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**FRENCH**

**0520/43**

Paper 4 Writing

**May/June 2019**

MARK SCHEME

Maximum Mark: 50

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**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 **35** 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:**

<b>(a)</b>	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>(b)</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:**

<b>(a)</b>	there is an indication from the candidate that other material should be considered.
<b>(b)</b>	the candidate has continued their answer outside the space provided.
<b>(c)</b>	there is no answer in the space provided.

**1.3 Annotation used in the Mark Scheme:**

<b>(a)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(b)</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
<b>Question 1</b>	<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) <b>If the candidate offers more than one word per line, award a mark for each acceptable item</b> (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.          '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> <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:  <i>gâteau, gâteau au chocolat: award one mark to each item</i>  <i>gâteau au chocolat, gâteau à la crème: award one mark to each item</i>  <i>gâteau, gâteau au chocolat, chocolat: award one mark to each item</i>  <i>gâteau, grand gâteau: award one mark for the first gâteau</i></p> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p>	

Question	Answer	Marks																																																									
1	<p><b>À l'école</b></p> <p>Faites une liste, <b>en français</b>, de <b>8</b> matières scolaires.</p> <p><b>Refuse</b> the example: chimie</p> <table border="1" data-bbox="331 419 1910 1380"> <thead> <tr> <th data-bbox="331 419 891 470">ACCEPT</th> <th data-bbox="891 419 1451 470">ACCEPT</th> <th data-bbox="1451 419 1910 470">REFUSE</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 470 891 521">allemand</td> <td data-bbox="891 470 1451 521"></td> <td data-bbox="1451 470 1910 521">allemagne</td> </tr> <tr> <td data-bbox="331 521 891 572">anglais</td> <td data-bbox="891 521 1451 572">anglaise, anglais</td> <td data-bbox="1451 521 1910 572">angleterre</td> </tr> <tr> <td data-bbox="331 572 891 624">biologie / sciences naturelles</td> <td data-bbox="891 572 1451 624">biology</td> <td data-bbox="1451 572 1910 624"></td> </tr> <tr> <td data-bbox="331 624 891 675">danse</td> <td data-bbox="891 624 1451 675">dance</td> <td data-bbox="1451 624 1910 675"></td> </tr> <tr> <td data-bbox="331 675 891 726">dessin / art</td> <td data-bbox="891 675 1451 726">design</td> <td data-bbox="1451 675 1910 726"></td> </tr> <tr> <td data-bbox="331 726 891 777">espagnol</td> <td data-bbox="891 726 1451 777">espagnol</td> <td data-bbox="1451 726 1910 777">espagne</td> </tr> <tr> <td data-bbox="331 777 891 828">géographie</td> <td data-bbox="891 777 1451 828">géo / géography</td> <td data-bbox="1451 777 1910 828"></td> </tr> <tr> <td data-bbox="331 828 891 879">histoire</td> <td data-bbox="891 828 1451 879">histoire</td> <td data-bbox="1451 828 1910 879"></td> </tr> <tr> <td data-bbox="331 879 891 930">informatique</td> <td data-bbox="891 879 1451 930"></td> <td data-bbox="1451 879 1910 930">ordinateur</td> </tr> <tr> <td data-bbox="331 930 891 981">littérature</td> <td data-bbox="891 930 1451 981">littérature</td> <td data-bbox="1451 930 1910 981"></td> </tr> <tr> <td data-bbox="331 981 891 1032">mathématiques</td> <td data-bbox="891 981 1451 1032">maths</td> <td data-bbox="1451 981 1910 1032"></td> </tr> <tr> <td data-bbox="331 1032 891 1083">musique</td> <td data-bbox="891 1032 1451 1083">music</td> <td data-bbox="1451 1032 1910 1083"></td> </tr> <tr> <td data-bbox="331 1083 891 1134">philosophie</td> <td data-bbox="891 1083 1451 1134">philo</td> <td data-bbox="1451 1083 1910 1134"></td> </tr> <tr> <td data-bbox="331 1134 891 1185">physique</td> <td data-bbox="891 1134 1451 1185">science</td> <td data-bbox="1451 1134 1910 1185"></td> </tr> <tr> <td data-bbox="331 1185 891 1236">éducation religieuse</td> <td data-bbox="891 1185 1451 1236"></td> <td data-bbox="1451 1185 1910 1236"></td> </tr> <tr> <td data-bbox="331 1236 891 1287">sport</td> <td data-bbox="891 1236 1451 1287">éducation physique / EPS / gymnastique</td> <td data-bbox="1451 1236 1910 1287"></td> </tr> <tr> <td data-bbox="331 1287 891 1339">technologie</td> <td data-bbox="891 1287 1451 1339"></td> <td data-bbox="1451 1287 1910 1339"></td> </tr> <tr> <td data-bbox="331 1339 891 1380">théâtre</td> <td data-bbox="891 1339 1451 1380"></td> <td data-bbox="1451 1339 1910 1380"></td> </tr> </tbody> </table> <p data-bbox="1563 1409 1966 1441" style="text-align: right;"><b>Total for Question 1: 5 marks</b></p>	ACCEPT	ACCEPT	REFUSE	allemand		allemagne	anglais	anglaise, anglais	angleterre	biologie / sciences naturelles	biology		danse	dance		dessin / art	design		espagnol	espagnol	espagne	géographie	géo / géography		histoire	histoire		informatique		ordinateur	littérature	littérature		mathématiques	maths		musique	music		philosophie	philo		physique	science		éducation religieuse			sport	éducation physique / EPS / gymnastique		technologie			théâtre			<b>5</b>
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mathématiques	maths																																																										
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Question	Answer	Marks
<b>Question 2</b>	<p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <p><b>Communication: award a mark out of 10, according to the instructions in 2.1.</b> <b>Language: award a mark out of 5, according to the instructions in 2.2.</b></p>	

