

CAMBRIDGE INTERNATIONAL EXAMINATIONS**Cambridge International General Certificate of Secondary Education****MARK SCHEME for the May/June 2015 series****0520 FRENCH (FOREIGN LANGUAGE)****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 *boîte à crayons* / *boîte crayons* = 1 tick; however *boîte et crayons* / *boîte, crayons* (candidate intends these 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:
 - 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.**
 - '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).
- **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:
 - *baskets, chaussures*: award one mark to each item
 - *baskets, baskets de sport*: award one mark for the first *basket*.
- Reject misspelt words which suggest a word with a quite different meaning, for example, *calculateur* for *calculatrice* or *agent* for *argent*.
- Where nouns usually plural, accept singular and vice versa.

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Session-specific instructions for Question 1: vous préparez votre sac pour aller à l'école – 8 objets à mettre dans votre sac

- **Accept any item the candidate could put in a school bag.**
- **Accept clothing, toilettries, id documents.**
- **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 livre + any subject only once (so *livre de mathématiques* = 1, but no further mark for *livre de géographie*).**

The following are examples. Accept any items the candidate could put in a school bag.

DO NOT ACCEPT 'ORDINATEUR' – IT IS THE EXAMPLE

Accept	Accept	Refuse
calculatrice / calculette	calcultrice	calcutier / calculatoire / calculataire / caculatrie / calculator / calculateur
stylo	stilo(t) / bic	
cahier	cahiere / kaiyer / cahyez / cayer / cayher / caiyey / caye	chahier
portefeuille / porte-monnaie	argent / monnaie / billet / porte de feuille / portefeuille	
short		shot
livre	liver / manuel	libre / lire / maths tc
baskets	chaussures* see below for spelling of chaussures	
trousse	trosse / trouse	tousse
crayon	cryon	
crayon de couleur (as is a different item)		
gomme	gom(m) / gome	gum /gume / gommage
devoirs		
		valise cartable case

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boîte (à crayons / pour le déjeuner)		sac (tc) / sac à crayons / sac à stylos
telephone / portable		
boisson (bouteille d')(eau)		
uniforme		
lecteur MP3		
nourriture/dejeuner		
serviette		
chaussettes		

[Total mark for Question 1: 5]

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)

- Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer without obscuring it.
- Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 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.
 - If 3 of the tasks are missing, the maximum communication mark is 7.
- Add up the ticks to give a mark out of 10 for Communication.
- 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.**

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- (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.
- Je joue au tennis, au basket, au volley et au foot (*1 verb, therefore treat as list of 4 items: place one tick over «volley» (third item in list) and another tick over «foot» (fourth item in list)*)
 - Je joue au tennis. Je joue au basket. Je joue au volley (*3 verbs therefore each piece of information can score a separate communication mark*)
- (vi) Only reward each piece of information once
- *J'aime jouer au foot* (✓1 for activity). *Je joue au football* (no further tick for playing football) *avec mes amis* (✓2 for «avec qui») *2 fois par semaine* (✓2 for «quand»)
 - *J'aime jouer au foot* (✓1 for activity) *avec mes amis* (✓2 for «avec qui») *le mardi* (✓2 for «quand»). *Je lis des livres* (✓1 for different activity) *avec mes amis* (no further tick for «avec mes amis») *le week-end* (✓2 for a different «quand»).
- (vii) Do not penalise factual errors.
- (viii) FOR (b) and (c), REWARD REASON EVEN IF MAIN CLAUSE IS NOT CLEAR
- (ix) What the candidate writes may not follow the order of the tasks on the question paper – this is fine

[Total mark for Communication (Question 2): 10]

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Session-specific instructions for Communication marks (Question 2): mes loisirs

