



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FRENCH

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Paper 4 Writing

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MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **35** printed pages.

1 General Marking Principles**1.1 Crossing out:**

(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

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

1.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or

If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

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

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

1.6 Spellings recognised by the Académie Française will be accepted.

Question	Answer	Marks
Question 1 Candidates are required to list 8 items in French. Read all of the items that the candidate has listed and award marks as follows: (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. (ii) On Question 1, award marks for items wherever the candidate has written them. (iii) If the candidate offers more than one word per line, award a mark for each acceptable item (e.g. where a candidate has linked two words as in <i>gâteau au chocolat</i> / <i>gâteau chocolat</i> = 1 tick; however <i>gâteau et chocolat</i> / <i>gâteau, chocolat</i> (candidate intends these as two items) = 2 ticks). (iv) The pictures provided on the question paper are only suggestions. (v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs. (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). (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. (viii) Refuse all nouns which are repeated and which do not have a separate meaning: <i>gâteau, gâteau au chocolat</i>: award one mark to each item <i>gâteau au chocolat, gâteau à la crème</i>: award one mark to each item <i>gâteau, gâteau au chocolat, chocolat</i>: award one mark to each item <i>gâteau, grand gâteau</i>: award one mark for the first <i>gâteau</i> (ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.		

Question	Answer	Marks																																																															
1	Vous êtes en vacances dans un camping. Faites une liste, en français, de 8 choses. Refuse toilettes as it is the example. Refuse people, personal belongings and all items of food unless listed below. <table border="1"> <thead> <tr> <th>ACCEPT</th><th>ACCEPT</th><th>REFUSE</th></tr> </thead> <tbody> <tr> <td></td><td>cabane / cabine</td><td></td></tr> <tr> <td></td><td></td><td>camping / camp / camper</td></tr> <tr> <td>caravane</td><td>caravan / campingcar</td><td></td></tr> <tr> <td></td><td>chaise</td><td></td></tr> <tr> <td>douche</td><td>douch</td><td>doch / doucher / dusch / duche</td></tr> <tr> <td>glace</td><td>glacier / glass(e)</td><td>glice / glacerie / gelaterie</td></tr> <tr> <td>magasin / boutique</td><td>magazin, épicerie</td><td>legumerie / fruiterie magazine / magasin</td></tr> <tr> <td>piscine</td><td>picine / piscine</td><td>nager / natation / piscien / pisene</td></tr> <tr> <td>plage / mer</td><td>montagne / campagne / forêt</td><td>plague / plaige / plagne / playe mar / mere</td></tr> <tr> <td>restaurant / café / cafétéria</td><td>resto / cantine / restaurant / retaurant / restaurant</td><td></td></tr> <tr> <td>tennis de table / ping-pong</td><td></td><td>foot / football / rugby / tennis</td></tr> <tr> <td>court de tennis / terrain de football</td><td></td><td></td></tr> <tr> <td>tente</td><td>tent</td><td>tante / trente</td></tr> <tr> <td>voiture</td><td></td><td></td></tr> <tr> <td></td><td>salle de bains</td><td>bagne / bain / baigne</td></tr> <tr> <td></td><td>table</td><td></td></tr> <tr> <td></td><td>légumes / fruits</td><td>nourriture</td></tr> <tr> <td></td><td></td><td>musée</td></tr> <tr> <td></td><td></td><td>pique-nique</td></tr> <tr> <td></td><td></td><td>carpe</td></tr> </tbody> </table> Total for Question 1: 5 marks	ACCEPT	ACCEPT	REFUSE		cabane / cabine				camping / camp / camper	caravane	caravan / campingcar			chaise		douche	douch	doch / doucher / dusch / duche	glace	glacier / glass(e)	glice / glacerie / gelaterie	magasin / boutique	magazin, épicerie	legumerie / fruiterie magazine / magasin	piscine	picine / piscine	nager / natation / piscien / pisene	plage / mer	montagne / campagne / forêt	plague / plaige / plagne / playe mar / mere	restaurant / café / cafétéria	resto / cantine / restaurant / retaurant / restaurant		tennis de table / ping-pong		foot / football / rugby / tennis	court de tennis / terrain de football			tente	tent	tante / trente	voiture				salle de bains	bagne / bain / baigne		table			légumes / fruits	nourriture			musée			pique-nique			carpe	5
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Question	Answer	Marks
Question 2 Candidates are required to answer the question. Read the whole answer and award marks as follows: Communication: award a mark out of 10, according to the instructions in 2.1. Language: award a mark out of 5, according to the instructions in 2.2.		