Question	Answer	Marks
2	<p><b><i>La musique</i></b></p> <p><b><u>2.1: Award a mark out of 10 for Communication</u></b></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:  <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> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION  <b>Look for a verb (finite or infinitive) before awarding a mark.</b> Lists without a verb will not score.  <b>See Appendix II for rules on how to decide whether a verb is accurate enough</b> to convey meaning.  <b>For language other than verbs, use ‘rules’ in Question 1:</b> look alike, sound alike, etc.  <b>Misplaced adjectives, negatives and adverbs will not usually compromise communication.</b></p> <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  <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> <p>(vi) Only reward each piece of information once, e.g. <i>elle est super</i> cannot score both as description and reason for liking (<i>elle est super et sa musique est super</i> can both be rewarded as they each contain a different extra detail).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>	15



Question	Answer		Marks
2	<b>Tick</b>	<b>Accept</b>	
	✓1	<p><b>Quelle sorte de musique préférez-vous ?</b></p> <p><b>REWARD</b> any statement relating to music preferences</p> <p>J'aime... Je préfère... Ma musique préférée est...  Le jazz est bien</p>	
	✓2	<p><b>Où et quand est-ce que vous écoutez de la musique ?</b></p> <p><b>REWARD</b> any statement relating to when and where the candidate listens to music</p> <p>J'écoute de la musique dans ma chambre le soir / tous les jours / toute la journée ... dans la voiture ... quand je vais à l'école</p>	
✓3	<p><b>Donnez des détails sur votre chanteur/chanteuse préféré(e) (par exemple : nom ? nationalité ? physique ?)</b></p> <p><b>REWARD</b> any statement relating to favourite singer</p> <p>Il / elle s'appelle... Elle / il a 25 ans Elle est américaine Il a les cheveux longs Elle a les yeux bleus Il est petit</p>		

Question	Answer		Marks
2	Tick	Accept	
	✓4	<p><b>Pourquoi aimez-vous ce chanteur/cette chanteuse ?</b></p> <p><b>REWARD</b> any statement relating to why they like the singer</p> <p>Elle est gentille Il chante bien</p>	
	✓5	<p><b>Est-ce que vous voudriez travailler dans la musique à l'avenir ? Expliquez pourquoi/pourquoi pas.</b></p> <p><b>REWARD</b> any statement relating to whether candidate would like a career in music and appropriate reasons</p> <p>Je voudrais travailler dans la musique parce que j'adore chanter ... je pourrais gagner beaucoup d'argent ... j'aime voyager ... la musique est ma passion</p> <p>Je ne voudrais pas ... ... parce que je ne chante pas bien ... parce que je voudrais devenir médecin ... parce que je veux travailler dans une école ... parce que j'ai l'intention d'aider les enfants</p>	

