 1787 395">Accept</th> <th data-bbox="1787 347 1888 395">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="387 395 488 651">✓1</td> <td data-bbox="488 395 1787 651"> <p data-bbox="499 408 1447 437">Quand est-ce que vous êtes allé(e) au cinéma pour la dernière fois ?</p> <p data-bbox="499 480 1440 541">je suis allé au cinéma / j'ai regardé / vu un film (au cinéma)... samedi dernier / hier / le 23 février / pour mon anniversaire / il y a 2 jours</p> <p data-bbox="499 580 1021 641">le dernier week-end / le dernier lundi = 1 récemment = 1</p> </td> <td data-bbox="1787 395 1888 651">2</td> </tr> <tr> <td data-bbox="387 651 488 1279">✓2</td> <td data-bbox="488 651 1787 1279"> <p data-bbox="499 663 1274 692">Dites ce que vous avez pensé du film que vous avez vu.</p> <p data-bbox="499 732 1021 761">j'ai pensé que le film est intéressant = 1</p> <p data-bbox="499 801 685 861">c'était bien = 1 c'était mal = 0</p> <p data-bbox="499 901 1111 930">c'était romantique / le film était romantique = 2</p> <p data-bbox="499 938 562 967">BUT</p> <p data-bbox="499 975 1424 1003">c'était un film romantique / un film d'horreur = 0 (these are not opinions)</p> <p data-bbox="499 1043 1207 1168">c'était plus long = 1 il y avait plus de violence for beaucoup de violence = 1 le film est magnifique = 1 le film est ennuyeux = 1 (see Question 2)</p> <p data-bbox="499 1208 797 1268">c'est bien = 0 mis-spellings: actor = 0</p> </td> <td data-bbox="1787 651 1888 1279">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="499 408 1447 437">Quand est-ce que vous êtes allé(e) au cinéma pour la dernière fois ?</p> <p data-bbox="499 480 1440 541">je suis allé au cinéma / j'ai regardé / vu un film (au cinéma)... samedi dernier / hier / le 23 février / pour mon anniversaire / il y a 2 jours</p> <p data-bbox="499 580 1021 641">le dernier week-end / le dernier lundi = 1 récemment = 1</p>	2	✓2	<p data-bbox="499 663 1274 692">Dites ce que vous avez pensé du film que vous avez vu.</p> <p data-bbox="499 732 1021 761">j'ai pensé que le film est intéressant = 1</p> <p data-bbox="499 801 685 861">c'était bien = 1 c'était mal = 0</p> <p data-bbox="499 901 1111 930">c'était romantique / le film était romantique = 2</p> <p data-bbox="499 938 562 967">BUT</p> <p data-bbox="499 975 1424 1003">c'était un film romantique / un film d'horreur = 0 (these are not opinions)</p> <p data-bbox="499 1043 1207 1168">c'était plus long = 1 il y avait plus de violence for beaucoup de violence = 1 le film est magnifique = 1 le film est ennuyeux = 1 (see Question 2)</p> <p data-bbox="499 1208 797 1268">c'est bien = 0 mis-spellings: actor = 0</p>	2	30
Tick	Accept	Mark									
✓1	<p data-bbox="499 408 1447 437">Quand est-ce que vous êtes allé(e) au cinéma pour la dernière fois ?</p> <p data-bbox="499 480 1440 541">je suis allé au cinéma / j'ai regardé / vu un film (au cinéma)... samedi dernier / hier / le 23 février / pour mon anniversaire / il y a 2 jours</p> <p data-bbox="499 580 1021 641">le dernier week-end / le dernier lundi = 1 récemment = 1</p>	2									
✓2	<p data-bbox="499 663 1274 692">Dites ce que vous avez pensé du film que vous avez vu.</p> <p data-bbox="499 732 1021 761">j'ai pensé que le film est intéressant = 1</p> <p data-bbox="499 801 685 861">c'était bien = 1 c'était mal = 0</p> <p data-bbox="499 901 1111 930">c'était romantique / le film était romantique = 2</p> <p data-bbox="499 938 562 967">BUT</p> <p data-bbox="499 975 1424 1003">c'était un film romantique / un film d'horreur = 0 (these are not opinions)</p> <p data-bbox="499 1043 1207 1168">c'était plus long = 1 il y avait plus de violence for beaucoup de violence = 1 le film est magnifique = 1 le film est ennuyeux = 1 (see Question 2)</p> <p data-bbox="499 1208 797 1268">c'est bien = 0 mis-spellings: actor = 0</p>	2									