Question	Answer	Marks
2	À la maison <u>2.1: Award a mark out of 10 for Communication</u> (i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer. (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 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). (iii) Add up the ticks to give a mark out of 10 for Communication. (iv) For COMMUNICATION Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning. For language other than verbs, use ‘rules’ in Question 1: look alike, sound alike, etc. Misplaced adjectives, negatives and adverbs will not usually compromise communication. (v) LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks <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> (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). (vii) Do not penalise factual errors. (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.	15

Question	Answer		Marks
2	Tick	Accept	
	✓1	Combien de personnes y a-t-il dans votre maison ? REWARD any statement relating to number of people in the family il y a 5 personnes (accept figures) nous sommes 4 X personnes habitent dans ma maison j'habite avec... il y a 5 personnes, mon père, ma mère, mon frère, ma sœur et moi = 6 items = 3 ticks Accept pets, e.g. j'ai un chien / chat chez moi, il y a 4 personnes. Mon père s'appelle Marco, ma mère s'appelle Maria, ma sœur qui a 10 ans et moi = 1 tick as details about family members not requested. dans votre maison, il y a 3 personnes = 0 dans ma maison y-a-t-il trois personnes = 0	
	✓2	Qu'est-ce que vous aimez prendre au petit-déjeuner ? REWARD any statement relating to breakfast. j'aime... je mange / je prends / je bois Accept any food / drink Insist on recognisable spelling / phonetical rendering Refuse what the candidate does not like / drink / eat J'ai du pain = 0	

Question	Answer		Marks			
2	<table><tr><th>Tick</th><th>Accept</th></tr><tr><td>✓3</td><td> Qu'est-ce que vous faites pour aider à la maison ? REWARD any statement relating to household tasks je range / je nettoie / ...ma chambre (accept any room) je vide / sors la poubelle je travaille dans le jardin je lave la voiture je fais les courses j'aide à + infinitive j'aide ma mère dans la cuisine j'aide ma mère tc je joue avec ma petite sœur ma sœur passe l'aspirateur je n'aide pas à la maison / je ne fais rien pour aider Refuse je marche le chien je fais la vaseille / vaisalle (but accept vesselle / vessel) j'organise la maison je repase mes vêtements </td></tr></table>	Tick	Accept	✓3	Qu'est-ce que vous faites pour aider à la maison ? REWARD any statement relating to household tasks je range / je nettoie / ...ma chambre (accept any room) je vide / sors la poubelle je travaille dans le jardin je lave la voiture je fais les courses j'aide à + infinitive j'aide ma mère dans la cuisine j'aide ma mère tc je joue avec ma petite sœur ma sœur passe l'aspirateur je n'aide pas à la maison / je ne fais rien pour aider Refuse je marche le chien je fais la vaseille / vaisalle (but accept vesselle / vessel) j'organise la maison je repase mes vêtements	
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✓3	Qu'est-ce que vous faites pour aider à la maison ? REWARD any statement relating to household tasks je range / je nettoie / ...ma chambre (accept any room) je vide / sors la poubelle je travaille dans le jardin je lave la voiture je fais les courses j'aide à + infinitive j'aide ma mère dans la cuisine j'aide ma mère tc je joue avec ma petite sœur ma sœur passe l'aspirateur je n'aide pas à la maison / je ne fais rien pour aider Refuse je marche le chien je fais la vaseille / vaisalle (but accept vesselle / vessel) j'organise la maison je repase mes vêtements					

Question	Answer		Marks
2	Tick	Accept	
	✓4	Que faites-vous le soir en général ? REWARD any statement relating to evening activities Accept any activity at home or outside je fais mes devoirs je regarde la télé je joue sur ma console je joue avec mon petit frère / ma petite sœur je vais au stade / au gymnase / chez mon ami(e) je me couche je prends une douche / un bain mon frère regarde la télé je sorti tous les vendredis avec mes amis = 0 (failed attempt) mes amis jouent au foot = 0	
	✓5	Le week-end prochain, qu'est-ce que vous allez faire ? Pourquoi ? je vais / voudrais... on va / nous allons... any reasonable activity, in or away from house NB je vais allé au restaurant (Accept for Communication but incorrect future tense) je vais organiser une fête chez moi (Reward for Communication and correct future) Pourquoi can be: a reason: c'est mon / son anniversaire / c'est Halloween a purpose: pour jouer au football / pour fêter mon anniversaire Accept je vousdrais for Communication only Refuse j'ai voudrais / je voundrais...	

