



Cambridge IGCSE™

FRENCH

0520/43

Paper 4 Writing

October/November 2020

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.

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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 | Mes cadeaux d'anniversaire | | | 5 |
| | Faites une liste, en français , de 8 cadeaux que vous voulez pour votre anniversaire. | | | |
| | ACCEPT | ACCEPT | REFUSE | |
| | argent | | agent | |
| | baskets / tennis | baskette / tenis | | |
| | bonbons / chocolat | bon bons | chocolate | |
| | chaussettes | chaucette / chausett / chausset / chossette | chasutte / chaussée / chosette | |
| | chaussures | chaussuere / chausure / chossure | chausser / chassure / chasseurs / chausseur(e) / chausseuse / chosure / chaussée | |
| | fleurs / plante | fleure | | |
| | gâteau | | gâteau | |
| | livre / BD / roman | liver | lirves | |
| | ordinateur / ordi | | ordinator | |
| | parapluie / parasol | | | |
| | parfum / eau de toilette | parfume | perfume | |
| | portable / iPad / mobile / téléphone | | | |
| | portefeuille / porte-monnaie | | | |
| | pull / sweat / tricot | | pule | |
| sac | sack | | | |
| vélo / bicyclette | | | | |
| vêtements | vêtements | | | |
| Total for Question 1: 5 marks | | | | |

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| 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>Mes loisirs</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 |

| Question | Answer | | Marks |
|----------|---|---|-------|
| 2 | Tick | Accept | |
| | ✓1 | <p>Quels sont vos loisirs préférés ?</p> <p>Reward any statement relating to candidates' favourite pastimes.</p> <p>Mes loisirs préférés sont le basket et le volley J'aime lire Je joue au foot</p> <p>J'adore jouer au foot tous les jours ✓1✓1 if no qualifying statement for ✓2</p> | |
| | ✓2 | <p>Quand faites-vous ces activités ?</p> <p>Reward any statement relating to when candidates do their pastimes.</p> <p>Je tricote le soir J'aime lire en hiver Je les fais quand j'ai du temps libre Je fais du dessin tous les jours Je pratique le surf au moins deux fois par semaine Nous allons deux fois par semaine pour jouer dans le parc</p> <p>J'aime jouer aux jeux-vidéos avec mes amis souvent ✓2✓2 if no qualifying statement for ✓3</p> | |
| ✓3 | <p>Avec qui aimez-vous passer votre temps libre ?</p> <p>Reward any statement relating to with whom the candidate likes to spend their free time.</p> <p>J'aime passer mon temps libre avec mes amis</p> <p>Refuse votre / vos temps libre</p> | | |

| Question | Answer | | Marks |
|----------|--------|---|-------|
| 2 | ✓4 | <p>Préférez-vous être dehors ou à l'intérieur ? Expliquez pourquoi.</p> <p>Reward any statement relating to whether candidates prefer to be inside or outside. Reward any statement relating to the candidates' choice.</p> <p>Je préfère être à l'intérieur ✓4 parce qu'il y a moins de bruit ✓4 ...parce que j'habite en Malaisie où il fait chaud ✓4</p> <p>Je préfère rester à/dans la maison ✓4 parce que c'est plus confortable ✓4</p> | |
| | ✓5 | <p>Expliquez quelles <u>nouvelles</u> activités vous aimeriez faire à l'avenir.</p> <p>Reward any statement relating to what new pastimes the candidates would like to do in the future.</p> <p>Je voudrais chanter ✓5 et jouer de la guitare ✓5 Je voudrais essayer le dessin et la cuisine ✓5</p> <p>...parce que je voudrais rester en forme ✓5</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 I)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="327 453 1783 1155"> <tbody> <tr> <td data-bbox="327 453 405 624">5</td> <td data-bbox="409 453 1783 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="327 627 405 746">4</td> <td data-bbox="409 627 1783 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="327 750 405 885">3</td> <td data-bbox="409 750 1783 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="327 888 405 986">2</td> <td data-bbox="409 888 1783 986">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="327 989 405 1070">1</td> <td data-bbox="409 989 1783 1070">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="327 1074 405 1155">0</td> <td data-bbox="409 1074 1783 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="174 794 331 842">2 ticks</td> <td data-bbox="331 794 1971 842">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="174 842 331 890">1 tick</td> <td data-bbox="331 842 1971 890">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="174 890 331 948">0 ticks</td> <td data-bbox="331 890 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 |
|----------|--------|-------|
|----------|--------|-------|

