

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2015 series

0520 FRENCH

0520/42

Paper 4 (Writing), maximum raw mark 50

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.

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1 General Marking Notes

2 General Marking Principles

2.1 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 to a whole question but makes no second attempt at it, mark the crossed out work.

2.2 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:

- (i) there is an indication from the candidate that other material should be considered
- (ii) the candidate has continued their answer outside the space provided
- (iii) there is no answer in the space provided

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

- (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 material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

2.4 No response and '0' marks

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

2.5 Optional questions: you must mark all questions attempted by the candidate. Where a question has not been attempted then a NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, scoris will automatically only aggregate the candidate's best result.

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3 Detailed Mark Scheme

SECTION 1

Question 1

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

- **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**
- **On Question 1, award marks for items wherever the candidate has written them**
- **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where candidate has linked two words as in *brosse à dentifrice* = 1 tick; however *brosse et dentifrice* (candidate intends this as two items) = 2 ticks)

NB the pictures provided on the question paper are only suggestions.

Generic mark scheme for Question 1

- Mark for communication. Tolerate inaccuracies, provided the message is clear
- Ignore definite / indefinite article, possessive adjective
- Questionable spellings:
 - (i) **Start by referring to sheet of examples in the mark scheme. Only refer to (ii) to (v) below, if no decision on the spelling you have encountered is recorded there.**
 - (ii) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
 - (iii) Look-alike test: does what the candidate has written look like the correct answer eg one letter missing but no other word created.
 - (iv) 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).
 - (v) Where letters are transposed, the word is likely to communicate (unless another word has been created).
- **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.
- Refuse all nouns which are repeated and which do not have a separate meaning:
 - *pantalon, pantalon court*: award one mark to each item
 - *petit pantalon, pantalon gris*: award one mark for the first *pantalon*.
- Reject misspelt words which suggest a word with a quite different meaning, for example, *poison* for *poisson*.
- Where nouns are usually plural, accept singular and vice versa.

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Session-specific instructions for Question 1: vous partez en vacances – 8 choses à mettre dans votre valise

- **Accept any item of clothing, formal / informal.**
- **Accept any toiletries, jewellery, travel documents, accessories, electronics, sports equipment that might fit in a suitcase.**
- **Accept a maximum of 1 food item and 1 drink item** (accept the generic *nourriture* as the max 1 food item, accept the generic *boisson(s)* as the max 1 drink item).
- Accept words which are not specific (eg accept *vêtement(s)*, *bijoux*, *papiers*) in addition to the specific item eg award 1 mark each to *vêtement(s)* and *pantalon*. (HOWEVER, see above for how to deal with *boissons*, *nourriture* etc).

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- The following are examples. Accept any things the candidate could pack in a suitcase to take on holiday.

Accept		Refuse		?	
accessories		château		brusse de dentifrice	reward (for dentifrice)
all clothing		jacket		cartable	accept
argent / sous		lamp(e)	not suitcase item	demi pantalon	refuse
bag (any kind)		pantlon		jogging	yes (in dictionary)
cape		pantloon		pantalon du sport	accept
creme + error		pantolan		petit pantalon	refuse
electronics		shampoo		sweat(shirt)	accept
food/drink		suit/suite		sweater	accept
jewellery				telephone	accept
livre				trousseau	refuse
toiletries					
travel documents					
uniforme					

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Misspellings			
baskette(s)	accept	chaucette(s)	accept
broisse	refuse	chausett(s)	accept
cape	accept	chausette(s)	accept
casket	refuse	chausset(s)	accept
casquet	refuse	chasutte(s)	refuse
chamise	refuse		
chapaeu	accept (look-alike)	chaussée	refuse: another word
chapeux	refuse		
chapo	accept	chausser(s)	refuse
chasquette	refuse	chassure(s)	refuse
chemie	refuse	chasseure(s)	refuse
chimese	refuse		
chimise / chimize	accept	chaussuere(s)	accept
dent(s)-frise	refuse	chausure(s)	accept
dentifrise	accept		
dents de brosse	accept (for <i>brosse</i>)	chossure(s)	accept (phonetic)
dents nettoyeur	refuse	chosure(s)	refuse
impermiabile	accept		

