



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FRENCH

0520/43

Paper 4 Writing

May/June 2018

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

IGCSE™ is a registered trademark.

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 **36** printed pages.

PUBLISHED**Generic Marking Principles**

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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>		

Question	Answer	Marks																																																															
1	<p>Les glaces. Faites une liste, en français, de 8 glaces.</p> <p>Do not accept banane – it is the example Refuse vegetables</p> <table border="1" data-bbox="353 384 1881 1366"> <thead> <tr> <th data-bbox="353 384 875 432">ACCEPT</th> <th data-bbox="875 384 1397 432">ACCEPT</th> <th data-bbox="1397 384 1881 432">REFUSE</th> </tr> </thead> <tbody> <tr> <td data-bbox="353 432 875 480">abricot</td> <td data-bbox="875 432 1397 480">apricot</td> <td data-bbox="1397 432 1881 480"></td> </tr> <tr> <td data-bbox="353 480 875 528">ananas</td> <td data-bbox="875 480 1397 528">anana / annana(s) / ananna(s)</td> <td data-bbox="1397 480 1881 528">anas / anane</td> </tr> <tr> <td data-bbox="353 528 875 576">café</td> <td data-bbox="875 528 1397 576"></td> <td data-bbox="1397 528 1881 576"></td> </tr> <tr> <td data-bbox="353 576 875 624">cassis</td> <td data-bbox="875 576 1397 624"></td> <td data-bbox="1397 576 1881 624"></td> </tr> <tr> <td data-bbox="353 624 875 671">cerise</td> <td data-bbox="875 624 1397 671">cerize</td> <td data-bbox="1397 624 1881 671">cereize / ceraise / cerese</td> </tr> <tr> <td data-bbox="353 671 875 719">chocolat</td> <td data-bbox="875 671 1397 719">chocola / chocolat(t)e</td> <td data-bbox="1397 671 1881 719">chocolade / choclat</td> </tr> <tr> <td data-bbox="353 719 875 767">citron / citron vert / limon</td> <td data-bbox="875 719 1397 767"></td> <td data-bbox="1397 719 1881 767"></td> </tr> <tr> <td data-bbox="353 767 875 815">fraise</td> <td data-bbox="875 767 1397 815"></td> <td data-bbox="1397 767 1881 815">frais / freize / freise / fresse / frises</td> </tr> <tr> <td data-bbox="353 815 875 863">framboise / fruits rouges</td> <td data-bbox="875 815 1397 863">famboise</td> <td data-bbox="1397 815 1881 863"></td> </tr> <tr> <td data-bbox="353 863 875 911">kiwi</td> <td data-bbox="875 863 1397 911"></td> <td data-bbox="1397 863 1881 911"></td> </tr> <tr> <td data-bbox="353 911 875 959">mangue</td> <td data-bbox="875 911 1397 959"></td> <td data-bbox="1397 911 1881 959">mange / mango</td> </tr> <tr> <td data-bbox="353 959 875 1007">melon / pastèque / melon d'eau</td> <td data-bbox="875 959 1397 1007"></td> <td data-bbox="1397 959 1881 1007"></td> </tr> <tr> <td data-bbox="353 1007 875 1054">nectarine</td> <td data-bbox="875 1007 1397 1054"></td> <td data-bbox="1397 1007 1881 1054"></td> </tr> <tr> <td data-bbox="353 1054 875 1102">orange</td> <td data-bbox="875 1054 1397 1102"></td> <td data-bbox="1397 1054 1881 1102"></td> </tr> <tr> <td data-bbox="353 1102 875 1150">pamplemousse</td> <td data-bbox="875 1102 1397 1150"></td> <td data-bbox="1397 1102 1881 1150"></td> </tr> <tr> <td data-bbox="353 1150 875 1198">pêche</td> <td data-bbox="875 1150 1397 1198"></td> <td data-bbox="1397 1150 1881 1198"></td> </tr> <tr> <td data-bbox="353 1198 875 1246">pistache</td> <td data-bbox="875 1198 1397 1246"></td> <td data-bbox="1397 1198 1881 1246">pistachio(e)</td> </tr> <tr> <td data-bbox="353 1246 875 1294">poire</td> <td data-bbox="875 1246 1397 1294">poir</td> <td data-bbox="1397 1246 1881 1294"></td> </tr> <tr> <td data-bbox="353 1294 875 1342">pomme (rouge / verte)</td> <td data-bbox="875 1294 1397 1342"></td> <td data-bbox="1397 1294 1881 1342"></td> </tr> <tr> <td data-bbox="353 1342 875 1390">vanille</td> <td data-bbox="875 1342 1397 1390">vanilla</td> <td data-bbox="1397 1342 1881 1390">vainile / vainille</td> </tr> </tbody> </table> <p data-bbox="1496 1401 1906 1433" style="text-align: right;">Total for Question 1: 5 marks</p>	ACCEPT	ACCEPT	REFUSE	abricot	apricot		ananas	anana / annana(s) / ananna(s)	anas / anane	café			cassis			cerise	cerize	cereize / ceraise / cerese	chocolat	chocola / chocolat(t)e	chocolade / choclat	citron / citron vert / limon			fraise		frais / freize / freise / fresse / frises	framboise / fruits rouges	famboise		kiwi			mangue		mange / mango	melon / pastèque / melon d'eau			nectarine			orange			pamplemousse			pêche			pistache		pistachio(e)	poire	poir		pomme (rouge / verte)			vanille	vanilla	vainile / vainille	5
ACCEPT	ACCEPT	REFUSE																																																															
abricot	apricot																																																																
ananas	anana / annana(s) / ananna(s)	anas / anane																																																															
café																																																																	
cassis																																																																	
cerise	cerize	cereize / ceraise / cerese																																																															
chocolat	chocola / chocolat(t)e	chocolade / choclat																																																															
citron / citron vert / limon																																																																	
fraise		frais / freize / freise / fresse / frises																																																															
framboise / fruits rouges	famboise																																																																
kiwi																																																																	
mangue		mange / mango																																																															
melon / pastèque / melon d'eau																																																																	
nectarine																																																																	
orange																																																																	
pamplemousse																																																																	
pêche																																																																	
pistache		pistachio(e)																																																															
poire	poir																																																																
pomme (rouge / verte)																																																																	
vanille	vanilla	vainile / vainille																																																															