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 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 (✓) | | «llya» (✓) 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 flawless. • 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 1182 1765 1214">^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="159 1214 1592 1246">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1451 1283 2074 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>Une fête de famille</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="331 352 1946 1190"> <thead> <tr> <th data-bbox="331 352 445 416">Tick</th> <th data-bbox="445 352 1832 416">Accept</th> <th data-bbox="1832 352 1946 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 419 445 786">✓1</td> <td data-bbox="445 419 1832 786"> <p>Décrivez où <u>et</u> quand la fête a eu lieu.</p> <p>Candidates to describe where and when the party took place.</p> <p>La fête a eu lieu chez moi samedi dernier</p> <p>La fête a eu lieu au restaurant ✓1</p> <p>La fête a eu lieu dimanche ✓1</p> <p>If the details are in two separate sentences, the verb must be correct in each statement</p> </td> <td data-bbox="1832 419 1946 786">2</td> </tr> <tr> <td data-bbox="331 790 445 1190">✓2</td> <td data-bbox="445 790 1832 1190"> <p>Qu'est-ce que les invités ont fait pendant la fête ?</p> <p>Candidates to describe what the guests did during the party.</p> <p>Les invités ont dansé</p> <p>Nous avons mangé</p> <p>On a dansé</p> <p>Les invités ont chanté</p> <p>Mon père a chanté</p> <p>J'ai parlé à mon oncle ✓2</p> </td> <td data-bbox="1832 790 1946 1190">2</td> </tr> </tbody> </table> | | Tick | Accept | Mark | ✓1 | <p>Décrivez où <u>et</u> quand la fête a eu lieu.</p> <p>Candidates to describe where and when the party took place.</p> <p>La fête a eu lieu chez moi samedi dernier</p> <p>La fête a eu lieu au restaurant ✓1</p> <p>La fête a eu lieu dimanche ✓1</p> <p>If the details are in two separate sentences, the verb must be correct in each statement</p> | 2 | ✓2 | <p>Qu'est-ce que les invités ont fait pendant la fête ?</p> <p>Candidates to describe what the guests did during the party.</p> <p>Les invités ont dansé</p> <p>Nous avons mangé</p> <p>On a dansé</p> <p>Les invités ont chanté</p> <p>Mon père a chanté</p> <p>J'ai parlé à mon oncle ✓2</p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | |
| ✓1 | <p>Décrivez où <u>et</u> quand la fête a eu lieu.</p> <p>Candidates to describe where and when the party took place.</p> <p>La fête a eu lieu chez moi samedi dernier</p> <p>La fête a eu lieu au restaurant ✓1</p> <p>La fête a eu lieu dimanche ✓1</p> <p>If the details are in two separate sentences, the verb must be correct in each statement</p> | 2 | | | | | | | | | | |
| ✓2 | <p>Qu'est-ce que les invités ont fait pendant la fête ?</p> <p>Candidates to describe what the guests did during the party.</p> <p>Les invités ont dansé</p> <p>Nous avons mangé</p> <p>On a dansé</p> <p>Les invités ont chanté</p> <p>Mon père a chanté</p> <p>J'ai parlé à mon oncle ✓2</p> | 2 | | | | | | | | | | |