Tick	Accept	Refuse
1	Quels sont vos loisirs préférés? REWARD: any activities No expression of preference required: - Je joue au foot / J'aime jouer au foot = ✓1 Accept verb or noun which indicates a leisure <u>activity</u>: - J'aime manger du fast-food = ✓1 / Je mange du fast-food = ✓1 - J'aime la photographie / J'aime le cyclisme / Je fais la lecture / Je fais le shopping (<i>all qualify for ✓1</i>) - J'aime faire de la photographie = ✓1 / J'aime lire de livres = ✓1 Accept a verb + place which indicates a leisure activity: - Je vais au cinema / Je vais à la piscine / Je vais au gymnase Reward general and specific activities: - e.g. <u>J'aime faire plusieurs sports*</u>, le tennis, le badminton (✓1: <i>for a list of 3 activities</i>) <u>et le basket</u> (✓1: <i>for a fourth activity</i>) * 'sports' is a specific kind of activity Remember: - J'aime lire (✓1) jouer au foot (✓1) et regarder la télé (✓1) (3 verbs) - J'ai beaucoup d'activités (<i>no tick as too vague</i>) comme jouer au foot (✓1) et regarder la télé (✓1)	REASON FOR DOING THESE ACTIVITIES Je fais beaucoup d'activités/loisirs («beaucoup de» is too vague) Je déteste le foot / Je déteste regarder les films d'horreur (<i>no ticks available for what candidate does <u>not</u> do</i>) J'aime le fast-food (<i>no tick as there is no activity</i>) J'aime les vêtements (<i>no tick as there is no activity</i>) Je fais de la photographie («photographe» is not an activity) Je fais de la sous-plongée («sous-plongée» does not communicate) Je préfère/préfer le football («préfère» is not phonetic)
AWARD ✓1 FIRST. GO WITH THE CANDIDATE'S ORGANISATION OF THE ESSAY IN TERMS OF AWARDING ✓2. HOWEVER IF NOT POSSIBLE TO FIND A ✓2, GO BACK AND SEE IF A ✓1 CAN BE REASSIGNED AS ✓2 «Je participe dans l'équipe de basket de mon école» is an activity for ✓1 but if there were no other ✓2, it could be «avec qui» - If candidate starts with «pendant mon temps libre je fais...» reward the activities with ✓1 unless otherwise indicated by what follows - If candidate starts with «je préfère passer du temps avec mon père» reward as an activity with ✓1 unless otherwise indicated by what follows		

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Tick	Accept	Refuse
2	Dites quand et avec qui vous faites ces activités REWARD separately: 'when' and 'with whom' PLEASE NOTE: EXCEPTIONALLY FOR «QUAND» AND «AVEC QUI» TO RECEIVE TICKS THEY DO NOT EACH NEED A VERB e.g. J'aime jouer au tennis (✓1). Je joue au tennis (<i>no tick for the activity</i>) avec mes amis (✓2) après l'école (✓2) **These do not need to be the activities already mentioned by the candidate** Examples of what will qualify for «quand»: - dans mon temps libre / souvent / tous les soirs / le mardi / après l'école / deux fois par semaine / quelquefois / d'habitude / hier / jamais / rarement / en été etc. - je joue au tennis tous les soirs après l'école (✓2) (<i>candidate has presented «tous les soirs après l'école» as a single notion</i>) - nous allons au centre sportif deux fois par semaine (✓2) et de temps en temps nous faisons de la natation (✓2) (<i>candidate has presented two notions, each with a verb: going to the sports centre twice a week is the first and swimming from time to time is the second</i>) Examples of what will qualify for «avec qui» (the word «avec» may not appear): - avec mes amis / seul(e) / dans une équipe / ma sœur et moi / etc. - e.g. 'ma sœur à le même âge que moi. Nous jouons au tennis (✓2) (<i>for «avec qui»</i>) le samedi (✓2) (<i>for «quand»</i>) Reward specific examples of «quand»:and «avec qui» - Je fais du shopping (✓1). Hier (✓2) (<i>for «quand»</i>) j'ai acheté une jupe avec ma mère (✓2) (<i>for «avec qui»</i>)	Where the sport is done does not score an extra tick: e.g. J'aime jouer au basket (✓1). Je joue au basket tous les jours (✓2) à l'école (<i>no tick</i>) (<i>However remember that statements such as «Je vais à la piscine» / «Je vais au cinéma» imply a leisure activity and may be assigned as ✓1 depending on the context</i>) «normalement» does <u>not</u> count as «quand» «seulement» does not qualify as «seule»