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.	

Question	Answer	Marks
2	<p><i>Chez moi</i></p> <p><u>2.1: Award a mark out of 10 for Communication</u></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> • Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score. • See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning. • For language other than verbs, use ‘rules’ in Question 1: look alike, sound alike, etc. • Misplaced adjectives, negatives and adverbs will not usually compromise communication. <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> • <i>elle <u>a</u> les cheveux noirs avec de beaux yeux et une petite bouche (1 verb, therefore treat as list of 3 items)</i> • <i>elle <u>a</u> les cheveux noirs, <u>est</u> de taille moyenne, et elle <u>est</u> jolie (3 verbs therefore each piece of information can score a separate communication mark)</i> <p>(vi) Only reward each piece of information once, e.g. <i>elle est super</i> cannot score both as description and reason for liking (<i>elle est super et sa musique est super</i> can both be rewarded as they each contain a different extra detail).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>	15

Question	Answer		Marks
2	Tick	Accept	
	✓1	<p>Donnez des détails sur votre maison/appartement.</p> <p>REWARD any statement relating to location, accommodation, appearance</p> <p>La maison est petite Elle est vieille La maison est à la campagne J'ai une belle maison J'habite dans une maison blanche J'habite dans un appart Chez moi c'est grand (accept any relevant adjective) C'est la maison de mon grand-père</p> <p>Il y a une cuisine, deux chambres, une salle de bains etc. (see list rule) La maison comporte...</p> <p>Refuse references to family living there La maison consiste = 0 Chez moi est... = 0</p>	
✓2	<p>Décrivez ce qu'il y a près de chez vous.</p> <p>REWARD any statement relating to nearby buildings, facilities</p> <p>Il y a un jardin public Il y a des supermarchés Il y a une place pour jouer au foot</p> <p>C'est un hôpital = 0 Il y a beaucoup de choses à faire = 0</p>		