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jacket	refuse	chausseur	refuse: another word
Jaquet	accept	chausseuse(s)	refuse
jeupe	refuse	chausseur(s)	refuse
joupe	accept	chausseuse(s)	refuse
kasquette	accept		
lamp de poche	accept		
lunnetts (de soleil)	accept		
medicalements	reject		
monteau	accept		
pantaloon	accept		
passeporte	accept (look-alike)		
passporte	accept (look-alike)		
pul	accept		
sandal(s)	accept		
shorte	accept		
vest	accept		

[Total for Question 1: 5 marks]

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Question 2

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **Communication:** award a mark out of 10, according to the instructions in 2.1
- **Language:** award a mark out of 5, according to the instructions in 2.2.

2.1: award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 2)

- (i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 3 tasks must be covered to get the 10 communication marks:
- If 1 of the tasks is missing, the maximum communication mark is 9.
 - If 2 of the tasks are missing, the maximum communication mark is 8.
- (iii) Add up the ticks to give a mark out of 10 for Communication.
- (iv) For COMMUNICATION
- **look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score.
 - **see Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning.
 - **for language other than verbs, use ‘rules’ in Question 1:** look alike, sound alike, etc.
 - **misplaced adjectives, negatives and adverbs will not usually compromise communication.**
- (v) LISTS = a maximum of 3 marks for communication: lists of 1-3 items = 1 mark; lists of 4 items = 2 marks; lists of 5-6 items = 3 marks.
- *elle est grande et mince avec les cheveux blonds et les yeux bleus (1 verb, therefore treat as list of 4 items: place one tick over «cheveux blonds» (third item in list) and another tick over «yeux bleus» (fourth item in list)*
 - *elle est grande. Elle est mince. Elle a les cheveux blonds. (3 verbs therefore each piece of information can score a separate communication mark)*
- (vi) Only reward each piece of information once
- *elle est super* cannot score both as description and reason for liking
 - *elle est super* and *ses cours sont super* can both be rewarded as *super* describes different nouns
 - *elle aide moi en français* and *elle aide moi tous les jours* can both be rewarded as they each contain a different extra detail (*en français* and *tous les jours*)
- (vii) Do not penalise factual errors.
- (viii) FOR (b) and (c), REWARD REASON EVEN IF MAIN CLAUSE IS NOT CLEAR

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(ix) What the candidate writes may not follow the order of the tasks on the question paper – this is fine

[Total marks for Communication: 10]

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Session-specific instructions for Communication marks (Question 2): mon professeur préféré

- If candidates write about several teachers, accept

Tick	Accept	Refuse
1	<p>Décrivez votre professeur préféré REWARD: any form of description: e.g. anything about the person</p> <ul style="list-style-type: none"> Name il / elle s'appelle / sappelle / sapele / sappele / s'apelle... mon professeur préféré est Monsieur X 	il appelle Monsieur Bacquet il / elle s'appelle / sappelle / s'apelle...
	<ul style="list-style-type: none"> What they teach e.g. mon professeur de biologie est mon professeur préféré... elle enseigne la géographie Age e.g. il est 45 ans... (refuse <i>il est/a 45 ans</i>) Appearance ses cheveux sont blancs... Character elle est gentille elle est <u>aimable</u> elle est créatrice / créateur / créative / créatif il est bon / bien elle est géniale à tous les étudiants... (accept this use of <i>genial</i>) elle ne crie jamais... 	mon <u>entreprise</u> professeur est mon professeur préféré (entreprise is not a recognisable subject and renders meaning unclear) <u>je</u> professeur préféré est mon professeur français elle enseigne la géographie («enseigne» is not a recognisable form of the verb «enseigner») il est/a 45 ans (need ans) / il y a 45 ans il habille une chemise... elle <u>a</u> gentille / il y a gentille elle est amicable elle est créatrice...
	<ul style="list-style-type: none"> More detail about what they do, family background, likes/dislikes, teaching style 	il donne de petits devoirs...
	<i>N.B. elle est gold medalist et très super informaticienne (award mark for elle est... informaticienne)</i>	