| Question | Answer | | Marks |
|----------|--------|--|-------|
| 3(a) | ✓3 | <p>Qu'est-ce que vous aimez le plus pendant les fêtes de famille ?</p> <p>Candidates to explain what they like best during parties</p> <p>J'aime voir mes grands-parents J'aime jouer avec mes cousins ... bien manger</p> <p>J'ai pu parler à mes cousins ✓3 (wrong tense)</p> | 2 |
| | ✓4 | <p>Quels problèmes peut-on avoir pendant les fêtes de famille ?</p> <p>Candidates to explain what can go wrong.</p> <p>On peut trop manger Il y a souvent des disputes</p> <p>Je peux tomber malade ✓4 (specific detail) Il y a eu une dispute ✓4 (wrong tense)</p> | 2 |
| | ✓5 | <p>À quelle sorte de fête aimeriez-vous aller la prochaine fois ?</p> <p>Candidates say what type of celebration they would like to attend next time.</p> <p>J'aimerais aller à une fête à la plage ... à un mariage</p> <p>J'aimerais aller à un concert ✓5</p> | 2 |

| Question | Answer | | Marks |
|--|---|---------------------------|-------|
| 3(a) | Communication point | For Verbs, accept: | |
| | 1 | Past | |
| | 2 | Past | |
| | 3 | Present | |
| | 4 | Present | |
| | 5 | Conditional | |
| | <u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u> | | |
| <u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u> | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|----------|--|-------|--------|------|----|--|---|----|--|---|----|--|---|----|
| 3(b) | <p data-bbox="327 217 786 248"><i>Des vacances un peu différentes</i></p> <p data-bbox="327 284 1406 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="331 352 1951 1393"> <thead> <tr> <th data-bbox="331 352 443 408">Tick</th> <th data-bbox="445 352 1832 408">Accept</th> <th data-bbox="1834 352 1951 408">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 411 443 671">✓1</td> <td data-bbox="445 411 1832 671"> <p data-bbox="456 424 1424 456">Expliquez pourquoi vous n'êtes pas parti(e) en vacances cette année.</p> <p data-bbox="456 491 1122 523">Candidates explain why they did not go on holiday.</p> <p data-bbox="456 558 1256 659">Je ne suis pas parti(e) à cause du Covid Nous ne sommes pas partis parce que ma mère était malade On est resté à la maison parce qu'on n'avait pas d'argent</p> </td> <td data-bbox="1834 411 1951 671">2</td> </tr> <tr> <td data-bbox="331 675 443 999">✓2</td> <td data-bbox="445 675 1832 999"> <p data-bbox="456 687 1346 719">Vous avez organisé des activités spéciales. Donnez des détails.</p> <p data-bbox="456 754 1234 786">Candidates describe some special activities they organised.</p> <p data-bbox="456 821 981 887">J'ai organisé un barbecue dans le jardin Nous avons organisé un pique-nique</p> <p data-bbox="456 922 831 987">J'ai joué au foot ✓2 Je suis allé(e) au cinéma ✓2</p> </td> <td data-bbox="1834 675 1951 999">2</td> </tr> <tr> <td data-bbox="331 1002 443 1393">✓3</td> <td data-bbox="445 1002 1832 1393"> <p data-bbox="456 1015 1361 1046">Qu'est-ce que vous aimez faire quand vous partez en vacances ?</p> <p data-bbox="456 1082 1317 1114">Candidates describe what they like to do when they go on holiday.