Question	Answer		Marks
2	Tick	Accept	
	✓3	<p>Quelle est votre pièce préférée chez vous ? Pourquoi ?</p> <p>REWARD any statement relating to favourite room and reasons</p> <p>J'aime ma chambre C'est confortable J'aime le jardin / le balcon / la piscine / la terrasse</p> <p>Refuse reason: où je reste Ma pièce préférée est un sofa = 0 Misuse of 'chambre': chambre de musique = 0</p>	
	✓4	<p>Qu'est-ce que vous faites pour aider pendant la semaine et le week-end ?</p> <p>REWARD any statement relating to jobs</p> <p>Je fais la cuisine J'aide ma mère dans le jardin Je range ma chambre En semaine je ne fais pas beaucoup / je ne fais rien Mon frère fait la vaisselle Nous / on travaille dans le jardin</p> <p>J'organise... = 0 Je me lave la voiture = 0</p>	
✓5	<p>Où voudriez-vous habiter après vos études ?</p> <p>REWARD any statement relating to where candidate wishes to live</p> <p>Je voudrais habiter en France / à la campagne / en ville / au bord de la mer Je voudrais rester ici</p> <p>Je voudrais aller... = 0</p>		

Question	Answer	Marks												
2	<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="338 453 1792 1155"> <tbody> <tr> <td data-bbox="338 453 416 624">5</td> <td data-bbox="416 453 1792 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="338 624 416 746">4</td> <td data-bbox="416 624 1792 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="338 746 416 885">3</td> <td data-bbox="416 746 1792 885">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="338 885 416 983">2</td> <td data-bbox="416 885 1792 983">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="338 983 416 1072">1</td> <td data-bbox="416 983 1792 1072">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="338 1072 416 1155">0</td> <td data-bbox="416 1072 1792 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="176 794 1977 948"> <tbody> <tr> <td data-bbox="176 794 333 844">2 ticks</td> <td data-bbox="333 794 1977 844">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="176 844 333 893">1 tick</td> <td data-bbox="333 844 1977 893">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="176 893 333 948">0 ticks</td> <td data-bbox="333 893 1977 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																				
<p><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></p> <p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. For question-specific guidance, see later in this mark scheme.</p> <p>(i) Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). (ii) Place the tick so that it does not obscure the accent/tilde. (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.</p> <p style="text-align: center;">Conversion table for accurate use of Verbs (Question 3)</p> <table border="1" data-bbox="788 587 1442 1094"> <thead> <tr> <th>Number of ticks</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>18+</td> <td>8</td> </tr> <tr> <td>16,17</td> <td>7</td> </tr> <tr> <td>14,15</td> <td>6</td> </tr> <tr> <td>12,13</td> <td>5</td> </tr> <tr> <td>10,11</td> <td>4</td> </tr> <tr> <td>8,9</td> <td>3</td> </tr> <tr> <td>6,7</td> <td>2</td> </tr> <tr> <td>4,5</td> <td>1</td> </tr> <tr> <td>0,1,2,3</td> <td>0</td> </tr> </tbody> </table> <p>How to award ticks for accurate use of Verbs (Question 3):</p> <p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • both subject and verb must be correct for the verb to score a tick • verb must be in the appropriate tense to score a tick • inaccuracies in the use of accents are ignored except in the case of <i>-er</i> verbs and <i>être</i> where there must be an accent on the past participle in a compound tense, and the absence of such an accent in the present tense • do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features. 			Number of ticks	Mark	18+	8	16,17	7	14,15	6	12,13	5	10,11	4	8,9	3	6,7	2	4,5	1	0,1,2,3	0
Number of ticks	Mark																					
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
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 proffesseurs 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		
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