Question	Answer		Marks
	Tick	Accept	Mark
	✓3	<p>Dites quelle sorte de films vous n'aimez pas.</p> <p>je n'aime pas les films policiers = 2 je n'aime pas les films violents = 2</p> <p>je n'aime pas les films de Truffaut / Depardieu / James Bond = 1</p> <p>je n'aime pas James Bond / Jaws = 0</p> <p>...les films romantique = 2 ...les films d'aventure = 1 ...les films d'horror / les romances / les animés / les bandes dessinés = 0</p>	2
	✓4	<p>Expliquez pourquoi.</p> <p>ils sont ennuyeux = 2</p> <p>c'est ennuyeux = 1</p> <p>c'est ennuyé / annuyeux = 0 je ne sais pas pourquoi = 0</p>	2
	✓5	<p>Quels sont les avantages ou les inconvénients de voir les films dans une salle de cinéma ?</p> <p>c'est plus confortable qu'à la maison = 2 on peut réserver des places = 2</p> <p>la chaise est confortable = 1 c'est plus confortable à la maison = 1</p> <p>la place est confortable = 0 je suis confortable au cinéma = 0 la télévision for l'écran = 0</p>	2

Question	Answer	Marks												
	<p><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="383 284 1895 619"> <thead> <tr> <th data-bbox="383 284 629 363">Communication point</th> <th data-bbox="629 284 1895 363">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 363 629 416">1</td> <td data-bbox="629 363 1895 416">Past</td> </tr> <tr> <td data-bbox="383 416 629 469">2</td> <td data-bbox="629 416 1895 469">Past but a present could be used appropriately</td> </tr> <tr> <td data-bbox="383 469 629 521">3</td> <td data-bbox="629 469 1895 521">Present</td> </tr> <tr> <td data-bbox="383 521 629 574">4</td> <td data-bbox="629 521 1895 574">Present</td> </tr> <tr> <td data-bbox="383 574 629 619">5</td> <td data-bbox="629 574 1895 619">Present</td> </tr> </tbody> </table> <p><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 but a present could be used appropriately	3	Present	4	Present	5	Present	
Communication point	For Verbs, accept:													
1	Past													
2	Past but a present could be used appropriately													
3	Present													
4	Present													
5	Present													