Question	Answer	Marks												
2	<p><b><u>2.2: Award a mark out of 5 for Language</u></b></p> <p>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (Appendix 1)).</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="315 453 1771 1155"> <tbody> <tr> <td data-bbox="315 453 398 624">5</td> <td data-bbox="398 453 1771 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="315 624 398 746">4</td> <td data-bbox="398 624 1771 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="315 746 398 887">3</td> <td data-bbox="398 746 1771 887">Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="315 887 398 983">2</td> <td data-bbox="398 887 1771 983">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="315 983 398 1074">1</td> <td data-bbox="398 983 1771 1074">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="315 1074 398 1155">0</td> <td data-bbox="398 1074 1771 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;"><b>Total for Communication: 10 marks</b> <b>Total for Language: 5 marks</b> <b>Total for Question 2: 15 marks</b></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.													
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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
<b>Question 3</b>		
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:		
<b>Communication: award a mark out of 10, according to the instructions in 3.1.</b>		
<b>Language: award a mark out of 8 for Verbs, according to the instructions in 3.2.</b>		
<b>award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.</b>		
<b>For question-specific guidance, see later in this mark scheme.</b>		
<b><u>3.1: Award a mark out of 10 for Communication</u></b>		
(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).		
<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	
<b>0 ticks</b>	Nothing of worth communicated.	
(iii) <b>Look for a verb (finite or infinitive) before awarding a mark for communication.</b> 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.		

Question	Answer	Marks
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**3.2: Award a mark out of 8 for accurate use of Verbs**

When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.**

- (i) Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).
- (ii) Place the tick so that it does not obscure the accent/tilde.
- (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.

**Conversion table for accurate use of Verbs (Question 3)**

Number of ticks	Mark
18+	8
16,17	7
14,15	6
12,13	5
10,11	4
8,9	3
6,7	2
4,5	1
0,1,2,3	0

**How to award ticks for accurate use of Verbs (Question 3):****(a) Subject (noun or pronoun) + any finite verb**

**both subject and verb must be correct for the verb to score a tick**

**verb must be in the appropriate tense to score a tick**

**inaccuracies in the use of accents are ignored except in the case of *-er* verbs and *être* where there must be an accent on the past participle in a compound tense, and the absence of such an accent in the present tense**

**do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features.**

Question	Answer		Marks
	<b>Tick</b>	<b>No tick</b>	<b>Note</b>
	Je suis (✓)		
	J'aime (✓)	Je aime ( <i>no tick</i> )	«Je n'aime (✓) (pas) le camping»
	Je ne aime (✓) pas		treat as misuse of negative, not misuse of verb: verb is ticked
	Il est allé (✓)	Il est allée ( <i>no tick</i> )	insist on correct agreement
		Les professeurs sont ( <i>no tick</i> ) gentils	incorrect subject
		Le voiture s'est approché ( <i>no tick</i> )	incorrect subject
	Les nouveau professeurs sont (✓) gentils		«Les professeurs» is the subject and is correctly spelt. The incorrect adjective does not prevent the tick being awarded
	Les invites sont arrivés (✓)		missing accent on noun does not prevent tick being awarded
		Les invités sont arrives ( <i>no tick</i> )	past participle must have accent for tick to be awarded; grave is tolerated
	La site que j'ai adoré (✓)		despite wrong gender of noun the verb is correct
		La site que j'ai adorée	gender of noun wrong; «site» is not a feminine noun, therefore verb should not agree and is not ticked
	Le site j'ai adoré (✓)		«que» clauses where the «que» is missing: tick the verb; take absence of «que» into account when awarding mark for Other linguistic features
	Mon frère a (✓) sept ans. Il y a (✓) 30 enfants dans sa classe		for «il y a/avait», allow the impersonal use to count as an extra

Question	Answer		Marks
<b>With direct and indirect object pronouns</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
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	
<b>With « y » and « en »</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
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»	
<b>Passive</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
Elle a été attrapée (✓)			
Les vélos ont été vendus (✓)			

Question	Answer	Marks
<b>Reflexive</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>Impersonal</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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 (✓)		
<b>With negative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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		
<b>Sequence of tenses</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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 (✓)			
<b>Single auxiliary with multiple past participles</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
Nous avons chanté (✓) et dansé (✓)		Nous avons chanté = tick; Nous avons dansé = tick	
<b>Correct verb within meaningless statement</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
La journée est (✓) longue	La journée est ( <i>no tick</i> ) intelligente	do not reward correct verb in a meaningless statement	
<b>(b) Imperative</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
Viens (✓)			
Ne touche pas (✓)			
<b>(c) Interrogative</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
Tu viens? (✓) / Tu viens. (✓)		question mark not required for mark to be awarded	
Est-ce que (✓) tu viens(?) (✓)			
Comment ça va(?) (✓)			