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

Question	Answer	Marks
Grade descriptors for Other linguistic features (Question 3)		
11–12	<ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task. 	
9–10	<ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free^{^^}. • Uses a variety of relevant vocabulary at this level. 	
7–8	<ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing. 	
5–6	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. 	
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. 	
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. 	
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. 	
<p data-bbox="165 1182 1771 1214">^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="165 1217 1599 1249">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1442 1283 2056 1417" 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><i>Ma visite dans une grande ville</i></p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="349 352 1890 1469"> <thead> <tr> <th data-bbox="349 352 479 400">Tick</th> <th data-bbox="479 352 1783 400">Accept</th> <th data-bbox="1783 352 1890 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 400 479 756">✓1</td> <td data-bbox="479 400 1783 756"> <p>Donnez des détails sur votre visite (par exemple : où ? quand ? voyage ?).</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ALLOW ANY REFERENCE TO WHERE / WHEN / JOURNEY</p> <p>J'ai voyagé en avion Je suis allé à Paris avec ma famille J'ai visité New York l'année dernière</p> <p>Je suis allé au Pérou = max 1</p> </td> <td data-bbox="1783 400 1890 756">2</td> </tr> <tr> <td data-bbox="349 756 479 975">✓2</td> <td data-bbox="479 756 1783 975"> <p>Qu'est-ce que vous avez fait dans cette ville ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ALLOW ANYTHING SENSIBLE THE CANDIDATE DID (for communication only, any past tense is acceptable)</p> <p>J'ai mangé... / J'ai visité... / j'ai acheté...</p> </td> <td data-bbox="1783 756 1890 975">2</td> </tr> <tr> <td data-bbox="349 975 479 1469">✓3</td> <td data-bbox="479 975 1783 1469"> <p>Quelles sont les différences entre cette ville et votre ville/village ?</p> <p>FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE DIFFERENCE EXPRESSED IN AN APPROPRIATE TENSE</p> <p>Ma ville est plus calme New York est plus grand Paris est moins pollué Les gens sont plus gentils</p> <p>Mon village est petit, New York est grand = 2</p> <p>Ma ville est petite tc = max 1 Paris est grand tc = max 1</p> </td> <td data-bbox="1783 975 1890 1469"></td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>Donnez des détails sur votre visite (par exemple : où ? quand ? voyage ?).</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ALLOW ANY REFERENCE TO WHERE / WHEN / JOURNEY</p> <p>J'ai voyagé en avion Je suis allé à Paris avec ma famille J'ai visité New York l'année dernière</p> <p>Je suis allé au Pérou = max 1</p>	2	✓2	<p>Qu'est-ce que vous avez fait dans cette ville ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ALLOW ANYTHING SENSIBLE THE CANDIDATE DID (for communication only, any past tense is acceptable)</p> <p>J'ai mangé... / J'ai visité... / j'ai acheté...</p>	2	✓3	<p>Quelles sont les différences entre cette ville et votre ville/village ?</p> <p>FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE DIFFERENCE EXPRESSED IN AN APPROPRIATE TENSE</p> <p>Ma ville est plus calme New York est plus grand Paris est moins pollué Les gens sont plus gentils</p> <p>Mon village est petit, New York est grand = 2</p> <p>Ma ville est petite tc = max 1 Paris est grand tc = max 1</p>		30
Tick	Accept	Mark												
✓1	<p>Donnez des détails sur votre visite (par exemple : où ? quand ? voyage ?).</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ALLOW ANY REFERENCE TO WHERE / WHEN / JOURNEY</p> <p>J'ai voyagé en avion Je suis allé à Paris avec ma famille J'ai visité New York l'année dernière</p> <p>Je suis allé au Pérou = max 1</p>	2												
✓2	<p>Qu'est-ce que vous avez fait dans cette ville ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ALLOW ANYTHING SENSIBLE THE CANDIDATE DID (for communication only, any past tense is acceptable)</p> <p>J'ai mangé... / J'ai visité... / j'ai acheté...</p>	2												
✓3	<p>Quelles sont les différences entre cette ville et votre ville/village ?</p> <p>FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE DIFFERENCE EXPRESSED IN AN APPROPRIATE TENSE</p> <p>Ma ville est plus calme New York est plus grand Paris est moins pollué Les gens sont plus gentils</p> <p>Mon village est petit, New York est grand = 2</p> <p>Ma ville est petite tc = max 1 Paris est grand tc = max 1</p>													