Question	Answer	Marks												
2	<u>2.2: Award a mark out of 5 for Language</u> 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)). Grade descriptors for Language (Question 2) <table><tr><td>5</td><td>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>4</td><td>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>3</td><td>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>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr><tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr><tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr></table> *Consider the whole answer when awarding mark for language Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks	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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0	One or two disjointed words or short phrases may be recognisable.													

Question	Answer	Marks
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.		
For question-specific guidance, see later in this mark scheme.		
<u>3.1: Award a mark out of 10 for Communication</u>		
(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.		
(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).		
2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	
0 ticks	Nothing of worth communicated.	
(iii) Look for a verb (finite or infinitive) before awarding a mark for communication. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.		
(iv) Add up the ticks to give a mark out of 10 for Communication.		

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

Question	Answer	Marks
With direct and indirect object pronouns		
Tick	No tick	Note
Je l'aime (✓)		
Je le joue (✓)	Je se joue (<i>no tick</i>)	first example – «je joue» is correct despite incorrect object pronoun; second example – «jouer» is not a reflexive verb
Je lave (✓) les voitures	Je me lave (<i>no tick</i>) les voitures	«laver» should not be used reflexively in this statement
Je t'ai dit (✓)		
J'ai te dit (✓)		basic verb formation is correct
Je les ai achetés (✓)	Je les ai acheté (<i>no tick</i>)	past participle must agree in number and gender with preceding direct object for verb tick to be awarded
With « y » and « en »		
Tick	No tick	Note
J'y vais (✓) / Elle en achète (✓)		
Je vais (✓) y en voiture		correct «je vais» scores despite incorrect position of «y»
Elle achète (✓) en		correct «elle achète» scores despite incorrect position of «en»
Passive		
Tick	No tick	Note
Elle a été attrapée (✓)		
Les vélos ont été vendus (✓)		

Question	Answer	Marks
Reflexive		
Tick	No tick	Note
Elle s'est levée (✓)	Elle est se levée (no tick)	
Je me lave (✓) les mains		
Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère		correct use of a reflexive and non-reflexive verb can both be credited
Impersonal		
Tick	No tick	Note
C'est comique (✓)		
Il y a (✓)		«Ilya» (✓) all right letters and in right order (by same rule «yatil» also gains a tick) «Il y a» does not score in expressions meaning 'ago'
Est-ce que (✓)		
With negative		
Tick	No tick	Note
Ils ne jouent pas (✓)		tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features'
Ils ne pas jouent (✓)		
Je ne aime (✓) pas		
Sequence of tenses		
Tick	No tick	Note
Si j'avais (✓) le choix je voudrais (✓)		
Si j'ai eu (no tick) le choix je voudrais (✓)		if sequence is incorrect, both verbs cannot be rewarded
Quand j'ai fini (no tick) de déjeuner (✓) je suis sorti (✓)		in time clauses, the pluperfect must be used for the verb to be rewarded. In other cases the perfect is acceptable

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

Question	Answer	Marks
(d) Infinitive		
Tick	No tick	Note
Je veux (✓) sortir (✓)		
Je veut (<i>no tick</i>) sortir (✓)		award tick for any correct dependent infinitive, even if main verb is incorrect / in the wrong tense
Je veux (✓) sortir (<i>no tick</i>)		
Il a commencé (✓) à pleuvoir (✓)		
Il a commence (<i>no tick</i>) à pleuvoir (✓)		
Il a commencé (✓) de pleuvoir (<i>no tick</i>)		
J'ai essayé (✓) de travailler (✓)		
Il m'aide (<i>no tick</i>) à préparer le repas (✓)		a past tense required by the task: main verb is, therefore, in the wrong tense, but dependent infinitive is correct and is ticked
Visiter (✓) d'autres pays est (✓) important		
Sans hésiter (✓)	Sans hésité (<i>no tick</i>)	
Je veux (✓) sortir (✓) parce que je veux (<i>no tick</i>) aller (✓) aux magasins		<i>je veux</i> can only score once, but different infinitives can each score if correct
Après être arrivé(e) (✓) il/(elle) a mangé (✓) un sandwich		
Après être sorti il a commencé (✓) à pleuvoir (✓)		the subject of the perfect infinitive is not the subject of the main verb
Après avoir mangé (✓) je suis sorti (✓)		