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Tick	Accept	Refuse
2	<p>Pour quelles raisons aimez-vous ce professeur et ses cours?</p> <p>Accept any reason for liking teacher and/or lessons:</p> <ul style="list-style-type: none"> if there is no expression of approval, i.e. <i>j'aime...</i> accept a positive comment about the teacher / subject. If necessary reallocate a positive comment (e.g. <i>il est très bien</i>) which has been awarded tick1 as tick2 il connaît moi / elle aide moi (reason for liking teacher) il est jouer du foot avec moi... (reason for liking teacher) j'aime son attitude teaching methods j'ai bonnes notes dans mes cours... (reason for liking lessons) nous regardons des films... (reason for liking lessons) ...parce que je voudrais aller en France les élèves s'entendent bien avec lui Accept negative comments e.g. les autres profs sont nuls e.g. les autres cours sont bruyants 	<ul style="list-style-type: none"> je l'adore... / elle est mon professeur préférée (candidates are rewarded for reasons not for stating they like a teacher) le français est mon cours préféré / j'adore le français <p>...beaucoup de raisons (too vague)</p> <ul style="list-style-type: none"> j'aime il attitude (do not accept the subject pronoun for the possessive adjective) les élèves aiment ses cours

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Tick	Accept	Refuse
3	<p>Voudriez-vous être professeur à l’avenir? Expliquez pourquoi/pourquoi pas</p> <p>ACCEPT: ‘yes I do...’ or ‘no I don’t...’ or ‘don’t know...’</p> <p>ACCEPT: reason why/why not even if not clear whether or not that they would like to be a teacher</p> <ul style="list-style-type: none"> • j’adore enseigner les étudiants • je veux devenir scientifique (i.e. I don’t want to be a teacher because I want to be a scientist: accept as a reason for not wanting to be a teacher) • je veux être comme lui... • je voudrais devenir ingénieur / pilote... (spellings are sufficiently clear) • je voudrais commencer (fonder?) un l’hôpital pour les pauvres... • je voudrais remercier mon professeur... (becoming a teacher = paying tribute to teacher) <p>Negative reasons require «pas» or equivalent (but not «ne»)</p> <ul style="list-style-type: none"> • ce n’est jamais ennuyeux / ennuyant • ça me passionne pas («ne» not required for communication) 	<p>je voudrais un professeur (missing element confuses meaning)</p> <p>je voudrais à faire (un) pilote / j’aime à faire pilote (<i>too confusing</i>)</p> <p>je voudrais être médecin / médique / médecine (these renderings of médecin confuse the message)</p> <p>ce n’est ennuyeux</p> <p>ça ne me passionne («pas» required for communication)</p>
	Je voudrais être professeur (tick3) parce que ce n’est pas bien payé (tick3)	Je voudrais être professeur (tick3) parce que je voudrais être médecin (no reward)

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2.2: award a mark out of 5 for Language

Generic mark scheme for Language (Question 2):

- Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

Grade descriptors for Language (Question 2)

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	One or two disjointed words or short phrases may be recognisable.
	[Total marks for Language: 5]

*Consider the whole answer when awarding mark for language

[Total for Question 2: 15 marks]

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SECTION 2

Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:

- **Communication: award a mark out of 10, according to the instructions in 3.1**
- **Language: award a mark out of 8 for Verbs, according to the instructions in 3.2
award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.**

3.1 – award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 3):

- (i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.
- (ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).

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.

- (iii) **Look for a verb (finite or infinitive) before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

- (iv) Add up the ticks to give a mark out of 10 for Communication.