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Tick	Accept	Refuse
3	• <u>Préférez-vous faire des activités en famille ou avec des amis?</u> • <u>Pourquoi?</u> Accept any number of preferences and any number of reasons ACCEPT (do not expect idea of preference): • Je préfère faire des activités... / Je préfère nager... + avec ma famille / des amis / 'both' / 'neither' / 'mon père' / 'mon frère' / 'mon chien' • Je fais des activités... / Je nage... + avec ma famille / des amis / 'both' / 'neither' / 'mon père' / 'mon frère' / 'mon chien' • J'aime faire des activités... / J'aime nager... + avec ma famille / des amis / 'both' / 'neither' / 'mon père' / 'mon frère' / 'mon chien' • 'I don't know' • 'I like doing X with my sister (✓3) because I get on with her (✓3) and I like doing Y with my dad (✓3) because he is good at it (✓3)' • Je préfère jouer au tennis avec ma famille (✓3) parce ce que c'est amusant (✓3) mais j'aime aussi faire du ski avec mes amis (✓3) ACCEPT: any reason why/why not even if not clear with whom candidate prefers to do activities Examples of the sort of thing that will qualify as a reason («parce que» may or may not appear): • (parce que) mes parents travaillent • (parce que) mes parents n'ont pas de temps libre • (parce que) ma sœur parle avec ses amis • (parce que) mon père voyage	Je préfère jouer des activités avec ma famille ('jouer' is not an appropriate choice of verbs in terms of meaning)

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Tick	Accept	Refuse
4	Dites quelle <u>nouvelle</u> activité vous voudriez essayer LOOK FOR an indication that this is a new activity PLUS an activity that candidate has <u>not</u> already mentioned. Examples of what will qualify as an indication that this is a new activity: - je veux faire/essayer... - je voudrais faire/essayer... - je veux/voudrais nager - ma nouvelle activité est... Examples of activities: sports, hobbies, travel, any possible leisure activities etc. (accept noun or verb)	Je vais nager tc / Je nagerai tc (<i>do not convey idea of new activity</i>) Je nage tc (<i>no indication that this is a new activity – if it has not already been mentioned it can score ✓1 but remember no reason is rewarded for ✓1</i>)
	ACCEPT ANY NUMBER OF NEW ACTIVITIES IN ADDITION, REWARD <u>ONE</u> REASON for wanting to do <u>ONE</u> of the new activities - je veux faire de la planche à voile (✓4) parce que c'est amusant (✓4) - je n'ai pas essayé de l'équitation (✓4) et je veux l'essayer (✓4) (<i>activity candidate wants to try is horseriding and the reason is that s/he has not tried it before</i>)	

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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 mark for Language (Question 2): 5]	

*Consider the whole answer when awarding mark for language

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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 before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning. A finite verb (or phonetic version etc.) gives access to 2 marks, a non-finite verb (infinitive/past participle etc.) gives access to 1 mark.

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

[Total mark for Communication (Question 3): 10]

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

Question 3(a): Vous avez décidé de changer vos habitudes pour être plus en forme (letter)