Question	Answer	Marks												
3(b)	<p>Mes ambitions</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above</p> <table border="1" data-bbox="387 352 1888 1197"> <thead> <tr> <th data-bbox="387 352 488 400">Tick</th> <th data-bbox="488 352 1787 400">Accept</th> <th data-bbox="1787 352 1888 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="387 400 488 624">✓1</td> <td data-bbox="488 400 1787 624"> <p>Dites où vous êtes né(e)...</p> <p>je suis né... en / à...</p> <p>en français = 0</p> <p>j'ai toujours habité en Inde = 0</p> </td> <td data-bbox="1787 400 1888 624">2</td> </tr> <tr> <td data-bbox="387 624 488 943">✓2</td> <td data-bbox="488 624 1787 943"> <p>et dans quel(s) pays vous avez fait vos études.</p> <p>j'ai fait mes études... / j'ai étudié... en Inde = 2</p> <p>j'ai fait mes études ici / là-bas = 2</p> <p>j'ai fait mes études à Paris = 2</p> <p>je fais mes études en Inde depuis 10 ans = 2</p> <p>je fais mes études en Inde = 1</p> <p>j'étude en Inde = 0</p> </td> <td data-bbox="1787 624 1888 943">2</td> </tr> <tr> <td data-bbox="387 943 488 1197">✓3</td> <td data-bbox="488 943 1787 1197"> <p>À votre avis, les langues vivantes sont-elles utiles ? Expliquez pourquoi / pourquoi pas.</p> <p>Accept substitution of specific languages for 'langues vivantes'.</p> <p>il est facile de communiquer (avec les autres) = 2</p> <p>c'est facile à apprendre = 0</p> </td> <td data-bbox="1787 943 1888 1197">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>Dites où vous êtes né(e)...</p> <p>je suis né... en / à...</p> <p>en français = 0</p> <p>j'ai toujours habité en Inde = 0</p>	2	✓2	<p>et dans quel(s) pays vous avez fait vos études.</p> <p>j'ai fait mes études... / j'ai étudié... en Inde = 2</p> <p>j'ai fait mes études ici / là-bas = 2</p> <p>j'ai fait mes études à Paris = 2</p> <p>je fais mes études en Inde depuis 10 ans = 2</p> <p>je fais mes études en Inde = 1</p> <p>j'étude en Inde = 0</p>	2	✓3	<p>À votre avis, les langues vivantes sont-elles utiles ? Expliquez pourquoi / pourquoi pas.</p> <p>Accept substitution of specific languages for 'langues vivantes'.</p> <p>il est facile de communiquer (avec les autres) = 2</p> <p>c'est facile à apprendre = 0</p>	2	30
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✓1	<p>Dites où vous êtes né(e)...</p> <p>je suis né... en / à...</p> <p>en français = 0</p> <p>j'ai toujours habité en Inde = 0</p>	2												
✓2	<p>et dans quel(s) pays vous avez fait vos études.</p> <p>j'ai fait mes études... / j'ai étudié... en Inde = 2</p> <p>j'ai fait mes études ici / là-bas = 2</p> <p>j'ai fait mes études à Paris = 2</p> <p>je fais mes études en Inde depuis 10 ans = 2</p> <p>je fais mes études en Inde = 1</p> <p>j'étude en Inde = 0</p>	2												
✓3	<p>À votre avis, les langues vivantes sont-elles utiles ? Expliquez pourquoi / pourquoi pas.</p> <p>Accept substitution of specific languages for 'langues vivantes'.</p> <p>il est facile de communiquer (avec les autres) = 2</p> <p>c'est facile à apprendre = 0</p>	2												

Question	Answer		Marks
	Tick	Accept	Mark
	✓4	<p>Décrivez vos ambitions en ce qui concerne le travail.</p> <p>mon rêve est de travailler comme médecin je voudrais devenir acteur je voudrais être informaticien j'aimerais travailler avec les enfants je veux travailler dans une école</p> <p>je voudrais travailler en Australie / au Japon / en Europe = 2 je voudrais travailler à l'étranger = 0 (provided in Task 5)</p> <p>mes ambitions sont très simples = 1</p> <p>je suis ambitieux = 0 actor / doctor / professor = 0 medecine / medicine = 0</p>	2
	✓5	<p>À l'avenir, voudriez-vous vivre et travailler à l'étranger ? Pourquoi / pourquoi pas ?</p> <p>je voudrais vivre et travailler à l'étranger pour voir / découvrir / apprendre... = 2 je voulais vivre et travailler à l'étranger pour voir / découvrir / apprendre... = 1</p> <p>je voudrais vivre et travailler en Inde parce que ma famille habite ici = 2</p> <p>Tick 4 and Tick 5 combined: <i>je voudrais travailler en Australie (2) pour découvrir la flore la faune</i> (1)</p>	2

Question	Answer	Marks												
	<p data-bbox="360 217 1509 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="383 284 1895 619"> <thead> <tr> <th data-bbox="383 284 629 363">Communication point</th> <th data-bbox="629 284 1895 363">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 363 629 416">1</td> <td data-bbox="629 363 1895 416">Past</td> </tr> <tr> <td data-bbox="383 416 629 469">2</td> <td data-bbox="629 416 1895 469">Past but a present may be applicable if they say they are still studying</td> </tr> <tr> <td data-bbox="383 469 629 521">3</td> <td data-bbox="629 469 1895 521">Present</td> </tr> <tr> <td data-bbox="383 521 629 574">4</td> <td data-bbox="629 521 1895 574">Present / Future</td> </tr> <tr> <td data-bbox="383 574 629 619">5</td> <td data-bbox="629 574 1895 619">Present / Future</td> </tr> </tbody> </table> <p data-bbox="360 657 1559 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 but a present may be applicable if they say they are still studying	3	Present	4	Present / Future	5	Present / Future	
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3	Present													
4	Present / Future													
5	Present / Future													