Question	Answer		Marks	
3(a)	✓4	<p>Qu'est-ce que vous préférez, la ville ou la campagne ? Pourquoi ?</p> <p>FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE REASON EXPRESSED IN AN APPROPRIATE TENSE</p> <p>Je préfère la campagne, c'est calme J'aime la ville, il y a beaucoup de choses à faire</p> <p>Il y a beaucoup de pollution en ville</p> <p>J'aime parce qu'il y a beaucoup de choses à faire Je n'aime pas habiter en ville parce qu'il y a trop de pollution</p> <p>... parce que Miami est trop grande = max 1</p>	2	
	✓5	<p>Voudriez-vous retourner dans cette grande ville ? Pourquoi/Pourquoi pas ?</p> <p>FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE REASON EXPRESSED IN AN APPROPRIATE TENSE: expect a future reference to returning</p> <p>Je voudrais visiter les musées Je me suis amusé C'est très beau</p> <p>Reward negative references: je ne voudrais pas retourner à... parce que c'est trop grand</p>	2	

Question	Answer	Marks												
3(a)	<p data-bbox="338 220 1485 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="349 288 1895 592"> <thead> <tr> <th data-bbox="349 288 696 336">Communication point</th> <th data-bbox="696 288 1895 336">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 336 696 384">1</td> <td data-bbox="696 336 1895 384">Past</td> </tr> <tr> <td data-bbox="349 384 696 432">2</td> <td data-bbox="696 384 1895 432">Past</td> </tr> <tr> <td data-bbox="349 432 696 480">3</td> <td data-bbox="696 432 1895 480">Appropriate tense</td> </tr> <tr> <td data-bbox="349 480 696 528">4</td> <td data-bbox="696 480 1895 528">Appropriate tense</td> </tr> <tr> <td data-bbox="349 528 696 576">5</td> <td data-bbox="696 528 1895 576">Appropriate tense</td> </tr> </tbody> </table> <p data-bbox="338 628 1534 660"><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	Appropriate tense	4	Appropriate tense	5	Appropriate tense	
Communication point	For Verbs, accept:													
1	Past													
2	Past													
3	Appropriate tense													
4	Appropriate tense													
5	Appropriate tense													