Question	Answer	Marks
<b>(d) Infinitive</b>		
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
<b>Ticking forms of the verb in the future: is the future tense appropriate to the task?</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>(e) Inversion</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
«...» 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 (✓)		
<b>(f) Participle (past or present)</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
En arrivant (✓)		
Ayant fini (✓)		
Une fois arrivé (✓)		

Question	Answer	Marks
	<p><b>(g) Reward only the first occurrence of a verb, e.g.</b>            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> <p><b>However,</b>            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 <b>both</b> 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> <p><b><u>3.3: Award a mark out of 12 for Other linguistic features</u></b></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:            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.</p>	

Question	Answer	Marks
<b>Grade descriptors for Other linguistic features (Question 3)</b>		
11–12	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	Attempts a range of structures with a good degree of success. More complex language usually error-free <sup>^^</sup> . Uses a variety of relevant vocabulary at this level.	
7–8	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	Attempts more than basic structures. On balance, the work is more accurate than inaccurate. Straightforward vocabulary relevant to the task.	
3–4	Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. Basic vocabulary.	
1–2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	
0	One or two disjointed words or short phrases may be recognisable.	

<sup>^^</sup>subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.

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

**Total for Communication: 10 marks**  
**Total for Verbs: 8 marks**  
**Total for Other linguistic features: 12 marks**  
**Total for Question 3: 30 marks**

Question	Answer	Marks												
3(a)	<p><b><i>Vous avez aidé votre grand-mère/grand-père</i></b></p> <p><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="331 352 1951 1390"> <thead> <tr> <th data-bbox="331 352 443 416">Tick</th> <th data-bbox="443 352 1839 416">Accept</th> <th data-bbox="1839 352 1951 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 416 443 719">✓1</td> <td data-bbox="443 416 1839 719"> <p><b>Quand avez-vous aidé votre grand-mère/grand-père ?</b></p> <p>Details of when the candidate helped grandfather/grandmother in past tense</p> <p>J'ai aidé mon grand-père le week-end dernier J'ai aidé ma grand-mère hier</p> <p>J'ai aidé mon grand-père le dernier week-end ✓1</p> </td> <td data-bbox="1839 416 1951 719">2</td> </tr> <tr> <td data-bbox="331 719 443 1086">✓2</td> <td data-bbox="443 719 1839 1086"> <p><b>Qu'est-ce que vous avez fait exactement ?</b></p> <p>Details of what candidate did: past tense required</p> <p>J'ai fait les courses J'ai préparé le repas</p> <p>If Task 1 and Task 2 are combined e.g.: J'ai préparé le dîner pour mon grand-père ✓2✓2 samedi dernier ✓1 Dimanche dernier j'ai aidé ma grand-mère ✓1✓1 à nettoyer la maison ✓2</p> </td> <td data-bbox="1839 719 1951 1086">2</td> </tr> <tr> <td data-bbox="331 1086 443 1390">✓3</td> <td data-bbox="443 1086 1839 1390"> <p><b>Aimez-vous aller chez votre grand-mère/grand-père ? Expliquez pourquoi.</b></p> <p>Reason why candidate likes to visit grandparent</p> <p>Mon grand-père est sympa Ma grand-mère me donne de l'argent J'aime ma grand-mère Ils sont sympas</p> </td> <td data-bbox="1839 1086 1951 1390">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p><b>Quand avez-vous aidé votre grand-mère/grand-père ?</b></p> <p>Details of when the candidate helped grandfather/grandmother in past tense</p> <p>J'ai aidé mon grand-père le week-end dernier J'ai aidé ma grand-mère hier</p> <p>J'ai aidé mon grand-père le dernier week-end ✓1</p>	2	✓2	<p><b>Qu'est-ce que vous avez fait exactement ?</b></p> <p>Details of what candidate did: past tense required</p> <p>J'ai fait les courses J'ai préparé le repas</p> <p>If Task 1 and Task 2 are combined e.g.: J'ai préparé le dîner pour mon grand-père ✓2✓2 samedi dernier ✓1 Dimanche dernier j'ai aidé ma grand-mère ✓1✓1 à nettoyer la maison ✓2</p>	2	✓3	<p><b>Aimez-vous aller chez votre grand-mère/grand-père ? Expliquez pourquoi.</b></p> <p>Reason why candidate likes to visit grandparent</p> <p>Mon grand-père est sympa Ma grand-mère me donne de l'argent J'aime ma grand-mère Ils sont sympas</p>	2	30
Tick	Accept	Mark												
✓1	<p><b>Quand avez-vous aidé votre grand-mère/grand-père ?</b></p> <p>Details of when the candidate helped grandfather/grandmother in past tense</p> <p>J'ai aidé mon grand-père le week-end dernier J'ai aidé ma grand-mère hier</p> <p>J'ai aidé mon grand-père le dernier week-end ✓1</p>	2												
✓2	<p><b>Qu'est-ce que vous avez fait exactement ?</b></p> <p>Details of what candidate did: past tense required</p> <p>J'ai fait les courses J'ai préparé le repas</p> <p>If Task 1 and Task 2 are combined e.g.: J'ai préparé le dîner pour mon grand-père ✓2✓2 samedi dernier ✓1 Dimanche dernier j'ai aidé ma grand-mère ✓1✓1 à nettoyer la maison ✓2</p>	2												
✓3	<p><b>Aimez-vous aller chez votre grand-mère/grand-père ? Expliquez pourquoi.</b></p> <p>Reason why candidate likes to visit grandparent</p> <p>Mon grand-père est sympa Ma grand-mère me donne de l'argent J'aime ma grand-mère Ils sont sympas</p>	2												