Tick	Accept	Mark
1	Dites quand vous avez décidé de changer vos habitudes	[2]
	INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ALLOW ANY SENSIBLE PERIOD OR MOMENT IN TIME (for communication only, any past tense is acceptable) Accept a specific time reference: - e.g. La semaine dernière.../le mois dernier.../hier.../samedi... + e.g. j'ai changé mes habitudes / j'ai commencé à faire du sport Accept a triggering event as when the candidate decided to change their habits: - e.g. My neighbour fell ill. I decided to make some changes - e.g. I went to see my doctor. I decided to change my habits - e.g. I had backache and decided to change my habits Accept for 1 communication mark: La semaine dernière je changez mes habitudes («changez» is part of an acceptable verb («changer»)) but is the wrong part/time frame) La semaine prochaine je vais changer mes habitudes («vais changer» is part of an acceptable verb («changer»)) but is the wrong time frame) REFUSE: J'ai décidé de changer <u>vos</u> habitudes = 0	
2	Pour quelles raisons avez-vous pris cette décision	[2]
	FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE REASON IN AN APPROPRIATE TENSE (if a past tense is used: for communication only, any past tense is acceptable) The reason will not necessarily be introduced by «parce que»: (J'ai pris cette décision parce que) je mange trop de sucreries (Je dois changer mes habitudes parce que) (mes amis me disent que) je mange trop de fast-food (Je vais manger moins de sucreries parce que) je suis gros REFUSE: «...pour être plus en forme» as the reason (<i>this is part of the question</i>)	

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3	Décrivez votre nouvelle routine (le week-end)	[2]
	FOR 2 COMMUNICATION MARKS ALLOW ANYTHING SENSIBLE THE CANDIDATE DOES AS PART OF A MORE HEALTHY LIFESTYLE IN AN APPROPRIATE TENSE (<u>COULD BE PAST, PRESENT OR FUTURE</u>) Look for an indication that the candidate is talking about a change/new routine, eg: • Maintenant je joue au foot • Maintenant je vais jouer au foot • Pour ma nouvelle routine je joue au foot • Pour ma nouvelle routine j'ai joué au foot • Pour ma nouvelle routine je vais jouer au foot • La semaine prochaine je jouerais au foot REFUSE : ma nouvelle régime est différente tc (<i>not enough information</i>)	
4	Quelles sont les réactions de vos ami(e)s en voyant vos efforts	[2]
	FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE REACTION IN AN APPROPRIATE TENSE • ils sont contents • ils pensent que c'est bien • ils vont faire du sport avec moi Should be friends' reaction: e.g. ils..., mes copains..., mes amies..., tout le monde...	
5	Fifth communication mark to be awarded flexibly for extra detail, given in a statement/clause containing a finite verb, relating to EITHER Tick 2, Tick 3, OR Tick 4	[2]
	(Apply the rules for the relevant task when awarding Tick 5	

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Question 3(b): – Vous avez fait un long voyage en train/bus (accept métro/car)

Tick	Accept	Mark
1	Décrivez le voyage (par exemple: où? quand? avec qui?) INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ACCEPT ANY DETAIL RELATING TO THE JOURNEY (DOES NOT HAVE TO BE ONE OF THE SUGGESTIONS) (for communication only, any past tense is acceptable) Do not reward method of transport: j’ai voyagé en bus / en train / en metro / en car / J’ai choisi les transports en commun Assume the candidate’s description relates to the journey <u>unless</u> the description could not apply to a bus/train journey <u>or</u> the candidate makes it clear they are describing what happened after arrival at destination and not on the journey Accept: destination of journey Accept: when they made the journey Accept: with whom they made the journey Accept description of what happened during the journey before arrival at destination • how they spent the time: watching tv etc. • what they see through the window: j’ai regardé le paysage Accept purpose of the journey • pour voir les monuments • pour visiter mes grands-parents (<i>tolerate ‘visiter’ in this context for communication but do not reward the tick for the verb</i>) Accept opinion/reaction to the journey by bus/train • C’était ennuyeux • C’était amusant • J’ai fait un long voyage / Le voyage était long Award 1 communication for an inappropriate time frame, e.g.: «La semaine prochaine je vais faire un voyage pour voir le Taj Mahal parce que le Taj Mahal est magnifique» • «(La semaine prochaine) je vais faire un voyage pour voir le Taj Mahal» = 1 communication mark (correct verb in terms of meaning / wrong tense) • («je vais faire» does not score a tick for the verb, «voir» does score a tick as it would still have been correct if the initial verb were correct and «est» scores as this is a generality and the present tense is correct) REFUSE Le voyage était fatigué = 0 («le voyage était fatigant» = ✓1✓1)	[2]