Question	Answer	Marks												
3(b)	<p data-bbox="336 213 658 245"><i>Un festival traditionnel</i></p> <p data-bbox="336 284 1420 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="349 351 1895 1197"> <thead> <tr> <th data-bbox="349 351 479 399">Tick</th> <th data-bbox="479 351 1778 399">Accept</th> <th data-bbox="1778 351 1895 399">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 399 479 686">✓1</td> <td data-bbox="479 399 1778 686"> <p data-bbox="492 411 1016 443">Dites quand et où le festival a eu lieu.</p> <p data-bbox="492 481 1671 545">FOR 2 COMMUNICATION MARKS INSIST ON A PAST TENSE. REFERENCE TO BOTH PLACE AND TIME NEEDED</p> <p data-bbox="492 584 1137 616">Je suis allé au festival au Mexique le mois dernier</p> <p data-bbox="492 647 1016 679">Je suis allé au festival à Bogota = max 1</p> </td> <td data-bbox="1778 399 1895 686">2</td> </tr> <tr> <td data-bbox="349 686 479 909">✓2</td> <td data-bbox="479 686 1778 909"> <p data-bbox="492 699 1227 730">Décrivez la partie du festival que vous avez préférée.</p> <p data-bbox="492 769 1335 833">FOR 2 COMMUNICATION MARKS INSIST ON A PAST TENSE (for communication only, any past tense is acceptable)</p> <p data-bbox="492 871 1563 903">J'ai préféré... / j'ai aimé les danses... / la musique... / les couleurs... / la nourriture</p> </td> <td data-bbox="1778 686 1895 909">2</td> </tr> <tr> <td data-bbox="349 909 479 1197">✓3</td> <td data-bbox="479 909 1778 1197"> <p data-bbox="492 922 779 954">Donnez vos raisons.</p> <p data-bbox="492 992 1406 1024">ALLOW ANY REASON EXPRESSED IN AN APPROPRIATE TENSE</p> <p data-bbox="492 1062 869 1094">C'était très beau... / animé...</p> <p data-bbox="492 1094 904 1126">J'aime la musique traditionnelle</p> <p data-bbox="492 1158 1003 1190">La nourriture mexicaine est très épicée</p> </td> <td data-bbox="1778 909 1895 1197">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="492 411 1016 443">Dites quand et où le festival a eu lieu.</p> <p data-bbox="492 481 1671 545">FOR 2 COMMUNICATION MARKS INSIST ON A PAST TENSE. REFERENCE TO BOTH PLACE AND TIME NEEDED</p> <p data-bbox="492 584 1137 616">Je suis allé au festival au Mexique le mois dernier</p> <p data-bbox="492 647 1016 679">Je suis allé au festival à Bogota = max 1</p>	2	✓2	<p data-bbox="492 699 1227 730">Décrivez la partie du festival que vous avez préférée.</p> <p data-bbox="492 769 1335 833">FOR 2 COMMUNICATION MARKS INSIST ON A PAST TENSE (for communication only, any past tense is acceptable)</p> <p data-bbox="492 871 1563 903">J'ai préféré... / j'ai aimé les danses... / la musique... / les couleurs... / la nourriture</p>	2	✓3	<p data-bbox="492 922 779 954">Donnez vos raisons.</p> <p data-bbox="492 992 1406 1024">ALLOW ANY REASON EXPRESSED IN AN APPROPRIATE TENSE</p> <p data-bbox="492 1062 869 1094">C'était très beau... / animé...</p> <p data-bbox="492 1094 904 1126">J'aime la musique traditionnelle</p> <p data-bbox="492 1158 1003 1190">La nourriture mexicaine est très épicée</p>	2	30
Tick	Accept	Mark												
✓1	<p data-bbox="492 411 1016 443">Dites quand et où le festival a eu lieu.</p> <p data-bbox="492 481 1671 545">FOR 2 COMMUNICATION MARKS INSIST ON A PAST TENSE. REFERENCE TO BOTH PLACE AND TIME NEEDED</p> <p data-bbox="492 584 1137 616">Je suis allé au festival au Mexique le mois dernier</p> <p data-bbox="492 647 1016 679">Je suis allé au festival à Bogota = max 1</p>	2												
✓2	<p data-bbox="492 699 1227 730">Décrivez la partie du festival que vous avez préférée.</p> <p data-bbox="492 769 1335 833">FOR 2 COMMUNICATION MARKS INSIST ON A PAST TENSE (for communication only, any past tense is acceptable)</p> <p data-bbox="492 871 1563 903">J'ai préféré... / j'ai aimé les danses... / la musique... / les couleurs... / la nourriture</p>	2												
✓3	<p data-bbox="492 922 779 954">Donnez vos raisons.</p> <p data-bbox="492 992 1406 1024">ALLOW ANY REASON EXPRESSED IN AN APPROPRIATE TENSE</p> <p data-bbox="492 1062 869 1094">C'était très beau... / animé...</p> <p data-bbox="492 1094 904 1126">J'aime la musique traditionnelle</p> <p data-bbox="492 1158 1003 1190">La nourriture mexicaine est très épicée</p>	2												