Question	Answer		Marks
3(a)	<b>Tick</b>	<b>Accept</b>	<b>Mark</b>
	✓4	<p><b>Est-ce que la famille est importante pour vous ? Donnez vos raisons.</b></p> <p>Explanation of importance of family to candidate</p> <p>Ma famille m'aide beaucoup La famille m'aime On s'amuse beaucoup ensemble</p>	2
	✓5	<p><b>Voudriez-vous avoir une grande famille plus tard ? Pourquoi/Pourquoi pas ?</b></p> <p>Reason for (not) wanting a big family: any suitable tense</p> <p>... parce que c'est amusant d'avoir une grande famille ... parce que j'aime les enfants</p> <p>Je voudrais avoir une famille plus tard parce que je veux voyager avec mes amis avant ... parce que d'abord je veux aller à l'université</p>	2
<b>Communication point</b>		<b>For Verbs, accept:</b>	
1		Past	
2		Past	
3		Any appropriate tense	
4		Present	
5		Any appropriate tense	
<b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b>			
<b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b>			

Question	Answer	Marks												
3(b)	<p data-bbox="315 217 667 248"><b>Visite dans un pays froid</b></p> <p data-bbox="315 284 1397 316"><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="331 352 1951 1426"> <thead> <tr> <th data-bbox="331 352 443 416">Tick</th> <th data-bbox="443 352 1839 416">Accept</th> <th data-bbox="1839 352 1951 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 416 443 820">✓1</td> <td data-bbox="443 416 1839 820"> <p data-bbox="456 435 1088 467"><b>Quand <u>et</u> avec qui avez-vous fait ce voyage ?</b></p> <p data-bbox="456 502 1043 534">When <b>and</b> with whom the candidate travelled</p> <p data-bbox="456 569 1249 633">Je suis allé au Canada avec mes amis pendant les vacances J'ai voyagé en Argentine l'hiver dernier avec mon école</p> <p data-bbox="456 668 1032 732">J'ai visité le Canada en janvier ✓1 Je suis allée à New York avec ma famille ✓1</p> <p data-bbox="456 767 1279 799">Je suis allée en Suisse avec ma famille la dernière semaine ✓1</p> </td> <td data-bbox="1839 416 1951 820">2</td> </tr> <tr> <td data-bbox="331 820 443 1091">✓2</td> <td data-bbox="443 820 1839 1091"> <p data-bbox="456 839 1453 871"><b>Donnez des détails sur ce séjour (par exemple : logement ? activités ?).</b></p> <p data-bbox="456 906 1182 938">Details of accommodation/activities: past tense required</p> <p data-bbox="456 973 815 1069">J'ai fait du ski Je suis resté chez ma tante L'hôtel était confortable</p> </td> <td data-bbox="1839 820 1951 1091">2</td> </tr> <tr> <td data-bbox="331 1091 443 1426">✓3</td> <td data-bbox="443 1091 1839 1426"> <p data-bbox="456 1110 1543 1142"><b>Est-ce que les voyages sont importants pour vous ? Pourquoi/Pourquoi pas ?</b></p> <p data-bbox="456 1177 990 1209">Reason why travelling is important or not</p> <p data-bbox="456 1244 976 1340">On peut découvrir de nouvelles cultures On peut apprendre une nouvelle langue Je peux me faire de nouveaux amis</p> <p data-bbox="456 1375 864 1407">J'ai mangé la cuisine locale ✓3</p> </td> <td data-bbox="1839 1091 1951 1426">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="456 435 1088 467"><b>Quand <u>et</u> avec qui avez-vous fait ce voyage ?