[Total marks for Communication: 10]

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Session-specific instructions for Communication marks (Question 3):

Question 3(a): email to a friend after visit

Tick	Accept	Mark
1	<p>Décrivez votre voyage de retour</p> <p>Insist on past tense for 2 communication marks – allow any descriptive detail (for communication only, any past tense is acceptable)</p> <p>E.g. <i>le voyage était intéressant / le voyage a été long / le voyage avait été fatigant</i> E.g. <i>il y avait un (petit) problème</i></p> <p>1 communication mark <i>je n'aime pas le voyage (de retour)</i> (wrong tense)</p>	[2]
	<p>Use of retard/tard <i>Mon avion était tard pour deux heures:</i> max 1 for communication <i>Mon avion était en retard pour deux heures:</i> 2 for communication</p>	
2	<p>Expliquez ce que vous avez aimé (faire) pendant le séjour en France</p> <p>Insist on past tense for 2 communication marks e.g. (for communication only, any past tense is acceptable)</p> <p>Reward an activity candidate enjoyed: <i>j'ai aimé la visite au parc d'attractions / j'ai aimé visiter le parc d'attractions / la natation c'était bien</i> Reward an aspect of visit candidate enjoyed: <i>la cuisine était délicieuse / la tour Eiffel était magnifique / j'ai adoré la culture de la France / les monuments étaient intéressants</i></p> <p>NB idea of <i>aimer</i> is sometimes conveyed by the use of an adjective such as: <i>grand / beau / intéressant</i>, e.g. <i>tu as une grande maison</i></p> <p>1 communication mark Present tense statement: e.g. <i>la tour Eiffel est magnifique</i></p> <p>Refuse: <i>la France est super</i> (too general, need reference to something specific) Refuse: <i>j'ai fait de la natation</i> (no idea that this was something the candidate liked doing)</p>	[2]
3	<p>Mentionnez une différence entre la vie en France et (la vie) chez vous</p> <p>For 2 communication marks allow any sensible difference in an appropriate tense (comparison does not need to be explicit, but sense of geographical location must be clear)</p> <ul style="list-style-type: none"> E.g. accept: <i>il fait chaud en Inde</i> (by implication this is a difference) Accept comments on house/school etc.: <i>ma maison est grande, tu habites un appartement / ta maison était grande</i> <i>la vie en France était amusante / la vie en France était très bien = 2</i> <p>Refuse</p> <ul style="list-style-type: none"> <i>la vie en France est différente</i> (does not provide any detail in addition to rubric) <i>la France est super</i> (does not imply activity) 	[2]

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4	<p>Pour quelles raisons est-ce qu'il est important de visiter d'autres pays</p> <p>For 2 communication marks allow any sensible reason in an appropriate tense</p>	[2]
5	<p>Fifth communication mark to be awarded flexibly for extra detail, given in a statement/clause containing a finite verb, relating to any of the bullet points</p> <p>(Apply the 'rules' for the appropriate task when awarding marks for task 5)</p>	[2]

• **Question 3(b): – an article about the candidate's bedroom**

Tick	Accept	Mark
1	<p>Comment était votre chambre avant les changements?</p> <p>Insist on past tense for 2 communication marks (for communication only, any past tense is acceptable)</p> <p><i>Ma chambre était sale = 2</i></p> <p><i>Ma chambre était nulle = 2</i></p> <p><i>Je ne pouvais pas rester dans ma chambre = 2 (i.e. it was so awful)</i></p> <p>1 communication mark <i>Avant ma chambre est bleue = 1 (avant indicates candidate is talking about room before it was changed; ma chambre est bleue tc = 0)</i></p>	[2]
2	<p>Décrivez le travail que vous avez fait pour rendre la chambre plus agréable (par exemple: couleur? meubles?)</p> <p>Insist on past tense for 2 communication marks and look for a change (for communication only, any past tense is acceptable)</p> <p><i>J'ai acheté un lit = 2 communication marks</i> <i>J'ai change la couleur = 2 communication marks (je change la couleur = 1)</i></p> <p>Also accept for 2 communication marks</p> <ul style="list-style-type: none"> <i>j'ai décidé de tout changer / le mois dernier j'ai tout changé dans ma chambre</i> <i>j'ai beaucoup travaillé pour rendre la chambre plus agréable (beaucoup describes the work done)</i> <p><i>J'ai fait les murs en bleu = 2</i> <i>J'ai fait les murs avec la couleur bleu = 1</i></p> <p>1 communication mark <i>ça m'aide à relaxer = 1 (ça m'aide à me relaxer = 2 communication marks)</i></p>	[2]