Question	Answer		Marks												
3(b)	Tick	Accept	Mark												
	✓4	<p>Pensez-vous que les traditions de votre pays sont importantes ? Expliquez pourquoi/pourquoi pas.</p> <p>ALLOW ANY OPINION IN A PRESENT TENSE</p> <p>C'est notre culture Ça nous apprend l'histoire de notre pays</p>	2												
✓5	<p>À quel autre festival voudriez-vous aller ?</p> <p>FOR 2 COMMUNICATION MARKS INSIST ON A FUTURE/NOTION OF FUTURE</p> <p>Je voudrais aller à un festival à... / en... ... au festival de sport / de musique / du cinéma</p> <p>Je voudrais aller au festival à / de Bogota = 1</p>	2													
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>															
<table border="1"> <thead> <tr> <th data-bbox="344 911 680 951">Communication point</th> <th data-bbox="680 911 1895 951">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 951 680 999">1</td> <td data-bbox="680 951 1895 999">Past</td> </tr> <tr> <td data-bbox="344 999 680 1046">2</td> <td data-bbox="680 999 1895 1046">Past</td> </tr> <tr> <td data-bbox="344 1046 680 1094">3</td> <td data-bbox="680 1046 1895 1094">Appropriate tense</td> </tr> <tr> <td data-bbox="344 1094 680 1142">4</td> <td data-bbox="680 1094 1895 1142">Present</td> </tr> <tr> <td data-bbox="344 1142 680 1174">5</td> <td data-bbox="680 1142 1895 1174">Future/notion of future</td> </tr> </tbody> </table>				Communication point	For Verbs, accept:	1	Past	2	Past	3	Appropriate tense	4	Present	5	Future/notion of future
Communication point	For Verbs, accept:														
1	Past														
2	Past														
3	Appropriate tense														
4	Present														
5	Future/notion of future														
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>															

Question	Answer	Marks												
3(c)	<p><i>Un week-end avec mon petit cousin/ma petite cousine</i></p> <p>Do not award marks in any category until after introduction provided on question paper, e.g. after « ... <i>mais il y a eu des problèmes ...</i> »</p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="338 453 1901 1366"> <thead> <tr> <th data-bbox="338 453 456 504">Tick</th> <th data-bbox="456 453 1787 504">Accept</th> <th data-bbox="1787 453 1901 504">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 504 456 756">✓1</td> <td data-bbox="456 504 1787 756"> <p>Racontez ce que votre cousin(e) a fait le premier jour ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS REWARD ANY DETAIL ABOUT WHAT COUSIN DID (for communication only, any past tense is acceptable)</p> <p>Mon cousin a mangé Ma cousine a joué dans le jardin</p> </td> <td data-bbox="1787 504 1901 756">2</td> </tr> <tr> <td data-bbox="338 756 456 1043">✓2</td> <td data-bbox="456 756 1787 1043"> <p>Qu'est-ce que vous avez fait pour l'amuser ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS REWARD ANY ACTIVITY (for communication only, any past tense is acceptable)</p> <p>Nous avons regardé la télévision ensemble J'ai joué au foot avec lui Je lui ai lu une histoire</p> </td> <td data-bbox="1787 756 1901 1043">2</td> </tr> <tr> <td data-bbox="338 1043 456 1366">✓3</td> <td data-bbox="456 1043 1787 1366"> <p>Qu'est-ce qui s'est passé quand vous mangiez en famille ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – LOOK FOR ANY SENSIBLE DETAIL WHICH EXPLAINS WHAT HAPPENED DURING THE MEAL (for communication only, any past tense is acceptable)</p> <p>Il a jeté son pain Elle a refusé de manger Il n'a pas mangé</p> </td> <td data-bbox="1787 1043 1901 1366">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>Racontez ce que votre cousin(e) a fait le premier jour ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS REWARD ANY DETAIL ABOUT WHAT COUSIN DID (for communication only, any past tense is acceptable)</p> <p>Mon cousin a mangé Ma cousine a joué dans le jardin</p>	2	✓2	<p>Qu'est-ce que vous avez fait pour l'amuser ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS REWARD ANY ACTIVITY (for communication only, any past tense is acceptable)</p> <p>Nous avons regardé la télévision ensemble J'ai joué au foot avec lui Je lui ai lu une histoire</p>	2	✓3	<p>Qu'est-ce qui s'est passé quand vous mangiez en famille ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – LOOK FOR ANY SENSIBLE DETAIL WHICH EXPLAINS WHAT HAPPENED DURING THE MEAL (for communication only, any past tense is acceptable)</p> <p>Il a jeté son pain Elle a refusé de manger Il n'a pas mangé</p>	2	30
Tick	Accept	Mark												
✓1	<p>Racontez ce que votre cousin(e) a fait le premier jour ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS REWARD ANY DETAIL ABOUT WHAT COUSIN DID (for communication only, any past tense is acceptable)</p> <p>Mon cousin a mangé Ma cousine a joué dans le jardin</p>	2												
✓2	<p>Qu'est-ce que vous avez fait pour l'amuser ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS REWARD ANY ACTIVITY (for communication only, any past tense is acceptable)</p> <p>Nous avons regardé la télévision ensemble J'ai joué au foot avec lui Je lui ai lu une histoire</p>	2												
✓3	<p>Qu'est-ce qui s'est passé quand vous mangiez en famille ?</p> <p>INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – LOOK FOR ANY SENSIBLE DETAIL WHICH EXPLAINS WHAT HAPPENED DURING THE MEAL (for communication only, any past tense is acceptable)</p> <p>Il a jeté son pain Elle a refusé de manger Il n'a pas mangé</p>	2												