</b></p> <p data-bbox="456 502 1043 534">When <b>and</b> with whom the candidate travelled</p> <p data-bbox="456 569 1249 633">Je suis allé au Canada avec mes amis pendant les vacances J'ai voyagé en Argentine l'hiver dernier avec mon école</p> <p data-bbox="456 668 1032 732">J'ai visité le Canada en janvier ✓1 Je suis allée à New York avec ma famille ✓1</p> <p data-bbox="456 767 1279 799">Je suis allée en Suisse avec ma famille la dernière semaine ✓1</p>	2	✓2	<p data-bbox="456 839 1453 871"><b>Donnez des détails sur ce séjour (par exemple : logement ? activités ?).</b></p> <p data-bbox="456 906 1182 938">Details of accommodation/activities: past tense required</p> <p data-bbox="456 973 815 1069">J'ai fait du ski Je suis resté chez ma tante L'hôtel était confortable</p>	2	✓3	<p data-bbox="456 1110 1543 1142"><b>Est-ce que les voyages sont importants pour vous ? Pourquoi/Pourquoi pas ?</b></p> <p data-bbox="456 1177 990 1209">Reason why travelling is important or not</p> <p data-bbox="456 1244 976 1340">On peut découvrir de nouvelles cultures On peut apprendre une nouvelle langue Je peux me faire de nouveaux amis</p> <p data-bbox="456 1375 864 1407">J'ai mangé la cuisine locale ✓3</p>	2	30
Tick	Accept	Mark												
✓1	<p data-bbox="456 435 1088 467"><b>Quand <u>et</u> avec qui avez-vous fait ce voyage ?</b></p> <p data-bbox="456 502 1043 534">When <b>and</b> with whom the candidate travelled</p> <p data-bbox="456 569 1249 633">Je suis allé au Canada avec mes amis pendant les vacances J'ai voyagé en Argentine l'hiver dernier avec mon école</p> <p data-bbox="456 668 1032 732">J'ai visité le Canada en janvier ✓1 Je suis allée à New York avec ma famille ✓1</p> <p data-bbox="456 767 1279 799">Je suis allée en Suisse avec ma famille la dernière semaine ✓1</p>	2												
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Question	Answer		Marks
3(b)	<b>Tick</b>	<b>Accept</b>	<b>Mark</b>
	✓4	<p><b>Préférez-vous un climat chaud ou un climat froid ? Expliquez pourquoi.</b></p> <p>Reason for preferring hot or cold climate</p> <p>Je préfère un climat chaud ✓4 parce que j'aime me bronzer ✓4 Je préfère un climat froid ✓4 parce que c'est plus agréable ✓4</p>	2
✓5	<p><b>À l'avenir, dans quel pays voudriez-vous habiter ?</b></p> <p>Where candidate would like to live: expect future/conditional tense</p> <p>Je voudrais habiter dans mon pays J'aimerais vivre en Europe</p>		2
<b>Communication point</b>		<b>For Verbs, accept:</b>	
1		Past	
2		Past	
3		Present	
4		Appropriate tense	
5		Future/Conditional	
<b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b>			
<b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b>			