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2	Further description of the trip	[2]
	INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ACCEPT ANY FURTHER DETAIL RELATING TO THE TRIP (DOES NOT HAVE TO BE ONE OF THE SUGGESTIONS) (for communication only, any past tense is acceptable) See Tick 1 instructions for how to award Tick 2	
3	Préférez-vous le train ou le bus?	[2]
	FOR 2 COMMUNICATION MARKS LOOK FOR A SENSIBLE RESPONSE IN AN APPROPRIATE TENSE Accept: 'I prefer the train/bus' / 'I like both' / 'I like neither' etc. «Je prefer/préfèr le train» = 0 (<i>«prefer/préfèr» is not a part/form or a phonetic version of a part/form of the verb «préférrer»</i>)	
4	Expliquez pourquoi?	[2]
	FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE REASON IN AN APPROPRIATE TENSE Reward the reason even if it is not clear which method of transport the candidate prefers – look for a positive or negative statement: The reason will not necessarily be introduced by «parce que»: (parce que) le train est plus rapide/vite (parce qu') il y a des toilettes dans les trains (parce que) le bus est moins confortable/comfortable	
5	À l'avenir, voudriez-vous acheter une voiture? <u>Expliquez pourquoi/pourquoi pas</u>	[2]
	<u>Ignore attempts: at «Je voudrais acheter...»/«Je ne voudrais pas acheter...»</u> FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE <u>REASON</u> IN AN APPROPRIATE TENSE The reason will not necessarily be introduced by «parce que» – look for a positive or negative statement: (parce que) la voiture est très rapide/vite (parce qu') il y a des hommes dans le bus (parce que) c'est (trop) cher	

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Question 3(c): pendant les grandes vacances votre mère a eu un accident et elle s'est cassé la jambe (continuation of story)

Do not award marks in any category for the introduction provided on question paper when it appears at the beginning of the essay ...*la semaine dernière, Maman s'est cassé la jambe. Alors moi, j'ai dû aider à la maison...*

Accounts of the accident DO NOT qualify for Tick 1, Tick 2, Tick 3. We do award Tick 4 and Tick 5 for reactions to the accident as well as to the helping at home so it may be possible to reward reactions in such pieces. Indicate irrelevant material with the wavy downrule. Do not award marks for verbs in such material. Award marks for Other linguistic features for the whole piece. Consult your Team Leader.

Tick	Accept	Mark
1	Décrivez ce que vous avez fait pour aider à la maison	[2]
	INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – LOOK FOR ANYTHING SENSIBLE THE CANDIDATE DID TO HELP AROUND THE HOUSE (for communication only, any past tense is acceptable) Reward jobs the mother would have done, which could include childcare outside the home • J'ai fait/Je faisais la vaisselle • J'ai fait des courses • J'ai emmené mon frère à l'école Refuse general statements such as «j'ai tout fait» «je suis resté à la maison avec ma mère» = 0	
2	Further description of what the candidate did to help at home	[2]
	INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – LOOK FOR A FURTHER THING THE CANDIDATE DID TO HELP AROUND THE HOUSE (for communication only, any past tense is acceptable) Follow the rules for Tick 1	
3	Description of what the candidate DID / IS DOING / WILL DO to help at home	[2]
	FOR 2 COMMUNICATION MARKS LOOK FOR A FURTHER THING THE CANDIDATE DID / IS DOING / WILL DO TO HELP AROUND THE HOUSE (IF a past tense is used: for communication only, any past tense is acceptable) Reward jobs the mother would have done, which could include childcare outside the home • Je fais/Je ferai/Je faisais la vaisselle • Je fais/Je vais faire/J'ai fait des courses Refuse general statements such as «j'ai tout fait» «je suis resté à la maison avec ma mère» = 0	