Question	Answer		Marks
3(c)	Tick	Accept	Mark
	✓4	Vos parents ont trouvé le week-end difficile. Pourquoi ? Reward whatever detail might have caused a problem Elle pleurait tout le temps Il était méchant	2
	✓5	Quelle a été la réaction de votre cousin(e) aux événements de ce week-end ? ALLOW ANY REACTION OF COUSIN EXPRESSED IN AN APPROPRIATE TENSE Il était content Elle voulait rester chez moi	2
3(c)	<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>		
	Communication point	For Verbs, accept:	
	1	Past	
	2	Past	
	3	Past	
	4	Appropriate tense	
	5	Appropriate tense	
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>			

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'appele</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 telephone</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)

PUBLISHED

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'été 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</i> = tick for verb</p>

PUBLISHED

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

(v)	Manger, nager, ranger etc – ‘e’ missing from nous 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</i> for <i>il fait beau</i> <i>j'ai écouté un bruit</i> for <i>j'ai entendu un bruit</i> <i>c'est chaud</i> for <i>il fait chaud</i> <i>j'ai fait une promenade à l'école</i> for <i>je suis allé à l'école à pied</i> <i>j'ai regardé un accident</i> for <i>j'ai vu un accident</i>	Refuse <i>j'ai regardé pour mon sac</i> for <i>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)</i> etc (accept <i>retuner</i> for <i>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</i> = 0 for communication <i>je promenade mon chien</i> = 0 for communication <i>il pluie</i> = 0 for communication	However, <i>je travail à l'école</i> (in response to <i>Qu'est-ce que vous faites à l'école?</i>) = 2 for communication because <i>travail</i> works phonetically
(ii)	The verb attempted delivers a message different from the desired one = 0 for communication	
	<i>mon père a un prof</i> for <i>mon père est prof</i> = 0 for communication <i>j'ai travaillé en Australie</i> for <i>j'ai voyagé en Australie</i> = 0 for communication <i>il pleure</i> for <i>il pleut</i> = 0 for communication	
(iii)	The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication	
	<i>L'année prochaine j'aillait en ville</i> = 0 for communication (<i>aillait</i> is not any part of the verb <i>aller</i>) <i>Je prendais le bus</i> = 0 for communication (<i>prendais</i> is not any part of the verb <i>prendre</i>) <i>J'amie (le tennis)</i> <i>J'alle au cinema</i> <i>Je m'apple Carole</i>	
(iv)	There are two subjects = 0 for communication	
	<i>il j'aime</i> = 0 for communication	