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3	<p>Que pensent vos ami(e)s de votre chambre maintenant?</p> <p>For 2 communication marks allow anything sensible (could be past or present tense) Allow reactions of member of family as well as friend</p> <p><i>Quand mes amis voient ma chambre ils pensent que c'est magnifique = 2</i> <i>Elles ont dit: je veux une chambre comme ça = 2</i></p> <p>Refuse candidate's opinion of other people's rooms</p>	[2]
4	<p>Pourquoi est-ce que votre chambre est importante pour vous?</p> <p>Allow any sensible reason expressed in an appropriate tense Accept 'because it contains things I like' / 'because it is beautiful' / 'because it is big'</p> <p><i>Ma chambre est importante pour moi parce que c'est ma chambre = 2</i></p>	[2]
5	<p>Fifth communication mark to be awarded flexibly for extra detail, given in a statement/clause containing a finite verb, relating to any of the bullet points</p> <p>(Apply the rules for the appropriate task when awarding marks for task 5)</p>	[2]

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• **Question 3(c): a surprise birthday party (continuation of story)**

Do not award marks in any category until after introduction provided on question paper, e.g. after ...*j'ai entendu des voix*

Tick	Accept	Mark
1	<p>Dites ce que vous avez trouvé quand vous êtes arrivé(e) chez vous</p> <p>Insist on past tense for 2 communication marks – look for a statement of what the candidate found when s/he returned home (for communication only, any past tense is acceptable)</p> <p>e.g. <i>j'ai trouvé tous mes amis dans le salon / j'ai trouvé des cadeaux</i> e.g. <i>ma famille a chanté / tout le monde était là</i> e.g. (<i>j'ai entendu des voix</i>) <i>qui chantaient</i> = 2 for communication (<i>chantaient</i> also scores tick for verb)</p> <p>Look to award tick1 at the beginning of the account; once candidate moves to <i>pendant la fête / dans la fête</i> look to award tick2</p>	[2]
2	<p>Racontez ce qui s'est passé pendant la fête</p> <p>Insist on past tense for 2 communication marks – look for a statement of what happened during the party (for communication only, any past tense is acceptable)</p> <p>e.g. singing, dancing, games, food, cake, May include continuing party at cinema etc.</p>	[2]
3	<p>Third communication mark to be awarded flexibly for extra detail, given in a statement/clause containing a finite verb, relating to either of the first two bullet points in the question</p> <p>(Apply the 'rules' for the appropriate task when awarding marks for task 5</p>	[2]
4	<p>Donnez vos réactions à ces événements</p> <p>Expect opinions/emotions – must be candidate's reactions: can occur at any point in the narrative</p> <p>For 2 communication marks look for an <u>appropriate</u> tense</p> <p><i>Le gâteau était délicieux</i> = 2 <i>J'étais heureux</i> = 2 <i>J'étais fatigué / excité</i> = 2 (<i>J'étais fatigue/excite</i> = 1)</p>	[2]
5	<p>Further reaction to the events</p> <p>Expect opinions/emotions – may be candidate's reactions or someone else's reactions: can occur at any point in the narrative</p> <p>For 2 communication marks look for an <u>appropriate</u> tense</p>	[2]

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3.2 – award a mark out of 8 for Accurate use of verbs

Generic mark scheme for Accurate use of verbs (Question 3):

- (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) 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

[Total marks Accurate use of verbs: 8]

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• 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 for 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.

Tick	No tick	Note
Je suis (✓)		
J'aime (✓)	Je aime (<i>no tick</i>)	«Je n'aime (✓) (pas) le camping»
Je ne aime (✓) pas		treat as misuse of negative, not misuse of verb: verb is ticked
Il est allé (✓)	Il est allée (<i>no tick</i>)	insist on correct agreement
	Les professeurs sont (<i>no tick</i>) gentils	incorrect subject
	Le voiture s'est approché (<i>no tick</i>)	incorrect subject
Les nouveau professeurs sont (✓) gentils		«Les professeurs» is the subject and is correctly spelt. The incorrect adjective does not prevent the tick being awarded
Les invites sont arrivés (✓)		missing accent on noun does not prevent tick being awarded
	Les invités sont arrives (<i>no tick</i>)	past participle must have accent for tick to be awarded; though grave is tolerated
La site que j'ai adoré (✓)		despite wrong gender of noun the verb is correct
	La site que j'ai adorée	gender of noun wrong; «site» is not a feminine noun, therefore verb should not agree and is not ticked
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