</p> <p data-bbox="456 1149 1715 1318">J'aime visiter des endroits historiques ... faire du sport ... manger ... faire des courses Nous aimons passer les vacances à l'hôtel / partir à l'étranger / aller en vacances avec mes amis</p> <p data-bbox="456 1353 768 1385">Je visite un château ✓3</p> </td> <td data-bbox="1834 1002 1951 1393">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p data-bbox="456 424 1424 456">Expliquez pourquoi vous n'êtes pas parti(e) en vacances cette année.</p> <p data-bbox="456 491 1122 523">Candidates explain why they did not go on holiday.</p> <p data-bbox="456 558 1256 659">Je ne suis pas parti(e) à cause du Covid Nous ne sommes pas partis parce que ma mère était malade On est resté à la maison parce qu'on n'avait pas d'argent</p> | 2 | ✓2 | <p data-bbox="456 687 1346 719">Vous avez organisé des activités spéciales. Donnez des détails.</p> <p data-bbox="456 754 1234 786">Candidates describe some special activities they organised.</p> <p data-bbox="456 821 981 887">J'ai organisé un barbecue dans le jardin Nous avons organisé un pique-nique</p> <p data-bbox="456 922 831 987">J'ai joué au foot ✓2 Je suis allé(e) au cinéma ✓2</p> | 2 | ✓3 | <p data-bbox="456 1015 1361 1046">Qu'est-ce que vous aimez faire quand vous partez en vacances ?</p> <p data-bbox="456 1082 1317 1114">Candidates describe what they like to do when they go on holiday.</p> <p data-bbox="456 1149 1715 1318">J'aime visiter des endroits historiques ... faire du sport ... manger ... faire des courses Nous aimons passer les vacances à l'hôtel / partir à l'étranger / aller en vacances avec mes amis</p> <p data-bbox="456 1353 768 1385">Je visite un château ✓3</p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | |
| ✓1 | <p data-bbox="456 424 1424 456">Expliquez pourquoi vous n'êtes pas parti(e) en vacances cette année.</p> <p data-bbox="456 491 1122 523">Candidates explain why they did not go on holiday.</p> <p data-bbox="456 558 1256 659">Je ne suis pas parti(e) à cause du Covid Nous ne sommes pas partis parce que ma mère était malade On est resté à la maison parce qu'on n'avait pas d'argent</p> | 2 | | | | | | | | | | | | |
| ✓2 | <p data-bbox="456 687 1346 719">Vous avez organisé des activités spéciales. Donnez des détails.</p> <p data-bbox="456 754 1234 786">Candidates describe some special activities they organised.</p> <p data-bbox="456 821 981 887">J'ai organisé un barbecue dans le jardin Nous avons organisé un pique-nique</p> <p data-bbox="456 922 831 987">J'ai joué au foot ✓2 Je suis allé(e) au cinéma ✓2</p> | 2 | | | | | | | | | | | | |
| ✓3 | <p data-bbox="456 1015 1361 1046">Qu'est-ce que vous aimez faire quand vous partez en vacances ?</p> <p data-bbox="456 1082 1317 1114">Candidates describe what they like to do when they go on holiday.</p> <p data-bbox="456 1149 1715 1318">J'aime visiter des endroits historiques ... faire du sport ... manger ... faire des courses Nous aimons passer les vacances à l'hôtel / partir à l'étranger / aller en vacances avec mes amis</p> <p data-bbox="456 1353 768 1385">Je visite un château ✓3</p> | 2 | | | | | | | | | | | | |