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4	Donnez vos réactions et les réactions de votre famille à ces événements	[2]
	ALLOW POSITIVE OR NEGATIVE REACTION EXPRESSED IN AN APPROPRIATE TENSE Do not insist on past tenses for two communication marks, e.g. allow statements such as <i>Ma mère est très fière de moi</i> etc., <i>Mon père est très content</i>, <i>Ma mère est triste</i> Expect opinions/emotions Reactions can be to the fall as well as to what the candidate does to help • C'était fatigant et c'était difficile = ✓4✓4 and ✓5✓5 • C'était mauvais / C'était pas mal ✓4✓4 (C'était mal ✓4) • C'était cool / C'était super J'étais fatigué = ✓4✓4 J'étais fatigué = ✓4 Je suis fatigué = ✓4 J'étais fatigant = 0 For Tick 4 and Tick 5, allow EITHER 2 family (<u>including mother</u>) reactions OR 2 candidate reactions OR 1 of each Remember: • <i>C'était amusant. C'était formidable</i> = 2 communication marks (each statement has a verb, even if it is the same one) • <i>C'était amusant et formidable</i> = 1 (a list with one verb)	
5	FURTHER REACTION FROM CANDIDATE OR FAMILY	[2]
	ALLOW POSITIVE OR NEGATIVE REACTION EXPRESSED IN AN APPROPRIATE TENSE Follow the rules for Tick 4	

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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) Place the tick so that it does not obscure the acute accent on a past participle.
- (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

[Total mark for Accurate use of verbs (Question 3): 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 proffesseurs sont (<i>no tick</i>) gentils	incorrect subject
	Le voiture s'est approché (<i>no tick</i>)	incorrect subject
Les nouveau professeurs sont (✓) gentils		«Les professeurs» is the subject and is correctly spelt. The incorrect adjective does not prevent the tick being awarded
Les invites sont arrivés (✓)		missing accent on noun does not prevent tick being awarded
	Les invités sont arrives (<i>no tick</i>)	past participle must have accent for tick to be awarded; 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
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

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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»

Passive

Tick	No tick	Note
Elle a été attrapée (✓)		
Les vélos ont été vendus (✓)		

Reflexive

Tick	No tick	Note
Elle s'est levée (✓)	Elle est se levée (<i>no tick</i>)	
Je me lave (✓) les mains		
Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère		correct use of a reflexive and non-reflexive verb can both be credited

Impersonal

Tick	No tick	Note
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
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 (✓)		past tense required by the task: main verb is 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 (✓)		

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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>)	accept both normal word order and inversion after direct speech
«...» il a dit (✓)		
Viens-tu (✓) / Viens tu (✓)		

(f) Participle (past or present)

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

(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
- 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»)

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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) Do not consider accuracy of verbs for your assessment of Other linguistic features, but do bear in mind idiomatic and/or particularly judicious choice of verbs.
- (ii) 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)).
- (iii) 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 or above 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.

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Grade descriptors for Other linguistic features (Question 3)

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^{^^}. • 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.

^{^^}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.

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

- 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)
- Object pronouns (*il m'a dit*) and 'strong' pronouns (*chez nous* etc.)
- Conjunctions other than *et* and linking words (e.g. *cependant, malheureusement, toutefois*)
- Prepositions – Time: *depuis, pendant, pour, du... au...* etc. / – Place: *en, dans* etc.
- Negatives, especially strong forms
- Adverbs
- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Expressions of quantity
- Partitive articles, especially *de* after negative, use of *du, de la, des*
- Appropriate use of *politesse*s in the letter.

[Total mark for Other linguistic features (Question 3): 12]