Question	Answer		Marks
Ticking forms of the verb in the future: is the future tense appropriate to the task?			
Tick	No tick	Note	
Nous allons (✓) jouer (✓) au tennis		in all these cases the future tense is appropriate to the task on the question paper so both the finite verb and the infinitive are ticked in the normal way	
Je vais (✓) regardé (no tick) un film			
Elle vas (no tick) arriver (✓) ce soir			
Je vais (no tick) aller (no tick) 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 (no tick)	accept both normal word order and inversion after direct speech	
«...» il a dit (✓)			
Viens-tu (✓) / Viens tu (✓)			
(f) Participle (past or present)			
Tick	No tick	Note	
En arrivant (✓)			
Ayant fini (✓)			
Une fois arrivé (✓)			

Question	Answer	Marks
	(g) Reward only the first occurrence of a verb, e.g. 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... 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 (<i>no tick</i>) le tennis – both third person usage Elle est (✓) fâchée, ce n'est (<i>no tick</i>) pas amusant – both third person usage Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère: correct use of a reflexive and non-reflexive verb can both be credited Mon frère a (✓) sept ans. Il y a (✓) 30 enfants dans sa classe: with «il y a/avait» allow the impersonal use to be credited as an extra (the same applies to «est-ce que» and «il/elle est») <u>3.3: Award a mark out of 12 for Other linguistic features</u> (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)). (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. (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...</i> etc / – 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>politesse</i>s in the letter	

Question	Answer	Marks
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.		
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)	<i>Le club des écologistes</i> <u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u> <table> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> <tr> <td>✓1</td><td> Dites ce que vous avez fait récemment au collège pour protéger l'environnement. nous avons nettoyé... / on a... / j'ai recyclé Accept any activity in or outside school </td><td>2</td></tr> <tr> <td>✓2</td><td> Qu'est-ce que le directeur / la directrice a pensé de vos activités ? le directeur était... / la directrice... content / fier / ravi / heureux il / elle a pensé que c'était une bonne idée il a aimé nos activités Accept any adjective suggesting a positive / negative response </td><td>2</td></tr> <tr> <td>✓3</td><td> À votre avis, quels sont les problèmes écologiques dans votre région ? il y a beaucoup de papiers dans les rues les rues sont sales la rivière est polluée il y a trop de circulation le principal problème est la contamination de l'eau = 2 le principal problème est la contamination = 1 </td><td>2</td></tr> </table>	Tick	Accept	Mark	✓1	Dites ce que vous avez fait récemment au collège pour protéger l'environnement. nous avons nettoyé... / on a... / j'ai recyclé Accept any activity in or outside school	2	✓2	Qu'est-ce que le directeur / la directrice a pensé de vos activités ? le directeur était... / la directrice... content / fier / ravi / heureux il / elle a pensé que c'était une bonne idée il a aimé nos activités Accept any adjective suggesting a positive / negative response	2	✓3	À votre avis, quels sont les problèmes écologiques dans votre région ? il y a beaucoup de papiers dans les rues les rues sont sales la rivière est polluée il y a trop de circulation le principal problème est la contamination de l'eau = 2 le principal problème est la contamination = 1	2	30
Tick	Accept	Mark												
✓1	Dites ce que vous avez fait récemment au collège pour protéger l'environnement. nous avons nettoyé... / on a... / j'ai recyclé Accept any activity in or outside school	2												
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✓3	À votre avis, quels sont les problèmes écologiques dans votre région ? il y a beaucoup de papiers dans les rues les rues sont sales la rivière est polluée il y a trop de circulation le principal problème est la contamination de l'eau = 2 le principal problème est la contamination = 1	2												