Question	Answer	Marks															
3(c)	<p><b><i>Le dernier bus était parti</i></b></p> <p><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="331 352 1951 1358"> <thead> <tr> <th data-bbox="331 352 443 416">Tick</th> <th data-bbox="443 352 1839 416">Accept</th> <th data-bbox="1839 352 1951 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 416 443 651">✓1</td> <td data-bbox="443 416 1839 651"> <p><b>Expliquez ce que vous avez fait alors.</b></p> <p>Details of what the candidate did</p> <p>J'ai téléphoné à mes parents Je suis allé chez mon amie</p> </td> <td data-bbox="1839 416 1951 651">2</td> </tr> <tr> <td data-bbox="331 651 443 885">✓2</td> <td data-bbox="443 651 1839 885"> <p><b>Qu'est-ce que vos amis ont fait pour vous aider ?</b></p> <p>What friends did to help</p> <p>Mon ami a téléphoné pour un taxi Mon amie m'a donné un peu d'argent</p> </td> <td data-bbox="1839 651 1951 885">2</td> </tr> <tr> <td data-bbox="331 885 443 1120">✓3</td> <td data-bbox="443 885 1839 1120"> <p><b>Comment est-ce que vous êtes rentré(e) à la maison ?</b></p> <p>Details of how the candidate got home</p> <p>Mon père est venu me chercher Je suis rentré à pied</p> </td> <td data-bbox="1839 885 1951 1120">2</td> </tr> <tr> <td data-bbox="331 1120 443 1358">✓4</td> <td data-bbox="443 1120 1839 1358"> <p><b>Quelle a été la réaction de vos parents quand vous êtes arrivé(e) chez vous ?</b></p> <p>Reaction of parents</p> <p>Mes parents étaient fâchés Ma mère m'a grondé</p> </td> <td data-bbox="1839 1120 1951 1358">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p><b>Expliquez ce que vous avez fait alors.</b></p> <p>Details of what the candidate did</p> <p>J'ai téléphoné à mes parents Je suis allé chez mon amie</p>	2	✓2	<p><b>Qu'est-ce que vos amis ont fait pour vous aider ?</b></p> <p>What friends did to help</p> <p>Mon ami a téléphoné pour un taxi Mon amie m'a donné un peu d'argent</p>	2	✓3	<p><b>Comment est-ce que vous êtes rentré(e) à la maison ?</b></p> <p>Details of how the candidate got home</p> <p>Mon père est venu me chercher Je suis rentré à pied</p>	2	✓4	<p><b>Quelle a été la réaction de vos parents quand vous êtes arrivé(e) chez vous ?</b></p> <p>Reaction of parents</p> <p>Mes parents étaient fâchés Ma mère m'a grondé</p>	2	30
Tick	Accept	Mark															
✓1	<p><b>Expliquez ce que vous avez fait alors.</b></p> <p>Details of what the candidate did</p> <p>J'ai téléphoné à mes parents Je suis allé chez mon amie</p>	2															
✓2	<p><b>Qu'est-ce que vos amis ont fait pour vous aider ?</b></p> <p>What friends did to help</p> <p>Mon ami a téléphoné pour un taxi Mon amie m'a donné un peu d'argent</p>	2															
✓3	<p><b>Comment est-ce que vous êtes rentré(e) à la maison ?</b></p> <p>Details of how the candidate got home</p> <p>Mon père est venu me chercher Je suis rentré à pied</p>	2															
✓4	<p><b>Quelle a été la réaction de vos parents quand vous êtes arrivé(e) chez vous ?</b></p> <p>Reaction of parents</p> <p>Mes parents étaient fâchés Ma mère m'a grondé</p>	2															

Question	Answer		Marks
3(c)	Tick	Accept	Mark
	✓5	<p><b>Qu'est-ce que vous avez pensé de la soirée ?</b></p> <p>Candidate's opinion of the evening</p> <p>Je me suis amusé avec mes copains J'avais peur C'était affreux</p>	2
	<b>Communication point</b>	<b>For Verbs, accept:</b>	
	1	Past	
	2	Past	
	3	Past	
	4	Past	
	5	Past	
	<b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b>		
	<b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b>		

**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.**

(i)	<b>For 2 communication marks: accept a Present where a Future context is apparent</b>	
	<i>L'an prochain je voyage en France</i> = 2 for communication.	( <i>Je voyage</i> receives a tick for verb)
(ii)	<b>For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa</b>	
(iii)	<b>For 2 communication marks: accept a 'phonetic version' of the correct time frame</b>	
	<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)	<b>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</b>	
	Allow Perfect, Imperfect, Pluperfect or Past Historic. Ignore inconsistency of the Perfect and Past Historic if it occurs	

(v)	<b>Use of <i>avoir</i> with a past participle when <i>être</i> is correct: award 2 communication marks</b>	
	<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>B (iii)</b> )
(vi)	<b>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</b>	
	For 2 communication marks, <b>insist</b> 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 <b>insist</b> 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)	<b>Errors of punctuation: award 2 communication marks in spite of errors of punctuation</b>	
	<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)	<b>Errors of elision: award 2 communication marks in spite of errors of elision</b>	
	<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)	<b>Single consonant where there should be double and vice versa: award 2 communication marks</b>	
	<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