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With direct and indirect object pronouns

Tick	No tick	Note
Je l'aime (✓)		
Je le joue (✓)	Je se joue (<i>no tick</i>)	«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»

Reflexive/passive

Tick	No tick	Note
Elle s'est levée (✓)	Elle est se levée (<i>no tick</i>)	
Elle a été attrapée (✓)		
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 (✓)		

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With negative

Tick	No tick	Note
Ils ne jouent pas (✓)		tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features'
Ils ne pas jouent (✓)		
Je ne aime (✓) pas		

Sequence of tenses

Tick	No tick	Note
Si j'avais (✓) le choix je voudrais (✓)		
Si j'ai eu (<i>no tick</i>) le choix je voudrais (✓)		if sequence is incorrect, both verbs cannot be rewarded
Quand j'ai fini (<i>no tick</i>) de déjeuner (✓) je suis sorti (✓)		in time clauses, the pluperfect must be used for the verb to be rewarded. In other cases the perfect is acceptable
Quand j'avais fini (✓) de déjeuner (✓) je suis sorti (✓)		

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(?) (✓)		

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(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
Il m'aide (<i>no tick</i>) à préparer (✓) le repas		past tense required by task: main verb is in the wrong tense but dependent infinitive is correct and is ticked
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 (✓)		
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 (<i>no tick</i>) 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 (✓)		

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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>)	
...il a dit (✓)		
Viens-tu (✓) / Viens tu (✓)		

(f) Participle (past or present)

Tick	No tick	Note
En arrivant (✓)		
Ayant fini (✓)		
Une fois arrivé (✓)		

(g) Reward only the first occurrence of a verb, e.g.

- J'aime (✓) la natation. J'aime (*no tick*) aussi le tennis
- J'aime (✓) la natation. Je n'aime (*no tick*) pas le tennis
- Dans ma région il y a (✓) des montagnes et des rivières. Il y a (*no tick*) aussi des...

However,

- Je préfère (✓) la natation et mon frère préfère (✓) le tennis – 2 different persons of the verb
- Mon frère préfère (✓) la natation et ma sœur préfère (*no tick*) le tennis – both third person usage
- Elle est (✓) fâché, ce n'est (*no tick*) pas amusant – both third person usage
- Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère: correct use of a reflexive and non-reflexive verb can **both** be credited

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3.3 – award a mark out of 12 for Other linguistic features

Generic mark scheme for Other linguistic features (Question 3):

(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)):

Grade descriptors for Other linguistic features (Question 3)

11–12	<ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task.
9–10	<ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free^{^^}. • Uses a variety of relevant vocabulary at this level.
7–8	<ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing.
5–6	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable.

^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.

*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

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(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Object pronouns (*il m'a dit*) and 'strong' pronouns (*chez nous* etc.)
- Negatives
- A variety of prepositions and adverbs
- Expressions of quantity
- Use of *du, de la, des*
- Use of *pendant, pour, du, au, depuis*, etc.
- Linking words (e.g. *cependant, malheureusement, toutefois*) and conjunctions other than *et*
- Subordinate clauses, including *car / parce que, qui* and *que* (relative pronouns), *ce qui* and *ce que*. Indirect or reported speech (*il a dit que, je pense que*). Time clauses with *quand, pendant que* etc. and *si* (= if)
- Appropriate use of *politeses* in the letter.