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Appendix I

Note on using mark schemes with Grade descriptors

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

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

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

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

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

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

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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 joue</i> = 1 for communication (as an attempted perfect tense) <i>Il joué</i> = 1 for communication (as an attempted present tense)
	For 2 communication marks insist on an accent when an adjective is also a past participle	<i>Il était fatigue</i> = 1 for communication <i>Il être fatigue</i> = 1 for communication <i>Il et fatigue</i> = 1 for communication
	For 2 communication marks, tolerate a grave accent for an acute accent	<i>Il a jouè</i> = 2 for communication
(vii)	Errors of punctuation: award 2 communication marks in spite of errors of punctuation	
	<i>Jai fait...</i> = 2 for communication in spite of missing apostrophe	In addition <i>jai fait</i> scores a tick for the verb
(viii)	Errors of elision: award 2 communication marks in spite of errors of elision	
	<i>Je aime...</i> / <i>Je habite...</i> = 2 for communication in spite of missing elision	<i>Je aime</i> / <i>Je habite</i> : no tick for the verb as elision has not been made
(ix)	Single consonant where there should be double and vice versa: award 2 communication marks	
	<i>J'appelle</i> / <i>J'apelle</i> / <i>J'apele</i> / <i>J'appelle ma mère au téléphone</i> = 2 for communication	<i>J'appelle ma 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)	

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(xii)	Treat the verbs <i>retourner</i> , <i>revenir</i> and <i>rentrer</i> as synonyms: award 2 communication marks	
(xiii)	«ne» omitted in a negative statement: award 2 communication marks	
	<i>J'aime pas la biologie</i> = 2 for communication (in addition, the verb receives a tick)	However <i>Je n'aime la biologie</i> = 1 for communication (see B (ix)) (verb receives a tick)

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B 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	
	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> All score 1 mark for communication	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 Ticks are not scored for these verbs
	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> All score 1 mark for communication	
	Task: what do you want to eat for lunch. Candidate writes. <i>Je veux mange un sandwich</i> = 1 for communication	<i>Je veux</i> = tick for verb
	Task: what will you do <u>next</u> year. Candidate writes: <i>L'an <u>dernier</u> je voyage en France</i> = 1 for communication <i>L'an <u>dernier</u> je vais voyager en France</i> = 1 for communication <i>L'année <u>prochaine</u> j'allait en ville</i> = 1 for communication (if the task required a past tense, <i>J'allait en ville</i> tout court could score 2 for communication as a phonetic rendering of <i>J'allais en ville</i>)	...<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
	<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))	<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>)

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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 prenez le bus</i> = 1 for communication (phonetic version of an incorrect part/tense (<i>Je prenez</i>) of an appropriate verb)	<i>Je prendais le bus</i> = 0 for communication (<i>prendais</i> is not any form/part/tense (nor a phonetic version thereof) of the verb <i>prendre</i>)
(iii)	Use of <i>être</i> as the auxiliary when <i>avoir</i> would be correct: award 1 communication mark (see also A (v))	
	<i>Je suis mangé la pomme</i> = 1	
(iv)	Use of <i>être</i> instead of <i>avoir</i> in some clearly defined idiomatic phrases: award 1 communication mark	
	<i>J'étais peur</i> = 1 <i>J'étais soif</i> = 1 <i>J'étais faim</i> = 1 <i>Elle était cinq ans</i> = 1	(no tick for the verb) (no tick for the verb) (no tick for the verb) (no tick for the verb) However <i>Elle est les cheveux gris</i> = 0 <i>J'avais fatigué</i> = 0 <i>J'avais malade</i> = 0
(v)	<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 nagon</i> après l'école = 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 (x))	
	<i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication	<i>il a mal au genou</i> , contains an appropriate verb in the wrong time frame which is awarded 1 mark for communication (in addition, first verb receives a tick)
	<i>Je pensais qu'il pleut</i> = 1 for communication	The subordinate clause, <i>qu'il pleut</i> , contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)
(ix)	«pas», or equivalent, is omitted in a negative statement = 1 for communication	
	<i>Je n'aime la biologie</i> = 1 for communication (verb receives a tick)	However <i>J'aime pas la biologie</i> = 2 for communication (in addition, the verb receives a tick)

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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'aillait en ville</i> = 0 for communication (<i>aillait</i> is not any part of the verb <i>aller</i>) <i>Je prendais le bus</i> = 0 for communication (<i>prendais</i> is not any part of the verb <i>prendre</i>) <i>J'amie (le tennis)</i> <i>J'alle au cinema</i> <i>Je m'apple Carole</i>	
(iv)	There are two subjects = 0 for communication	
	<i>il j'aime</i> = 0 for communication	