(x)	<b>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)</b>	
	<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>B (viii)</b> ) (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>B (viii)</b> ) <i>Je pensais que j'avais malade</i> = 0 for communication (see <b>B (iv)</b> ) (In both cases, first verb can receive a tick)
(xi)	<b>Use of a verb in the 'indicative' where a subjunctive would be expected: award 2 communication marks</b>	
	<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)	<b>Treat the verbs <i>retourner</i>, <i>revenir</i> and <i>rentrer</i> as synonyms: award 2 communication marks</b>	
(xiii)	<b>«ne» omitted in a negative statement: award 2 communication marks</b>	
	<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>B (ix)</b> ) (verb receives a tick)

**B** **QUESTIONS 2 AND 3:** where **THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS** but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded:

(i)	<b>The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark</b>	
	<p><b>Task: where <u>did</u> you go on holiday. Candidate writes:</b>  <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><b>All score 1 mark for communication</b></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><b>Task: how <u>did</u> you and your friends react? Candidate writes:</b>  <i>Mes amis est contents</i>  <i>J'éété triste</i>  <i>Ils avons pleure</i></p> <p><b>All score 1 mark for communication</b></p>	
	<p><b>Task: what do you want to eat for lunch. Candidate writes.</b>  <i>Je veux mange un sandwich = 1 for communication</i></p>	<p><i>Je veux</i> = tick for verb</p>



	<p><b>Task: what will you do next year. Candidate writes:</b>  <i>L'an dernier je voyage en France</i> = 1 for communication  <i>L'an dernier je vais voyager en France</i> = 1 for communication  <i>L'année prochaine j'allait en ville</i> = 1 for communication (if the task required a past tense, <i>J'allait en ville</i> tout court could score 2 for communication as a phonetic rendering of <i>J'allais en ville</i>)</p>	<p>...<i>je voyage</i>... verb is not rewarded as there is no future context (e.g <i>L'an prochain</i>...)  ...<i>je vais voyager</i>... scores 2 ticks for verbs (<i>je vais, voyager</i>) as the task requires a future  ...<i>j'allait</i>... verb does not receive a tick</p>
	<p><i>L'année prochaine j'aïlle en ville</i> = 1 for communication (<i>aller</i> is an appropriate verb, <i>aïlle</i> is a form of the verb <i>aller</i> (subjunctive))</p>	<p><i>L'année prochaine j'aillait en ville</i> = 0 for communication (<i>aillait</i> is not any part of the verb <i>aller</i>)</p>
(ii)	<p><b>The candidate has produced a phonetic spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark</b></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><b>Use of <i>être</i> as the auxiliary when <i>avoir</i> would be correct: award 1 communication mark (see also A (v))</b></p>	
	<p><i>Je suis mangé la pomme</i> = 1</p>	
(iv)	<p><b>Use of <i>être</i> instead of <i>avoir</i> in some clearly defined idiomatic phrases: award 1 communication mark</b></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><b>However</b>  <i>Elle est les cheveux gris</i> = 0  <i>J'avais fatigué</i> = 0  <i>J'avais malade</i> = 0</p>

<b>(v)</b>	<b>Manger, nager, ranger etc – ‘e’ missing from <i>nous</i> form and imperfect: award 1 communication mark</b>	
	<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
<b>(vi)</b>	<b>The following commonly seen inappropriate usages: award 1 communication mark</b>	
	<b>Accept for 1 mark</b> <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>	<b>Refuse</b>  <i>j’ai regardé pour mon sac</i> for <i>j’ai cherché mon sac</i>
<b>(vii)</b>	<b>The following commonly seen mis-usages: award 1 communication mark</b>	
	<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
<b>(viii)</b>	<b>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))</b>	
	<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)
<b>(ix)</b>	<b>«pas», or equivalent, is omitted in a negative statement = 1 for communication</b>	
	<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:**

<b>(i)</b>	<b>No attempt at a verb = 0 for communication</b>	
	<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
<b>(ii)</b>	<b>The verb attempted delivers a message different from the desired one = 0 for communication</b>	
	<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	
<b>(iii)</b>	<b>The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication</b>	
	<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>	
<b>(iv)</b>	<b>There are two subjects = 0 for communication</b>	
	<i>il j'aime</i> = 0 for communication	