[Total mark for Other linguistic features: 12]

[Total for Question 3: 30 marks]

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Appendix I

Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

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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))

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(vi)	Errors of accent: award 2 communication marks (e.g. <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 –er verbs	<i>Il a joué</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 ellision: 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 mère au téléphone</i> = tick for the verb
(x)	In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)	
	<i>Mon ami a dit qu'il avait mal au genou</i> = 2 for communication (in addition both verbs can receive a tick) <i>Mon ami annonce (wrong tense) qu'il avait mal au genou</i> = 2 for communication (in addition second verb can receive a tick)	However, <i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication (see B(viii)) (in addition first verb can receive a tick) <i>Mon ami a dit qu'il mal au genou</i> = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	<i>Je pensais que j'étais malade</i> = 2 for communication (in addition both verbs receive a tick)	However: <i>Je pensais qu'il pleut</i> = 1 for communication (see B (viii)) <i>Je pensais que j'avais malade</i> = 0 for communication (see B (iv)) (in both cases, first verb can receive a tick)
(xi)	Use of a verb in the 'indicative' where a subjunctive would be expected: award 2 communication marks	
	<i>Il faut que j'aille chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick) <i>Il faut que je vais chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick)	
(xii)	Treat the verbs <i>retourner</i>, <i>revenir</i> and <i>rentrer</i> as synonyms: award 2 communication marks	

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B QUESTION 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'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>
	<p>Task: what will you do <u>next</u> year. Candidate writes: <i>L'an <u>dernier</u> je voyage en France = 1 for communication</i> <i>L'an <u>dernier</u> je vais voyager en France = 1 for communication</i> <i>L'année <u>prochaine</u> j'allait en ville = 1 for communication (if the task required a past tense, <i>J'allait en ville</i> tout court could score 2 for communication as a phonetic rendering of <i>J'allais en ville</i>)</i></p>	<p><i>...je voyage...</i> verb is not rewarded as there is no future context (e.g. <i>L'an prochain...</i>)</p> <p><i>...je vais voyager...</i> scores 2 ticks for verbs (<i>je vais, voyager</i>) as the task requires a future</p> <p><i>...j'allait...</i> verb does not receive a tick</p>
	<p><i>L'année prochaine j'aïlle en ville = 1 for communication (aller is an appropriate verb, aïlle is a form of the verb aller (subjunctive))</i></p>	<p><i>L'année prochaine j'aïllait en ville = 0 for communication (aïllait is not any part of the verb aller)</i></p>

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(ii)	The candidate has produced a phonetic spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark	
	Task is to say what s/he enjoyed doing on holiday. Candidate writes: <i>J'aim le tennis</i> = 1 for communication (phonetic version of the incorrect tense (<i>j'aime</i>) of an appropriate verb)	<i>J'amie (le tennis)</i> = 0 for communication (<i>amie</i> is not any form/part/tense of the verb <i>aimer</i>)
	Task is to say how s/he got home. Candidate writes: <i>Je prennez le bus</i> = 1 for communication (phonetic version of an incorrect part/tense (<i>Je prenez</i>) of an appropriate verb)	<i>Je prendais le bus</i> = 0 for communication (<i>prendais</i> is not any form/part/tense (nor a phonetic version thereof) of the verb <i>prendre</i>)
(iii)	Use of <i>être</i> as the auxiliary when <i>avoir</i> would be correct: award 1 communication mark (see also A (iii))	
	<i>Je suis mangé la pomme</i> = 1	
(iv)	Use of <i>être</i> instead of <i>avoir</i> in some clearly defined idiomatic phrases: award 1 communication mark	
	<i>J'étais peur</i> = 1 <i>J'étais soif</i> = 1 <i>J'étais faim</i> = 1 <i>Elle était cinq ans</i> = 1	(no tick for the verb) (no tick for the verb) (no tick for the verb) (no tick for the verb) However <i>Elle est les cheveux gris</i> = 0 <i>J'avais fatigué</i> = 0
(v)	<i>Manger, nager, ranger</i> etc – 'e' missing from <i>nous</i> form and imperfect: award 1 communication mark	
	<i>Je mangais des pommes</i> = 1 (no tick for the verb) <i>Nous nagons après l'école</i> = 1 (no tick for the verb)	<i>Je mang des pommes</i> = 0
(vi)	The following commonly seen inappropriate usages: award 1 communication mark	
	Accept for 1 mark <i>il est beau</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

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(viii)	In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules (see also A(vii))	
	<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)

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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'ailait en ville</i> = 0 for communication (<i>ailait</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	

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Appendix III: Note on irrelevant material

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.

See separate document for more detailed guidance on irrelevant material.