Question	Answer			Marks
3(a)	Tick	Accept	Mark	
	✓4	Pourquoi ? Accept reason or consequence parce que les gens sont sales je trouve que... c'est mauvais pour la santé	2	
	✓5	Qu'est-ce qu'on pourrait faire pour améliorer l'environnement en général ? je voudrais / j'aimerais / je vais / j'espère / on pourrait... travailler pour une compagnie écologique faire des études sur l'environnement utiliser les transports en commun	2	
	3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above			
	Communication point	For Verbs, accept:		
1	Past			
2	Past			
3	Present			
4	Present			
5	Notion of future			
3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above				

Question	Answer	Marks															
3(b)	<i>Les études, l'emploi et le futur</i> <u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u> <table> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> <tr> <td>✓1</td><td> Qu'est-ce que vous avez étudié comme matières à l'école ? j'ai étudié les maths et l'anglais List of two subjects minimum j'étudie les maths et l'anglais = max 1 j'ai étudié les maths = max 1 j'étudie les maths = 0 </td><td>2</td></tr> <tr> <td>✓2</td><td> Est-ce que vous avez décidé de continuer vos études après vos examens ? j'ai choisi de... j'ai décidé de... je voudrais continuer mes études après les examens = max 1 </td><td>2</td></tr> <tr> <td>✓3</td><td> Pourquoi / Pourquoi pas ? je voudrais aller à l'université je veux trouver un emploi je voudrais être médecine = 0 </td><td>2</td></tr> <tr> <td>✓4</td><td> Expliquez ce que <u>les jeunes font</u> dans votre région pour gagner de l'argent. les jeunes travaillent dans les restaurants / hôtels / magasins je travaille dans un café = max 1 </td><td>2</td></tr> </table>	Tick	Accept	Mark	✓1	Qu'est-ce que vous avez étudié comme matières à l'école ? j'ai étudié les maths et l'anglais List of two subjects minimum j'étudie les maths et l'anglais = max 1 j'ai étudié les maths = max 1 j'étudie les maths = 0	2	✓2	Est-ce que vous avez décidé de continuer vos études après vos examens ? j'ai choisi de... j'ai décidé de... je voudrais continuer mes études après les examens = max 1	2	✓3	Pourquoi / Pourquoi pas ? je voudrais aller à l'université je veux trouver un emploi je voudrais être médecine = 0	2	✓4	Expliquez ce que <u>les jeunes font</u> dans votre région pour gagner de l'argent. les jeunes travaillent dans les restaurants / hôtels / magasins je travaille dans un café = max 1	2	30
Tick	Accept	Mark															
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✓3	Pourquoi / Pourquoi pas ? je voudrais aller à l'université je veux trouver un emploi je voudrais être médecine = 0	2															
✓4	Expliquez ce que <u>les jeunes font</u> dans votre région pour gagner de l'argent. les jeunes travaillent dans les restaurants / hôtels / magasins je travaille dans un café = max 1	2															

Question	Answer			Marks												
3(b)	Tick	Accept	Mark													
	✓5	Dites quel serait l'emploi de vos rêves. je voudrais devenir / être professeur j'aimerais travailler dans l'informatique je travaillerai(s) comme... je veux être dentiste je vais devenir = 1 l'emploi de mes rêves est... = 1	2													
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u> <table><tr><th>Communication point</th><th>For Verbs, accept:</th></tr><tr><td>1</td><td>Past</td></tr><tr><td>2</td><td>Past</td></tr><tr><td>3</td><td>Present</td></tr><tr><td>4</td><td>Present</td></tr><tr><td>5</td><td>Notion of future / conditional</td></tr></table> <u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>					Communication point	For Verbs, accept:	1	Past	2	Past	3	Present	4	Present	5	Notion of future / conditional
Communication point	For Verbs, accept:															
1	Past															
2	Past															
3	Present															
4	Present															
5	Notion of future / conditional															