| Question | Answer | | Marks | | | | | | | | | | | | |
|---|--------------------|---|-------|---------------------|--------------------|---|------|---|------|---|----------------|---|---------|---|-------------|
| 3(b) | ✓4 | <p>Pourquoi est-il important d'avoir des vacances ?</p> <p>Candidates explain why holidays are important.</p> <p>Il est important de se reposer On a besoin de se détendre</p> <p>Je peux me relaxer ✓4 (specific detail) Il était important de... ✓4 (wrong tense)</p> | 2 | | | | | | | | | | | | |
| | ✓5 | <p>Comment aimeriez-vous passer vos prochaines vacances ?</p> <p>Candidates explain how they would like to spend their next holiday.</p> <p>J'aimerais aller à l'étranger ... visiter l'Italie ... partir avec mes amis</p> <p>Je vais aller au Japon ✓5✓5 but no reward for wrong tense verbs, conditional expected</p> | 2 | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="315 951 674 1002">Communication point</th> <th data-bbox="674 951 1966 1002">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 1002 674 1050">1</td> <td data-bbox="674 1002 1966 1050">Past</td> </tr> <tr> <td data-bbox="315 1050 674 1098">2</td> <td data-bbox="674 1050 1966 1098">Past</td> </tr> <tr> <td data-bbox="315 1098 674 1145">3</td> <td data-bbox="674 1098 1966 1145">Present / Past</td> </tr> <tr> <td data-bbox="315 1145 674 1193">4</td> <td data-bbox="674 1145 1966 1193">Present</td> </tr> <tr> <td data-bbox="315 1193 674 1254">5</td> <td data-bbox="674 1193 1966 1254">Conditional</td> </tr> </tbody> </table> | | | | Communication point | For Verbs, accept: | 1 | Past | 2 | Past | 3 | Present / Past | 4 | Present | 5 | Conditional |
| Communication point | For Verbs, accept: | | | | | | | | | | | | | | |
| 1 | Past | | | | | | | | | | | | | | |
| 2 | Past | | | | | | | | | | | | | | |
| 3 | Present / Past | | | | | | | | | | | | | | |
| 4 | Present | | | | | | | | | | | | | | |
| 5 | Conditional | | | | | | | | | | | | | | |
| <p><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> | | | | | | | | | | | | | | | |
| <p><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p> | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | |
|----------|---|-------|--------|------|----|---|---|----|---|---|----|--|---|----|---|---|----|
| 3(c) | <p><i>Une panne de voiture</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="331 352 1946 1294"> <thead> <tr> <th data-bbox="331 352 443 408">Tick</th> <th data-bbox="443 352 1832 408">Accept</th> <th data-bbox="1832 352 1946 408">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 411 443 632">✓1</td> <td data-bbox="443 411 1832 632"> <p>Où est-ce que vous alliez quand vous avez entendu le bruit ?</p> <p>Candidates to indicate where they were going when they heard the noise.</p> <p>On rentrait à la maison J'allais à l'école</p> </td> <td data-bbox="1832 411 1946 632">2</td> </tr> <tr> <td data-bbox="331 635 443 855">✓2</td> <td data-bbox="443 635 1832 855"> <p>Quelle a été la réaction de votre mère à ce moment-là ?</p> <p>Mother's reaction then.</p> <p>Elle a paniqué Elle était en colère</p> </td> <td data-bbox="1832 635 1946 855">2</td> </tr> <tr> <td data-bbox="331 858 443 1078">✓3</td> <td data-bbox="443 858 1832 1078"> <p>Qu'est-ce que votre mère a fait pour pouvoir continuer votre voyage ?</p> <p>What mother did to be able to continue on the journey.</p> <p>Ma mère a appelé son amie Elle a téléphoné à papa</p> </td> <td data-bbox="1832 858 1946 1078">2</td> </tr> <tr> <td data-bbox="331 1082 443 1294">✓4</td> <td data-bbox="443 1082 1832 1294"> <p>Comment avez-vous passé votre temps pendant la panne ?</p> <p>How candidates spent their time during the breakdown.</p> <p>J'ai écouté de la musique J'ai joué sur mon portable</p> </td> <td data-bbox="1832 1082 1946 1294">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p>Où est-ce que vous alliez quand vous avez entendu le bruit ?</p> <p>Candidates to indicate where they were going when they heard the noise.</p> <p>On rentrait à la maison J'allais à l'école</p> | 2 | ✓2 | <p>Quelle a été la réaction de votre mère à ce moment-là ?</p> <p>Mother's reaction then.</p> <p>Elle a paniqué Elle était en colère</p> | 2 | ✓3 | <p>Qu'est-ce que votre mère a fait pour pouvoir continuer votre voyage ?</p> <p>What mother did to be able to continue on the journey.</p> <p>Ma mère a appelé son amie Elle a téléphoné à papa</p> | 2 | ✓4 | <p>Comment avez-vous passé votre temps pendant la panne ?</p> <p>How candidates spent their time during the breakdown.</p> <p>J'ai écouté de la musique J'ai joué sur mon portable</p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | |
| ✓1 | <p>Où est-ce que vous alliez quand vous avez entendu le bruit ?</p> <p>Candidates to indicate where they were going when they heard the noise.</p> <p>On rentrait à la maison J'allais à l'école</p> | 2 | | | | | | | | | | | | | | | |
| ✓2 | <p>Quelle a été la réaction de votre mère à ce moment-là ?</p> <p>Mother's reaction then.</p> <p>Elle a paniqué Elle était en colère</p> | 2 | | | | | | | | | | | | | | | |
| ✓3 | <p>Qu'est-ce que votre mère a fait pour pouvoir continuer votre voyage ?</p> <p>What mother did to be able to continue on the journey.</p> <p>Ma mère a appelé son amie Elle a téléphoné à papa</p> | 2 | | | | | | | | | | | | | | | |
| ✓4 | <p>Comment avez-vous passé votre temps pendant la panne ?</p> <p>How candidates spent their time during the breakdown.</p> <p>J'ai écouté de la musique J'ai joué sur mon portable</p> | 2 | | | | | | | | | | | | | | | |