Question	Answer	Marks									
3(c)	<p data-bbox="360 217 696 245"><i>Une soirée inoubliable !</i></p> <p data-bbox="360 285 1442 314"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="387 352 1888 1179"> <thead> <tr> <th data-bbox="387 352 488 400">Tick</th> <th data-bbox="488 352 1787 400">Accept</th> <th data-bbox="1787 352 1888 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="387 400 488 756">✓1</td> <td data-bbox="488 400 1787 756"> <p data-bbox="499 411 1357 440">Dites ce que votre frère et ses amis ont fait pendant la soirée.</p> <p data-bbox="499 480 992 544">tout le monde a bu = 2 ils ont joué au foot dans la cuisine = 2</p> <p data-bbox="499 584 960 679">REWARD separately: ses amis ont mangé de la pizza = 1 mon frère a bu de l'alcool = 1</p> <p data-bbox="499 719 882 748">il y avait un match de foot = 0</p> </td> <td data-bbox="1787 400 1888 756">2</td> </tr> <tr> <td data-bbox="387 756 488 1179">✓2</td> <td data-bbox="488 756 1787 1179"> <p data-bbox="499 767 882 798">Dites ce que vous avez fait.</p> <p data-bbox="499 837 999 933">je suis allé à ma chambre j'ai regardé la télé je ne suis pas resté dans ma chambre</p> <p data-bbox="499 973 757 1002">j'ai appelé ma mère</p> <p data-bbox="499 1042 837 1106">je suis tombée j'ai ramassé les bouteilles</p> <p data-bbox="499 1145 882 1174">In absence of <i>je</i> reward <i>nous</i></p> </td> <td data-bbox="1787 756 1888 1179">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="499 411 1357 440">Dites ce que votre frère et ses amis ont fait pendant la soirée.</p> <p data-bbox="499 480 992 544">tout le monde a bu = 2 ils ont joué au foot dans la cuisine = 2</p> <p data-bbox="499 584 960 679">REWARD separately: ses amis ont mangé de la pizza = 1 mon frère a bu de l'alcool = 1</p> <p data-bbox="499 719 882 748">il y avait un match de foot = 0</p>	2	✓2	<p data-bbox="499 767 882 798">Dites ce que vous avez fait.</p> <p data-bbox="499 837 999 933">je suis allé à ma chambre j'ai regardé la télé je ne suis pas resté dans ma chambre</p> <p data-bbox="499 973 757 1002">j'ai appelé ma mère</p> <p data-bbox="499 1042 837 1106">je suis tombée j'ai ramassé les bouteilles</p> <p data-bbox="499 1145 882 1174">In absence of <i>je</i> reward <i>nous</i></p>	2	30
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Question	Answer		Marks
	Tick	Accept	Mark
	✓3	<p>Décrivez le désordre dans la maison à la fin de la soirée.</p> <p>la maison était sale la maison était comme une poubelle il y avait beaucoup de bouteilles par terre il y avait de la nourriture sur le tapis (may occur in earlier paragraph)</p> <p>la maison était une poubelle = 1 la maison était en désordre = 0</p>	2
	✓4	<p>Donnez vos réactions...</p> <p>j'étais triste / fâché...</p> <p>reaction of writer can occur anywhere</p> <p>nous nous sommes fâchés = 2 for either Task 4 or Task 5</p> <p>j'ai commencé à nettoyer la maison (if not used for Task 2)</p> <p>j'ai eu mal au cœur = 2 j'avais mal à la tête = 2 c'était affreux = 2</p> <p>c'était (vraiment) une soirée inoubliable / une mauvaise idée = 0</p>	2
	✓5	<p>...et les réactions de vos parents aux événements.</p> <p>mes parents étaient en colère mes parents se sont fâchés mes parents les ont grondés (tolerate incorrect direct / indirect object pronoun) mes parents ont puni mon frère ils ont commencé à nettoyer la maison</p>	2