Question	Answer	Marks																		
3(c)	<i>Des vacances de neige</i> <u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u> <table> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> <tr> <td>✓1</td><td> Comment avez-vous passé les premiers jours sans neige ? j'ai / nous avons / on a... fait des promenades / du shopping je suis allé au bowling / en ville je suis resté à l'hôtel </td><td>2</td></tr> <tr> <td>✓2</td><td> Qu'est-ce que vous avez fait quand il a commencé à neiger ? j'ai fait du ski NB tick the verbs in « <i>quand il a commencé à neiger...</i> » </td><td>2</td></tr> <tr> <td>✓3</td><td>Award the third tick for an extra detail for either Task 1 or Task 2</td><td>2</td></tr> <tr> <td>✓4</td><td> Quelles étaient vos impressions de la station de ski ? j'étais déçu(e) / fâché(e) / triste l'hôtel / l'appartement était confortable il y avait trop de gens = 2 il y avait beaucoup de gens = 1 </td><td>2</td></tr> <tr> <td>✓5</td><td> Quelle était votre opinion de ces vacances ? c'était un désastre les vacances ont été merveilleuse c'était intéressant / bon = max 1 c'est intéressant = 0 </td><td>2</td></tr> </table>	Tick	Accept	Mark	✓1	Comment avez-vous passé les premiers jours sans neige ? j'ai / nous avons / on a... fait des promenades / du shopping je suis allé au bowling / en ville je suis resté à l'hôtel	2	✓2	Qu'est-ce que vous avez fait quand il a commencé à neiger ? j'ai fait du ski NB tick the verbs in « <i>quand il a commencé à neiger...</i> »	2	✓3	Award the third tick for an extra detail for either Task 1 or Task 2	2	✓4	Quelles étaient vos impressions de la station de ski ? j'étais déçu(e) / fâché(e) / triste l'hôtel / l'appartement était confortable il y avait trop de gens = 2 il y avait beaucoup de gens = 1	2	✓5	Quelle était votre opinion de ces vacances ? c'était un désastre les vacances ont été merveilleuse c'était intéressant / bon = max 1 c'est intéressant = 0	2	30
Tick	Accept	Mark																		
✓1	Comment avez-vous passé les premiers jours sans neige ? j'ai / nous avons / on a... fait des promenades / du shopping je suis allé au bowling / en ville je suis resté à l'hôtel	2																		
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✓3	Award the third tick for an extra detail for either Task 1 or Task 2	2																		
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Question	Answer	Marks												
3(c)	<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u> <table><tr><th>Communication point</th><th>For Verbs, accept:</th></tr><tr><td>1</td><td>Past</td></tr><tr><td>2</td><td>Past</td></tr><tr><td>3</td><td>Past</td></tr><tr><td>4</td><td>Past</td></tr><tr><td>5</td><td>Past</td></tr></table> <u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>	Communication point	For Verbs, accept:	1	Past	2	Past	3	Past	4	Past	5	Past	
Communication point	For Verbs, accept:													
1	Past													
2	Past													
3	Past													
4	Past													
5	Past													

Appendix I**Note on using mark schemes with Grade descriptors**

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

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

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

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

If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.

If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material

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

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

Appendix II: Communication**Rules on how to decide whether a verb is accurate enough to convey meaning****Communication**

an attempt at a verb is required for any communication mark to be awarded

for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B.

for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.

where a verb fits the criteria for C, the mark for communication is 0

although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below), in order for a verb to score a LANGUAGE tick, it must be correct

'ticks' for communication are to be placed just above the end of the qualifying sentence/phrase

A QUESTION 3 ONLY: where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE, 2 communication marks are awarded in the following cases.

(i)	For 2 communication marks: accept a Present where a Future context is apparent	
	<i>L'an prochain je voyage en France</i> = 2 for communication.	(<i>Je voyage</i> receives a tick for verb)
(ii)	For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa	
(iii)	For 2 communication marks: accept a 'phonetic version' of the correct time frame	
	<i>J'ai passer/passez les vacances</i> = 2 for communication <i>Les gens pense/pensait que</i> = 2 for communication <i>Il a commencé à joué</i> = 2 for communication	(<i>Il a commencé à joue</i> = 1 for communication – <i>joue</i> is not phonetic)
(iv)	For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate	
	Allow Perfect, Imperfect, Pluperfect or Past Historic. Ignore inconsistency of the Perfect and Past Historic if it occurs	