| Question | Answer | | Marks |
|----------|--|---|-------|
| | ✓5 | <p>Qu'est-ce que vous avez pensé de cet incident ?</p> <p>What candidates thought of the incident.</p> <p>Ça m'a énervé(e)</p> | 2 |
| | Communication point | For Verbs, accept: | |
| | 1 | Past | |
| | 2 | Past | |
| | 3 | Past | |
| | 4 | Past | |
| | 5 | Past | |
| | <u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u> | | |
| | <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 Question 3

In the case of an answer which is completely irrelevant to the chosen question (3(a) or 3(b) or 3(c)), a mark of 0 is given for Communication and for Language.

In cases where the chosen question was clearly attempted but communication of the set tasks was not achieved (e.g. due to inadequate language control), a score of 0 is given for Communication. Language marks (for Verbs and Other linguistic features) are based on any phrases that do communicate meaning.

Irrelevant material that has been included in an otherwise relevant answer does not score for Communication or for Verbs. Communication marks and Verb marks are awarded for the relevant parts of the answer only. The mark for Other linguistic features is based on the whole answer.

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.

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| (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 | |

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| (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 telephone</i> = tick for the verb |

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| (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'aïlle 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:

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| (i) | The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark | |
| | <p>Task: where <u>did</u> you go on holiday. Candidate writes: <i>Je passe les vacances en France</i> <i>Je passons les vacances en France</i> <i>Je passé les vacances en France</i> <i>Je vais passer les vacances en France</i> <i>Je suis passer les vacances en France</i> <i>J'irons en France</i> <i>Je allez en France</i> <i>J'aïlle en France</i> <i>Je vas en France</i></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'éété 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> |

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| | <p>Task: what will you do <u>next</u> year. Candidate writes: <i>L'an <u>dernier</u> je voyage en France</i> = 1 for communication <i>L'an <u>dernier</u> je vais voyager en France</i> = 1 for communication <i>L'année <u>prochaine</u> 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, voyager</i>) as the task requires a future ...<i>j'allait</i>... verb does not receive a tick</p> |
| | <p><i>L'année prochaine j'aille en ville</i> = 1 for communication (<i>aller</i> is an appropriate verb, <i>aille</i> is a form of the verb <i>aller</i> (subjunctive))</p> | <p><i>L'année prochaine j'ailait en ville</i> = 0 for communication (<i>ailait</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 <i>être</i> as the auxiliary when <i>avoir</i> 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 <i>être</i> instead of <i>avoir</i> 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> |

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| (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>returner</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:**

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| (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 | |