Question	Answer	Marks												
	<p data-bbox="360 220 1509 252"><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="383 288 1895 624"> <thead> <tr> <th data-bbox="383 288 629 368">Communication point</th> <th data-bbox="629 288 1895 368">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 368 629 424">1</td> <td data-bbox="629 368 1895 424">Past</td> </tr> <tr> <td data-bbox="383 424 629 480">2</td> <td data-bbox="629 424 1895 480">Past</td> </tr> <tr> <td data-bbox="383 480 629 536">3</td> <td data-bbox="629 480 1895 536">Past</td> </tr> <tr> <td data-bbox="383 536 629 584">4</td> <td data-bbox="629 536 1895 584">Present if used appropriately...expect the past</td> </tr> <tr> <td data-bbox="383 584 629 624">5</td> <td data-bbox="629 584 1895 624">Past</td> </tr> </tbody> </table> <p data-bbox="360 660 1559 692"><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	Present if used appropriately...expect the past	5	Past	
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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.

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, e.g. <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...</i> / <i>Je habite...</i> = 2 for communication in spite of missing elision	<i>Je aime</i> / <i>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</i> / <i>J'apelle</i> / <i>J'apele</i> / <i>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 (wrong tense) 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'aille en France</i> <i>Je vas en France</i></p> <p>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'éte triste</i> <i>Ils avons pleure</i></p> <p>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 = tick for verb</i></p>
	<p>Task: what will you do <u>next</u> year. Candidate writes: <i>L'an <u>dernier</u> je voyage en France = 1 for communication</i> <i>L'an <u>dernier</u> je vais voyager en France = 1 for communication</i> <i>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)</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>

	<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'aillait en ville</i> = 0 for communication (<i>aillait</i> is not any part of the verb <i>aller</i>)
(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: <i>J'aim le tennis</i> = 1 for communication (phonetic version of the incorrect tense (<i>j'aime</i>) of an appropriate verb)	<i>J'amie (le tennis)</i> = 0 for communication (<i>amie</i> is not any form/part/tense of the verb <i>aimer</i>)
	Task is to say how s/he got home. Candidate writes: <i>Je prennez le bus</i> = 1 for communication (phonetic version of an incorrect part/tense (<i>Je prenez</i>) of an appropriate verb)	<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>)
(iii)	Use of <i>être</i> as the auxiliary when <i>avoir</i> would be correct: award 1 communication mark (see also A (v))	
	<i>Je suis mangé la pomme</i> = 1	
(iv)	Use of <i>être</i> instead of <i>avoir</i> in some clearly defined idiomatic phrases: award 1 communication mark	
	<i>J'étais peur</i> = 1 <i>J'étais soif</i> = 1 <i>J'étais faim</i> = 1 <i>Elle était cinq ans</i> = 1	(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</i> = 0 <i>J'avais fatigué</i> = 0 <i>J'avais malade</i> = 0
(v)	Manger, nager, ranger etc – 'e' missing from <i>nous</i> form and imperfect: award 1 communication mark	
	<i>Je mangais des pommes</i> = 1 (no tick for the verb) <i>Nous nagons après l'école</i> = 1 (no tick for the verb)	<i>Je mang des pommes</i> = 0

(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>il et (venu me voir)</i> <i>je return(e) etc (accept returner for retourner)</i> <i>je s'appelle (Carole)</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
(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 = 1 for communication	
	<i>Je n'aime la biologie</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 = 0 for communication</i> <i>je promenade mon chien = 0 for communication</i> <i>il pluie = 0 for communication</i>	However, <i>je travail à l'école (in response to Qu'est-ce que vous faites à l'école?) = 2 for communication because travail works phonetically</i>
(ii)	The verb attempted delivers a message different from the desired one = 0 for communication	
	<i>mon père a un prof for mon père est prof = 0 for communication</i> <i>j'ai travaillé en Australie for j'ai voyagé en Australie = 0 for communication</i> <i>il pleure for il pleut = 0 for communication</i>	
(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 = 0 for communication (aillait is not any part of the verb aller)</i> <i>Je prendais le bus = 0 for communication (prendais is not any part of the verb 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 = 0 for communication</i>	