(v)	Use of <i>avoir</i> with a past participle when <i>être</i> is correct: award 2 communication marks	
	<i>J'ai resté en France</i> = 2 marks for communication	However the use of <i>être</i> when <i>avoir</i> is correct = 1 communication mark, e.g. <i>Je suis mangé la pomme</i> (see B (iii))
(vi)	Errors of accent: award 2 communication marks (eg <i>il va téléphoner</i> = 2; <i>il commençais</i> = 2; <i>j'achete</i> = 2), except in the following cases	
	For 2 communication marks, insist on the accent on a past participle of –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 mere au telephone</i> = tick for the verb

(x)	In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)	
	<i>Mon ami a dit qu'il avait mal au genou</i> = 2 for communication (in addition both verbs can receive a tick) <i>Mon ami annonce</i> (wrong tense) <i>qu'il avait mal au genou</i> = 2 for communication (in addition second verb can receive a tick)	However, <i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication (see B (viii)) (in addition first verb can receive a tick) <i>Mon ami a dit qu'il mal au genou</i> = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	<i>Je pensais que j'étais malade</i> = 2 for communication (in addition both verbs receive a tick)	However: <i>Je pensais qu'il pleut</i> = 1 for communication (see B (viii)) <i>Je pensais que j'avais malade</i> = 0 for communication (see B (iv)) (In both cases, first verb can receive a tick)
(xi)	Use of a verb in the 'indicative' where a subjunctive would be expected: award 2 communication marks	
	<i>Il faut que j'aille chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick) <i>Il faut que je vais chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick)	
(xii)	Treat the verbs <i>retourner</i>, <i>revenir</i> and <i>rentrer</i> as synonyms: award 2 communication marks	
(xiii)	«ne» omitted in a negative statement: award 2 communication marks	
	<i>J'aime pas la biologie</i> = 2 for communication (in addition, the verb receives a tick)	However <i>Je n'aime la biologie</i> = 1 for communication (see B (ix)) (verb receives a tick)

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

(i)	The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark	
	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'aile 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'éte 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</i> , <i>voyager</i>) as the task requires a future <i>...j'allait...</i> verb does not receive a tick
	<i>L'année prochaine j'aille en ville</i> = 1 for communication (<i>aller</i> is an appropriate verb, <i>aille</i> is a form of the verb <i>aller</i> (subjunctive))	<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>)
(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)	Manger, nager, ranger etc – ‘e’ missing from <i>nous</i> form and imperfect: award 1 communication mark	
	<i>Je mangais des pommes</i> = 1 (no tick for the verb) <i>Nous nagons après l'école</i> = 1 (no tick for the verb)	<i>Je mang des pommes</i> = 0
(vi)	The following commonly seen inappropriate usages: award 1 communication mark	
	Accept for 1 mark <i>il est beau</i> for <i>il fait beau</i> <i>j'ai écouté un bruit</i> for <i>j'ai entendu un bruit</i> <i>c'est chaud</i> for <i>il fait chaud</i> <i>j'ai fait une promenade à l'école</i> for <i>je suis allé à l'école à pied</i> <i>j'ai regardé un accident</i> for <i>j'ai vu un accident</i>	Refuse <i>j'ai regardé pour mon sac</i> for <i>j'ai cherché mon sac</i>
(vii)	The following commonly seen mis-usages: award 1 communication mark	
	<i>il et (venu me voir)</i> <i>je return(e) etc (accept <i>returner</i> for <i>retourner</i>)</i> <i>je s'appelle (Carole)</i>	However, <i>Il m'appelle (Carole)</i> when the candidate is trying to give his/her own name = 0 as nothing of worth is communicated
(viii)	In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules (see also A(x))	
	<i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication	<i>il a mal au genou</i> , contains an appropriate verb in the wrong time frame which is awarded 1 mark for communication (in addition, first verb receives a tick)
	<i>Je pensais qu'il pleut</i> = 1 for communication	The subordinate clause, <i>qu'il pleut</i> , contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)
(ix)	«pas», or equivalent, is omitted in a negative statement = 1 for communication	
	<i>Je n'aime la biologie</i> = 1 for communication (verb receives a tick)	However <i>J'aime pas la biologie</i> = 2 for communication (in addition, the verb receives a tick)

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	